

Skill	Year 3	Year 4	Year 5	Year 6
Listening	<p>Repeat words modelled by teacher, show understanding with an action.</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).</p> <p>Pick out known words in an 'authentic' conversation.</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand the main points of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>
Speaking	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Use common phrases.</p> <p>Children answer simple questions.</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p>Engage in short scripted conversations.</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p>

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Writing	<p>Copy simple vocabulary and symbols.</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Children can write simple words and several short phrases from memory.</p> <p>Children use understandable spelling.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>	<p>Adapt taught phrases to create new sentences.</p> <p>Children can write a short, simple text from memory, using simple.</p> <p>Sentences from one familiar topic with reasonable spelling.</p>
Reading	<p>Begin to recognise written vocabulary/ single words.</p> <p>Begin to recognise written phrases.</p>	<p>Begin to recognise simple written phrases.</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p>	<p>Read and show understanding of more short written phrases.</p> <p>Read and show understanding of a piece of writing based on the current topic</p> <p>Read short passages and pull answer questions on what they have read.</p>	<p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>Can use a dictionary or word list.</p>
Grammar	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p>	<p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p>	<p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p>	<p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>

<p>Cultural Understanding</p>	<p>Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.</p>	<p>Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>	<p>Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country.</p>	<p>Talk about, discuss and present information about a particular country's culture. Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war. Show similarities between France and UK as well as differences.</p>
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Vocabulary List

Year 3	Moi (All about me)		On fait la fete (Celebrations)		Portraits		Les quatre amis (The four friends)		Ca pousse! (Growing things)	
Vocabulary	Bonjour! Salut! Ca va? Ca va bien/mal Et toi? Au revoir! Oui/non Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix J'ai Quel age as-tu? J'ai sept/huit ans	Hell oHi How are you? I'm fine/ not very well And you? Goodbye !Yes/No 1-10 I have How old are you? I'm seven/ eight years old	(tres) bien Je joue bien au football. Je nage bien Je nage Je danse Je chante Bravo Super Fantastique Joyeux anniversaire! Les mois: janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre	(very) well/good I'm good at playing football I'm a good swimmer I swim/ I'm swimming I dance/ I'm dancing I sing/ I'm singing Well done! Super! Fantastic! Happy Birthday Months of the year I can... Can	Les couleurs Rouge Rose Jaune Bleu(e) Vert(e) Noir(e) Blanc(he) Violet(te) Marron Orange Un nez Une bouche Des yeux Un bras Une jambe Elle a ... le nez bleu ... la bouche bleue Les yeux/cheveux bleus Il/elle est grand(e) / petit(e)	The colours Red Pink Yellow Blue Green Black White Purple Brown Orange A nose A mouth The eyes An arm A leg He/She has a blue nose ... a blue mouth .. blue eyes/hair He/She is big/small	Le cheval Le mouton Le lapin La souris Il galope Elle court Il/Elle est Gris(e) Non, le lapin ne galope pas	The horse The sheep The rabbit The mouse He/ It gallops She/ It runs He/ She/ It is ... Grey No, the rabbit doesn't gallop	Tu aimes...? J'aime ... Je n'aime pas... Beaucoup Je voudrais S'il vous plait Vous desirez? Voila Merci Dans mon panier Il y a	Do you like...? I like ... I don't like ... A lot I would like ... Please What would you like? There you are Thank you In my basket There it/ there are

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Year 4	On y va! (All aboard)	L'argent de poche (Pocket money)	Racone-moi une histoire! (Tell me a story!)	Viv le sport! (Our sporting lives)	Le Carnaval des Animaux(The Carnival of Animals)					
Vocabulary	Je vais a lecole A pied En voiture En velo En bus En train Ou vas-tu? Je Vais En Belgique En France Il Fait Chaud Il fait froid Il fait beau Il fait mauvais Il fait du soleil Il fait du vent Il pleut lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche et	I go/ I'm going to school On foot By car By bike By bus By train Where are you going? I'm going ... To Belgium To France It's hot It's cold Its fine weather Its bad weather It's sunny It's Windy Its raining Monday-Sunday and	J'adore.. Ja detest... Ca Ving et un, vngt-deux, vingt-trois, vingt-qutre, vingt-cinq, vint-six, vingt- sept, vingt-huit, vingt-neuf, trente C'est combien? Un euro C'est sper/ magnifiqu e, fantastiqu e Jai Je n'ai pas de	I love... I hate ..That 21-30 How much is it One euro Its great/ magnificent /fantastic I have I don't have	Regardez Repetez Ecoutez Quarante, cinquante, soixante, soixante-dix, quatre-vingt, quarte-vingt-dix, cent Il/Elle est... Grand(e) Petit(e) Vrai/faux	Look Repea t Listen 40,50,60,70, 80, 90, 100 He/She is... Big Smal I True/ False	Qu'est-ce que tu fais (lundi)? Je joue au tennis/basket etJe joue au cricket Je fais du velo. Je fais du skate. Je fais de la danse/natation Zero Boire Mange r Le jus orange Le yoourt Le poisson Une pomme Les carottes Le chocolat Le coca Les pommes Les bonbons Oui, c'est bon pour la sante Non, c'est mauvais pour la	What are youdoing/ do youdon (on Monday)? I play tennis/ basketball I play cricket I ride my bike/ go cycling I go skateboardin g I dance/ swim Zero To drink To eat Orange juice Yogurt Fish An apple Carrots Chocolat e Cola Chis Sweet s Ye, it's good for your health No, it's bad for your	Ou habites-tu? J'habite dans.. Je suis Grand(e) Petit(e) Lent(e) Rapide Fort(e) Faible Feroce Timide Quelle heureest-il? Une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures Il est midi Il est minuit	Where do uolive? I live in ..I am Small Big Slow Fast Stron g Weak Fierc e Shy What time is it? One o'clock- eleven o'clock It's midday It's mdnight

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Year 5	Bon appetite, bonne sante(Healthy eating)		Les planets (The planets)		Je suis le musician (I am the music man)		En route pour l'ecole (On the way to school)		Le retour du printemps (The return of spring)	
Vocabulary	Dans le sac, il y a ..	In the bag, there is... And	La Terre	The Earth	Tu joues...? Je joues du saxophone/piano/violon	Do you play ... I play the saxophone/piano/violin	Quand je vais a l'ecole, ... Je passe devant...	When I go to school, ... I pass in front of...	Au printemps	In the spring
	Et	Als	La Lune	The Moon	Je joue de la guitare/clarinette/batterie	I play the guitar/clarinet/drums	Je traverse la rue	I cross the road	En ete/automne/hiver	In the summer/autumn/winter
	Aus	o	Pres de	Near	Je ne joue pas de/d'	I don't play	Je tourne	I turn	r Clair	Bright/Light
	si	But	Loin de	Near the sun	Il/Elle joue C'est genial! C'est nul!	He/ she plays It's brilliant/It's rubbish	Je vais... Cinq minutes plus tard finalement	I go Five minutes later Finally	Sombre	Dark
	Mais	It is good/bad(m)	Pres du soleil Loin du soleil	From the Sun			Il est une here et demie, deux heures et demie, etc	I turn I go Five minutes later Finally It's half past one it's half past two I go to school at half past eight To/on the right To/on the left Straight ahead I don't understand Repeat, please	e	Happy
Il est bon/mauvais	It is good for your health (f)	Un nom (propre)	A (proper) noun			Je vais a l'ecole a huit heures et demie	Finally It's half past one it's half past two I go to school at half past eight To/on the right To/on the left Straight ahead I don't understand Repeat, please	Heureux	Happy	
Elle est bonne/mauvaise pour la sante	They are good/bad (m.pl)	Un adjectif	An adjective			A droite A gauche	Finally It's half past one it's half past two I go to school at half past eight To/on the right To/on the left Straight ahead I don't understand Repeat, please	Triste	Sad	
Ils sont bons/mauvais	They are good/bad (f.pl)	Parc que Elle Assez tres	If Quite, fairly/very			Tout droit Je ne coprened pas	Finally It's half past one it's half past two I go to school at half past eight To/on the right To/on the left Straight ahead I don't understand Repeat, please	Viens/ Reste (chez moi)	Come/Stay (with me)	
Elle sont bonnes/mauvaises							Finally It's half past one it's half past two I go to school at half past eight To/on the right To/on the left Straight ahead I don't understand Repeat, please	Les couleurs sont ...	The colours are...	

							Repetes, s'il vous plait.			
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Year 6	Notre ecole (Our school)		Notre monde (The world around us)		Le passe et le present (Then and now)		Ici et la (Out and about)		Monter un café (Setting up a café)	
Vocabulary	La salle de classe L'entrée principale (f.) La cour Le terrain desport Je cherche... Je cours. Je travaille. Ici La Voici Voilà Il est deux heures et quart Il est deux heures moins le quart Il est deux heures cinq/dix/vingt/vingt-cinq Il est deux heures moins cinq, dix, vingt, vingt-cinq Le déjeuner Le professeur	The classroom The main entrance The playground The sports field I'm looking for I run/ I'm running I work/ I'm working Here There Here it is There it is It's quarter past It's quarter to two It's five/ ten/ twenty/ twenty-five past two It's five/ten/twenty/twenty-five to two Lunch(time) The teacher (general term) Primary school teacher He/ She has...	L'Europe (f.) L'Afrique (f.) Où est...? Des... Le matin L'après-midi (m or f.)	Europe Africa Where is...? Some (indefinite plural) The morning The afternoon	Un supermarché Une boulangerie Une boucherie Une épicerie Une pâtisserie Il y avait... Maintenant Qu'est-ce que c'est? Il/ Elle porte.. Il/Elle s'appelle..	A supermarket A baker's A butcher's A grocer's A cake shop There was/were Now What is it? He/ She is wearing... His/ Her name is ...	Soixante-et-onze, soixante-douze, soixante-treize etc Quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois etc Quatre-vingt-neuf Quatre-vingt-onze, quatre-vingt-douze etc Quatre-vingt-dix-neuf Un homme Une femme Qu'est-ce que tu aimes/detestes? Tu veux jouer au rugby/ netball/ ping-pong?	71-79 81-89 91-99 A man A woman What do you like/hate? Do you want to play rugby/netball/table tennis? Yes I want to play. No, I don't want to play	Une lemonade Une eau minérale Un jus d'orange Un verre de coca Un chocolat chaud Un café Un café au lait Une tasse de thé Un paquet de chips Une portion de frites Une glace au chocolat Une glace à la vanille Vous desirez? C'est quoi? Bon appétite!	A lemonade A mineral water An orange juice A glass of cola A hot chocolate A (black) coffee A coffee with milk A cup of tea A packet of crisps A portion of chips A chocolate ice cream A strawberry/vanilla ice cream What would you like? How much is it?

	Le maitre, la maitresse Il/Elle a						Oui, je veux jouer. Non, je ne veux pas jouer.			Enjoy your meal/ food
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