



	Communication and Language	3 and 4-year-olds	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Sing a large repertoire of songs. 		
		Reception	<ul style="list-style-type: none"> • Understand how to listen carefully and know why listening is important. • Learn new vocabulary • Use new vocabulary through the day • Use new vocabulary in different contexts • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs 		
		ELG	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions 	
			Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	
	Understanding the World	3 and 4-year-olds	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 		
	Reception	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries 			

		ELG	People, Culture and Communities	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
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Year 3/4	2-Year Cycle			
	Cycle A	Autumn Term	Spring Term	Summer Term
		<ul style="list-style-type: none"> • Introduction to sounds of language • Greetings • Colour adjectives, Christmas masculine nouns and classroom command verbs • Simple sentence with a connective 	<ul style="list-style-type: none"> • Introduction to letter and sound correspondences • Gender of nouns and plurals • Counting items in a pencil case • Asking and saying name 	<ul style="list-style-type: none"> • Developing understanding of letter and sound correspondences • Simple sentences in the positive and negative using it is and it is not • Animal nouns and colour adjectives • Asking questions • Using a bi-lingual dictionary
	Cycle B	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Introduction to sounds of language • Greetings and feelings • Colour adjectives and Christmas feminine nouns • Simple sentence with a connective 	<ul style="list-style-type: none"> • Introduction to letter and sound correspondences • Gender of nouns and plurals • Counting items of clothing • Say what you are putting on and ask others 	<ul style="list-style-type: none"> • Developing understanding of letter and sound correspondences • Simple sentences in the positive and negative using I have and I have not • Position of colour adjectives with animal nouns • Asking questions 	

Year 5/6	2-Year Cycle			
	Cycle A	Project 1	Project 2	Project 3
		Create a Shape Book using knowledge of: <ul style="list-style-type: none"> • sentence building with nouns, colour and size adjectives and negatives 	Write a Colour Poem using knowledge of:	Write a Monster Description using knowledge of:

		<ul style="list-style-type: none"> • correspondence of letters to sound • use of a bi-lingual dictionary 	<ul style="list-style-type: none"> • sentence building with singular and plural nouns and the definite article • correspondence of letters to sound • use of a bi-lingual dictionary 	<ul style="list-style-type: none"> • sentence building with plural nouns, the indefinite article, agreement and position of adjectives in the singular and plural • correspondence of letters to sound • use of a bi-lingual dictionary
		<p align="center">Project 4</p> <p>Create a Fact File Mini-book about themselves using knowledge of:</p> <ul style="list-style-type: none"> • sentence building with regular and irregular verbs, the indefinite article, negatives and the agreement and position of adjectives • asking questions • correspondence of letters to sound • use of a bi-lingual dictionary 	<p align="center">Project 5</p> <p>Create a Lift the Flap animal book using knowledge of:</p> <p>sentence building with regular verbs in the singular and plural, negatives, the indefinite article and the agreement and position of adjectives</p> <p>correspondence of letters to sound</p> <p>use of a bi-lingual dictionary</p>	
	Cycle B	<p align="center">Project 1</p> <p>Design an Extraordinary Animal using knowledge of:</p> <ul style="list-style-type: none"> • sentence building with nouns, colour and size adjectives and negatives • correspondence of letters to sound • use of a bi-lingual dictionary 	<p align="center">Project 2</p> <p>Design a cartoon version of the story Bon Appétit Monsieur Lapin using knowledge of:</p> <ul style="list-style-type: none"> • sentence building with singular and plural nouns, the partitive article and 1st and 2nd person -er verbs • correspondence of letters to sound • use of a bi-lingual dictionary 	<p align="center">Project 3</p> <p>Write a mini-book of The Hungry Monster using knowledge of:</p> <ul style="list-style-type: none"> • sentence building with plural nouns, the partitive article and the indefinite article • correspondence of letters to sound • use of a bi-lingual dictionary
		<p align="center">Project 4</p> <p>Design a Birthday Book using knowledge of:</p> <ul style="list-style-type: none"> • sentence building with dates, numbers and questions • correspondence of letters to sound • use of a bi-lingual dictionary 	<p align="center">Project 5</p> <p>Write a Sequence Poem using knowledge of:</p> <ul style="list-style-type: none"> • sentence building with the indefinite and definite article, singular and plural nouns and prepositions • correspondence of letters to sound • use of a bi-lingual dictionary 	

Progression of Skills in Languages

	EYFS	KS1	Y3/4	Y5/6
			<i>Year 3 Skills/Year 4 Skills</i>	<i>Year 5 Skills/Year 6 Skills</i>
Listening and Speaking/Oracy		<p>Spoken Language - Statutory Requirements Y1-6 Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ listen and respond appropriately to adults and their peers ○ ask relevant questions to extend their understanding and knowledge ○ use relevant strategies to build their vocabulary ○ articulate and justify answers, arguments and opinions ○ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ○ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ○ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ○ speak audibly and fluently with an increasing command of Standard English ○ participate in discussions, presentations, performances, role play, improvisations and debates ○ gain, maintain and monitor the interest of the listener(s) ○ consider and evaluate different viewpoints, attending to and building on the contributions of others ○ select and use appropriate registers for effective communication 		
	<p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ● Make comments about what they have heard and ask questions to clarify their understanding ● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers 		<p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Listen and show understanding of single words through physical response.</i> ● Listen and show understanding of short phrases through physical response. 	<p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Listen and show understanding of more complex familiar phrases and sentences.</i> ● Listen and show understanding of more complex sentences containing familiar words and unfamiliar words
	<p>ELG: Speaking Children at the expected level of</p>		<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Recognise a familiar question and respond with a simple rehearsed response.</i> ● Ask and answer several simple questions with a rehearsed response 	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.</i> ● Engage in a short conversation using familiar questions and express opinions.

		<p>development will:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> Name objects and actions and link words with a connective in a simple rehearsed sentence. Use familiar vocabulary to say simple sentences to give information using a language scaffold. 	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold. Manipulate familiar language to present own ideas and information in more complex sentences.
			<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> Say simple words to describe people, places, things and actions using a model. Say a simple phrase to describe people, places, things or actions using a language scaffold. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> Say more complex sentences to describe people, places, things and actions using a language scaffold. Say a complex sentence manipulating familiar language using a dictionary for new language.
			<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> Listen to and identify rhyming words and particular sounds in songs and rhymes. Listen to and demonstrate understanding of words in songs and rhymes. 	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> Follow the text of familiar rhymes and songs identifying the meaning of words. Read aloud the text of familiar rhymes and songs.

	EYFS	KS1	Y3/4	Y5/6
			Year 3 Skills/Year 4 Skills	Year 5 Skills/Year 6 Skills

ELG: Comprehension

Children at the expected level of development will

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate - where appropriate - key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Year 1&2 National Curriculum Reading Statutory Requirements:
Year 1:

- apply phonic knowledge and skills as the route to decode words
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read other words of more than one syllable that contain taught GPCs
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Year 2:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Year 1&2 National Curriculum Writing Statutory Requirements:

KS2 Languages National Curriculum
Children read carefully and show understanding of words, phrases and simple writing.

Children can:

- *Read and show understanding of familiar single words.*
- Read and show understanding of simple familiar phrases and short sentences.

KS2 Languages National Curriculum
Children read carefully and show understanding of words, phrases and simple writing.

Children can:

- *Read and show understanding of a complex sentence using familiar language.*
- Read and show understanding of a series of complex sentences using familiar language.

Year 1:

Pupils should be taught to:

- spell:
words containing each of the 40+ phonemes already taught; common exception words; the days of the week
- name the letters of the alphabet: naming the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Pupils should be taught to:

- write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher

Year 2:

Pupils should be taught to:

- spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones; learning to spell common exception words; learning to spell more words with contracted forms; learning the possessive apostrophe (singular) [for example, the girl's book]; distinguishing between homophones and near-homophones

	<ul style="list-style-type: none"> ○ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 		
		<p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Identify and use strategies for memorising new vocabulary.</i> ● Use a bi-lingual dictionary to find the meaning of a word and its translation. 	<p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Use a bilingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.</i> ● Decode a simple unfamiliar text using grammatical knowledge, context of a bi-lingual dictionary.
		<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Use the knowledge of the sound of some letter strings to read aloud or say individual familiar words.</i> ● Read aloud familiar short sentences using knowledge of letter strings and observing silent letter rules. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.</i> ● Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.
		<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Write single familiar words from memory with understandable accuracy.</i> ● Write simple familiar short phrases from memory with understandable accuracy. 	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Write familiar complex sentences from memory with understandable accuracy.</i> ● Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.
		<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Write simple words to describe people, places, things and actions using a model.</i> ● Write a simple phrase to describe people, places, things or actions using a language scaffold. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Write more complex sentences to describe people, places, things and actions using a language scaffold.</i> ● Write a complex sentence manipulating familiar language using a dictionary for new language.

	EYFS	KS1	Y3/4	Y5/6
			<i>Year 3 Skills/Year 4 Skills</i>	<i>Year 5 Skills/Year 6 Skills</i>
Stories, Songs, Poems and Rhymes	<p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. 		<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> • <i>Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.</i> • Join in with words of a song, story or rhyme sometimes from memory. 	<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> • <i>Follow the simple text of a familiar song or story and sing or read aloud.</i> • Understand the gist of an unfamiliar text using some familiar language.

	EYFS	KS1	Y3/4	Y5/6
			Year 3 Skills/Year 4 Skills	Year 5 Skills/Year 6 Skills
Grammar		<p>Year 1&2 National Curriculum Vocabulary, Grammar and Punctuation Statutory Requirements:</p> <p>Year 1:</p> <ul style="list-style-type: none"> ○ Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: ○ leaving spaces between words ○ joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ○ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ○ learning the grammar for year 1 in English Appendix 2 ○ use the grammatical terminology in English Appendix 2 in discussing their writing <p>Year 2:</p> <ul style="list-style-type: none"> ○ Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by ○ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ○ learn how to use: ○ sentences with different forms: statement, question, exclamation, command ○ expanded noun phrases to describe and specify [for example, the blue butterfly] ○ the present and past tenses correctly and consistently 	<p>KS2 Languages National Curriculum</p> <p>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Name a noun, adjective, verb, pronoun, conjunction in the language being studied (French).</i> ● <i>Use the 1st and 2nd person pronouns with a regular verb.</i> ● <i>Use the correct form of the indefinite article in the singular, according to the gender of the noun and in the plural.</i> ● <i>Demonstrate understanding of the position of the majority of adjectives.</i> 	<p>KS2 Languages National Curriculum</p> <p>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● <i>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.</i> ● <i>Produce positive and negative sentences with high frequency verbs and pronouns.</i> ● <i>Use the correct form of the definite article in singular and plural sentences.</i> ● <i>Apply all the knowledge of grammar from previous years to build complex sentences.</i>

		<p>including the progressive form</p> <ul style="list-style-type: none">○ subordination (using when, if, that, or because) and coordination (using or, and, or but)○ the grammar for year 2 in English Appendix 2○ some features of written Standard English○ use and understand the grammatical terminology in English Appendix 2 in discussing their writing		
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