

Year group	Subject National Curriculum Language Angels Learning Ladders			
	Reading	Writing	Speaking	Listening
1				I can listen to familiar spoken words and phrases
2			I can understand conventions such as taking turns to speak, valuing the contribution of others	
3	<p>"Read carefully and show understanding of words, phrases and simple writing."</p> <p>"Appreciate stories, songs, poems and rhymes in the language."</p> <p>"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>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p>	<p>"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."</p> <p>Describe people, places, things and actions orally and in writing."</p> <p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."</p> <p>"Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p> <p>"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."</p> <p>"Present ideas and information orally to a range of audiences."</p> <p>Speak with others using simple words, phrases and short</p>	<p>"Listen attentively to spoken language and show understanding by joining in and responding."</p> <p>"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."</p> <p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics).</p> <p>I can identify specific sounds, phonemes and words</p> <p>I can recognise question forms</p>

	<p>Read aloud familiar words or short phrases in chorus</p> <p>I can identify specific sounds, phonemes and words I can recognise question forms and negatives</p>		<p>sentences (e.g. greetings and basic information about myself).</p> <ul style="list-style-type: none"> • Speak aloud familiar words or short phrases in chorus. • Use correct pronunciation when speaking and start to see links between pronunciation and spelling. <p>I can link sounds to meanings</p>	<p>and negatives I can link sounds to meanings</p>
Where?	<p>Little Red Riding Hood All</p>	<p>I can All</p>	<p>Instruments I can</p>	<p>Petit chaperon rouge</p>

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4	<p>"Read carefully and show understanding of words, phrases and simple writing." "Appreciate stories, songs, poems and rhymes in the language." "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>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>I can recognise categories of words (e.g. colours) and word classes</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). I can communicate by answering a wider range of questions</p>	<p>"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." "Speak in sentences, using familiar vocabulary, phrases and basic language structures." "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences." Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing). I can sort words according to sounds I can communicate by answering a wider range of questions</p>	<p>"Listen attentively to spoken language and show understanding by joining in and responding." "Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words." Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read. I can recognise categories of words (e.g. colours) and word classes I can recognise negative statements I can sort words according to sounds I can communicate by answering a wider range of questions I can listen to and identify words and short phrases</p>

	I can recognise negative statements I can sort words according to sounds			
Where?	All	Family At the cafe	Presenting myself Family Do you have a pet? At the cafe	Tudors
	Reading	Writing	Speaking	Listening
5	"Read carefully and show understanding of words, phrases and simple writing." "Appreciate stories, songs, poems and rhymes in the language." "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a	Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary. I can understand and use negative statements	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." "Speak in sentences, using familiar vocabulary, phrases and basic language structures." "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences." Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using	"Listen attentively to spoken language and show understanding by joining in and responding." "Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words." Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. I can understand and use negative statements I can recognise typical conventions of

	<p>partner school).</p> <p>I can understand and use negative statements</p> <p>I can recognise typical conventions of word order and compare with English</p> <p>I can understand simple opinions</p>		<p>sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p> <p>I can understand and use negative statements</p> <p>I can join in a short conversation</p>	<p>word order and compare with English</p> <p>I can understand simple opinions</p> <p>I can pick out some of the main points from short spoken passages</p>
Where?	Habitats All	Weather Habitats	Pet All	Habitats All

	Reading	Writing	Speaking	Listening
6	<p>"Read carefully and show understanding of words, phrases and simple writing." "Appreciate stories, songs, poems and rhymes in the language." "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary." Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)). I can notice and manipulate agreements</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant). I can notice and manipulate agreements</p>	<p>"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." "Speak in sentences, using familiar vocabulary, phrases and basic language structures." "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." "Present ideas and information orally to a range of audiences." Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency I can notice and manipulate</p>	<p>"Listen attentively to spoken language and show understanding by joining in and responding." "Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words." Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear. I can notice and manipulate agreements I can listen to and understand the main points and some detail from a short spoken passage</p>

			agreements	
Where?	Habitats All	Habitats At school WW2	At school Weekend All	WW2 Habitats
Grammar	"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."			
Where?	<p>Throughout</p> <p>Y3 - <u>Instruments/Animals</u> Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</p> <p>Y4 - <u>Do you have a pet? The classroom.</u> Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (direct or indirect) to use correctly with different nouns. Begin to look at what a fully conjugated verb looks like.</p> <p>Y5 - <u>Clothes. Do you have a pet?</u> Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (direct or indirect) to use correctly with different nouns. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p> <p>Y6 - <u>Clothes. At school. Weekend.</u> Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (direct or indirect) to use correctly with different nouns. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p>			