

Early Years & KSI

	Knowledge	Writing	Reading	Listening	Speaking
Nursery	<p><u>Autumn</u></p> <p>Say hello</p> <p>Learn and sing nursery rhymes</p> <p><u>Spring</u></p> <p>Know simple greetings</p> <p><u>Summer</u></p> <p>Mini Beasts</p>	N/A	N/A	<ul style="list-style-type: none"> Children can recognise a language. Children can recognise patterns to the voice in a foreign language. Children can respond to simple phrases. (may not be accurate and need lots of prompting) Children can recognise some words. (May need prompting) 	<ul style="list-style-type: none"> Children can learn new vocabulary. Children can attempt words (may not be completely accurate) Children can retain simple phrases, for example: 'hola' 'si' 'no'
Reception	<p><u>Autumn</u></p> <p>Numbers 1-10</p> <p>Colours</p> <p><u>Spring</u></p> <p>Shapes</p> <p><u>Summer</u></p> <p>Seasons</p>	N/A	N/A	<ul style="list-style-type: none"> Children can recognise the chosen language. Children can retain information (May need prompting and may not be accurate) Children begin to listen and respond to new vocabulary. (May need prompting and lots of repetition). Children will understand familiar words. (Will need to speak slowly.) 	<ul style="list-style-type: none"> Children can build on learned vocabulary. Children can recognise and use patterns in the voice, for example (rolling R). Children can manipulate mouth to form speech in a foreign language. (May not be completely accurate and may need lots of prompting).
Year 1	<p><u>Autumn</u></p> <p>Animals</p> <p><u>Spring</u></p> <p>I can.... (Verb)</p> <p><u>Summer</u></p> <p>Ice-cream</p>	N/A	N/A	<ul style="list-style-type: none"> Children can listen and respond to repeated single instructions. For example: sit down, stand up, line up. Children can listen and respond to short phrases, for example, "hola, como estas ?" (Hello how are you?) Children begin to recognise unfamiliar words. Some may question what they are. May need repetition or for it to be spoken slowly. 	<ul style="list-style-type: none"> Can begin to use short phrases in conversation. Will need lots of prompting and repetition. Can learn new vocabulary and begin to recognise flow of language. For example, gold fish in Spanish translates as fish of colours. Can begin to use phrases, using correct grammar. This will need lots of prompting and repetition.
Year 2	<p><u>Autumn</u></p> <p>Fruits</p> <p><u>Spring</u></p> <p>Musical Instruments</p> <p><u>Summer</u></p> <p>Vegetables</p>	N/A	N/A	<ul style="list-style-type: none"> Children can listen to familiar vocabulary in a sentence and piece together meaning. This will need lots of repetition and may need visual prompts. Children will have at least one conversation with another person, this may not be accurate and will need some prompting. Children will begin to hear grammar structure of sentences. 	<ul style="list-style-type: none"> Children will begin to ask questions. Children will be able to respond to a group of instructions. "Stand up, tuck your chair in and tidy up" Children will learn new vocabulary. This will be with a lot of repetition. They will also be able to recall prior learning with visual cues.

Lower KS2

	Knowledge	Writing	Reading	Listening	Speaking
Year 3	<p>Autumn</p> <p>Section = core vocabulary (Spanish phonetics).</p> <p>Little Red Riding Hood (Book in resource room)</p> <p>Spring</p> <p>Ancient Britain</p> <p>Presenting myself</p> <p>Summer</p> <p>Family</p>	<ul style="list-style-type: none"> Pupils can copy single familiar words correctly. They label and select appropriate words to complete short phrases or sentences. 	<ul style="list-style-type: none"> Pupils can read single words in clear script with a familiar context. They may need visual cues. 	<ul style="list-style-type: none"> Understand a group of phrases. For example, What is your favourite colour and why? They will begin able to understand clear tape recordings but may need a lot of prompting, such as, repetition and gesture. 	<ul style="list-style-type: none"> Pupils respond briefly with single words or short phrases to what they see and hear. They may need cues. Pupils begin to use vocabulary learned to string a sentence together. This may not be completely accurate and may need lots of prompting.
Year 4	<p>Autumn</p> <p>Section = Core vocabulary (Spanish phonetics—lesson 2)</p> <p>The Classroom</p> <p>Spring</p> <p>My Home</p> <p>The Tudors</p> <p>Summer</p> <p>Goldilocks (See resources, real book is in resource room)</p> <p>Clothes</p> <p>Olympics</p>	<ul style="list-style-type: none"> Pupils copy short phrases correctly. They write or word-process items for example, simple signs and instructions. They eventually will write word from memory but their spelling may be inaccurate. 	<ul style="list-style-type: none"> Pupils show they understand phrases in a familiar context. They match sound to print by reading out loud. They can use books to find out the new meaning of words. 	<ul style="list-style-type: none"> Pupils show a range of understanding of statements and questions. They respond to a clear model of standard language but it may need to be repeated. 	<ul style="list-style-type: none"> Pupils give short and simple responses to what they see and hear. They can name and describe people, places and objects. For example, asking for help and permission.

Upper KS2

	Knowledge	Writing	Reading	Listening	Speaking
Year 5	<p>Autumn</p> <p>Phonetics lesson 3</p> <p>Do you have a pet?</p> <p>Spring</p> <p>What is the date?</p> <p>The weather</p> <p>Summer</p> <p>The Romans</p> <p>Habitats</p> <p>Planets</p>	<ul style="list-style-type: none"> Pupils to write two or three short sentences on familiar topics, using aids. 	<ul style="list-style-type: none"> Pupils show an understanding of short texts and dialogues, printed in books or word processed. They identify and note responses from stories. They are beginning to read independently. 	<ul style="list-style-type: none"> Pupils show they understand language spoken at a normal speed without interference. This includes: instructions, messages and dialogue. They can also identify feelings, likes, dislikes and feelings. Some sections may need to be repeated. 	<ul style="list-style-type: none"> Pupils partake in brief prepared tasks of at least two or three exchanges. They use short phrases to express likes, dislikes and feelings. They use mainly memorised language. occasionally substitute sentences for vocabulary.
Year 6	<p>Autumn</p> <p>Phonetics lesson 4</p> <p>Regular verbs</p> <p>Spring</p> <p>At School</p> <p>Weekend</p> <p>Summer</p> <p>World War II</p> <p>Vikings</p>	<ul style="list-style-type: none"> Pupils write individual paragraphs of about three or four simple sentences, drawing largely on memorised language. They can use their knowledge of grammar and use dictionaries to learn new vocabulary. 	<ul style="list-style-type: none"> Pupils to be taught strategies to help them locate information, follow a process or argument and understand. Pupils will be able to read and answer questions. Pupils will learn from what they are reading. 	<ul style="list-style-type: none"> Pupils taught to listen to others, respond and build ideas constructively. They can identify the main points and some details but may need repetition. 	<ul style="list-style-type: none"> Pupils take part in simple structured language of at least three or four conversations. They can use cues for support. They are beginning to use grammar and have a general accurate pronunciation.