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| Language SKILLS REC to Y6 | | | | | | | |
|  | EYFS Skills | Key Stage 1 Skills | | Lower Key Stage 2 Skills | | Upper Key Stage 2 Skills | |
|  | End of REC  Expectations | End of Year 1  Expectations | End of Year 2  Expectations | End of Year 3 Expectations | End of Year 4  Expectations | End of Year 5 Expectations | End of Year 6 Expectations |
| ASPECT | Average age 5 years 6 months | Average age 6yrs 6months | Average age 7years 6 months | Average age  8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| Listening |  |  |  | Listen attentively repeat what they have heard | Listen carefully and follow simple commands e.g. put up your hands, stand up, hold up an object, picture or card | Play games that require active and attentive listening e.g. True and False, Simon says, or Bingo | Interpret simple dialogue, instructions and messages. Listening to some speech and note down information, the main points or interesting detail |
| Speaking | Say hello in a range of languages | Say hello and goodbye | Say hello and goodbye and thank you in a range of languages | Say/repeat a simple sentence using familiar vocabulary | Respond to what they see and hear by answering a question, using modelled responses | Engage in a simple conversation with a partner including asking / answering simple questions and expressing likes, dislikes and feelings | Speak with increasing confidence and fluency in a range of circumstances |
| Reading |  |  |  | Read key words correctly, using visual cues to support | Read words and phrases in a familiar text | Pick out specific details from longer passages of familiar language e.g. name, place and cost | Read simple texts independently, showing understanding of familiar topic, adapting and substituting words for effect/clarity. Use a dictionary or glossary to check words and phrases |
| Writing |  |  |  | Choose simple words or phrases, copying them correctly | Label items and select appropriate words to complete short sentences. Make simple signs that include words and phrases used regularly in class | Write down sentences and familiar phrases correctly, including some from memory and contribute to group writing | Write a short text on a familiar topic, adapting and substituting words for effect/clarity. Use a dictionary or glossary to check words and phrases |
| Spelling |  |  |  | Copy simple words correctly | Spell key words and phrases correctly, being aware of symbols e.g. acute, grave and circumflex accents in French | Use a dictionary or glossary to check a spelling | Spell an increasing number of words correctly in a short piece of writing. |
| Vocabulary |  |  |  | Identify objects using key words | Describe objects using simple phrases. Use simple phrases | Integrate previously learnt language with newly learnt language, using a dictionary to look up unknown words | Use a widening vocabulary, referring to bilingual dictionaries and glossaries for alternatives Manipulate language using vocabulary and structures for a range of purpose and audiences |
| Grammar |  |  |  | Use an article such as “the”, “a”, or “an” when learning the names of objects | Use modelled prepositions and pronouns e.g. the pen-it is on the table | Recognise and understand infinitive verbs, nouns, and adjectives | Conjugate verbs for person then tense |
| Pronunciation |  |  |  | Pronounce their name and other familiar words and phrases correctly | Pronounce single words and key phrases correctly | Use accurate pronunciation so that others understand, self-correcting as necessary | Use accurate pronunciation and intonation by listening to modelled examples e.g. native speakers and recordings |
| Descriptions |  |  |  | Describe themselves using familiar words and phrases | Describe a place using key words and phrases | Describe the actions of a person or object using appropriate words and phrases | Describe people, places, objects and actions orally then apply to writing |
| Appreciation |  |  |  | Join in with repetitive phrases in chants, songs and rhymes in a given language | Listen attentively to/watch short scenarios in a given language using a range of pictures/ animations to support | Listen to, learn by heart and respond to songs, poems or stories and listen for certain details, information, repeated or rhyming words | Listen attentively to identify cultural features of a story, poem, or song such as the type of street/housing |
| Presenting/Performing |  |  |  | Perform a simple chant, rhyme or song as part of a large group to an audience, after much practice | Present a short description to a familiar audience using learnt words and phrases | Perform or present a song, poem or story as part of a group to a specific audience | Perform and present ideas and information to a wider range of audiences |