

		Year 3	Year 4	Year 5	Year 6	I can assessment statement...Year 3
<b>Purpose of Study:</b> Learning a foreign language is liberation from insularity and provides and opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning for further languages, equipping pupils to study and work in other countries.		Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	I can understand a few familiar spoken words and phrases. I can say and repeat single words and short simple phrases. I can recognise and read out a few familiar words and phrases. I can write or copy simple words or symbols correctly.
		- Listen to and respond to familiar spoken words, phrases and sentences	- Listen to and respond to words phrases and sentences, including recalling on previous work	- Listen to spoken language and recognise familiar vocabulary	- Listen to spoken language and respond or join in demonstrating an understanding	I can assessment statement...Year 4
		- Develop and awareness of sound/spelling link	- Be familiar with a selection of key sounds and spellings	- Be confident with using a range of key sounds and spellings	- Recall and apply a wide range of sounds and spellings	I can understand a range of familiar spoken phrases. I can answer simple questions and give basic information. I can understand and read out familiar written phrases. can write one or two short sentences using a model, and filling in words to complete sentences.
		- Recognise and respond to familiar questions	- Ask and answer a range of familiar questions	- Ask and answer questions, stringing several together to make a short dialogue	- Ask and answer questions, within a conversation, using extended responses	I can assessment statement....Year 5
<b>Aims:</b> The national curriculum for languages aims to ensure that all pupils: <ul style="list-style-type: none"> <li>- Understand and respond to spoken and written language from a variety of authentic sources</li> <li>- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</li> <li>- Can write at varying length for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>- Discover and develop an appreciation of a range of writing in the language studied.</li> </ul>		- Understand conventions such as turn taking to speak	- Begin to express simple opinions	- Express opinions and respond to those of others	- Express opinions and respond to those of others	I can understand the main points from a short spoken passage made up of familiar language. I can ask and answer simple questions and talk about my interests. I can understand the main points from a short written text in clear printed script. I can write a few short sentences with support, using expressions I have already learnt.
		- Take risks and not worry about making mistakes	- Ask questions in English to seek clarification and help	- Begin to seek clarification and help in French	- Seek clarification and help in French	I can statements...Year 6
		Communicate with others using simple words and phrases	- Communicate with others using words, phrases and short sentences	- Speak in sentences using familiar vocabulary	- Speak in extended sentences using familiar vocabulary	I can understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. I can take part in simple conversation and I can express my opinions. I can understand the main points and some of the detail from short written texts in familiar contexts. I can write a short text on a familiar topic, adapting language which I have already learnt.
		Use correct pronunciation in spoken work	Use correct pronunciation in spoken work	- Use accurate pronunciation and intonation	- Use accurate pronunciation and intonation	
		- Work in groups, pairs or independently	- Memories and present a short text	- Learn lines and take part in group performances	- Present to a range of audiences	
		- Read aloud from a known text in chorus with confidence	- Read and understand familiar written phrases	- Read and understand a short passage made up of familiar language with no support		
Year 3/ 4 Year A	Year 3 / 4 B	- Learn new vocabulary following guidance from the teacher	- Learn strategies for memorising new vocabulary	- Learn strategies for memorising new vocabulary		
- Greetings and yes/no - Numbers 1-20 - Classroom instructions - What's your name? - How old are you? - Colours - Pets - Healthy/Unhealthy food - Days of the week - My family - Going abroad!	- Greetings and yes/no - Numbers 1-20 - Classroom instructions - What's your name? - How old are you? - Colours - Animals - Hobbies - Likes/dislikes - Parts of the body - Months of the year	- Write some familiar words from memory	- Write some familiar words or phrases without help	- Write 3 or 4 sentences on a theme from memory.	- Write sentences from memory	
Year 5/6 Year A	Year 5/6 Year B	- Describe people and things orally and in writing	- Describe people and things orally and in writing	- Describe people, places, things and actions orally and in writing.	- Describe people, places, things and actions orally and in writing	
- On holiday in France - Home and Furniture - Occupations - Numbers 21-100 - All about me! - French literature	- The high street - My leisure time - Food and Meals - Weather - Where I live - Telling the time - Numbers 21-100		- Notice differences between grammatical elements between French and English eg. Position of adjectives, m/f.	- Begin to use a dictionary	- Use a dictionary	
<h1>French</h1>		- Recognise children's songs, rhymes well known to a native speaker	Identify similarities and differences between stories, rhymes and songs that would be known to speakers of own and other language speaker		- Appreciate stories, songs, poems and rhymes well known to native speakers	<b>Name:</b>