



Framework for Languages	Year 3	Year 4	Year 5	End of Key Stage Expectations (National Curriculum)
Oracy	<ul style="list-style-type: none"> O3.1 Listen and respond to simple rhymes, stories and songs Identify rhyming words. Perform finger rhymes and sing songs. Join in with storytelling. O3.2 Recognise and respond to sound patterns and words Listen with care. Identify phonemes which are the same as or different from English and other known languages. Speak clearly and confidently. O3.3 Perform simple communicative tasks using single words, phrases and short sentences Recall, retain and use vocabulary. Ask and answer questions. O3.4 Listen attentively and understand instructions, everyday classroom language and praise words Repeat words and phrases modelled by the teacher. Remember a sequence of spoken words. Use physical response, mime and gesture to convey meaning and show understanding. <p>By the end of Year 3, children should be able to:</p> <ul style="list-style-type: none"> Enjoy listening to and speaking in the language Listen and respond to familiar spoken words, phrases and sentences Communicate with others using simple words and phrases and short sentences Understand conventions such as taking turns to speak, valuing the contribution of others Use correct pronunciation in spoken work. 	<ul style="list-style-type: none"> O4.1 Memorise and present a short spoken text Learn finger rhymes, songs, poems or a non-fiction text. Learn and say several sentences on a topic. O4.2 Listen for specific words and phrases Listen with care. Use physical response to show recognition and understanding of specific words and phrases. O4.3 Listen for sounds, rhyme and rhythm Identify specific sounds e.g. rhymes, letters, phonemes, words. Compare different sounds. O4.4 Ask and answer questions on several topics Practise asking and answering questions with a partner. Develop and perform simple role plays. <p>By the end of Year 4, children should be able to:</p> <ul style="list-style-type: none"> Listen to and identify words and short phrases Communicate by asking and answering a wider range of questions Memorise and present a short text. 	<ul style="list-style-type: none"> O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new context Focus on correct pronunciation and intonation. Ask and answer questions. Use tone of voice and gesture to help to convey meaning. O5.2 Understand and express simple opinions Agree and disagree with statements. Understand and express like and dislikes. O5.3 Listen attentively and understand more complex phrases and sentences Understand the main points from speech which includes unfamiliar language. O5.4 Prepare a short presentation on a familiar topic Recall, retain and use words, phrases and sentences. Memorise and present a set of instructions, e.g. a recipe, a weather forecast, instructions for making something, a message, an advertisement. <p>By the end of Year 5, children should be able to:</p> <ul style="list-style-type: none"> Pick out some of the detail from short spoken passages Enjoy interacting even when they hear unfamiliar language Join in a short conversation Make a short presentation using a model. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 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* 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 write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 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>The starred (*) content above will not be applicable to ancient languages.</p>
Literacy	<ul style="list-style-type: none"> L3.1 Recognise some familiar words in written form Understand words displayed in the classroom identify and read simple words. read and understand simple messages. L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words Pronounce accurately the most commonly used characters, letters and letter strings. Read aloud a familiar sentence, rhyme or poem. L3.3 Experiment with the writing of simple words Write simple, familiar words using a model. Write some single words from memory. <p>By the end of Year 3, children should be able to:</p> <ul style="list-style-type: none"> Recognise and understand some familiar words and phrases in written form Read aloud in chorus, with confidence and enjoyment, from a known text Write some familiar simple words using a model Write some familiar words from memory. 	<ul style="list-style-type: none"> L4.1 Read and understand a range of familiar written phrase Match phrases and short sentences to pictures or themes. Identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. L4.2 Follow a short familiar text, listening and reading at the same time Make links between the spoken and written words. Identify common spelling patterns in letter strings. L4.3 Read some familiar words and phrases aloud and pronounce them accurately Read aloud words which they use on a regular basis, e.g. numbers, days, weather. Pronounce letter strings, words and phrases accurately with good pronunciation. L4.4 Write simple words and phrases using a model and some words from memory Write labels for work on wall displays and in their books. Complete a semi-completed message to someone in a partner school. <p>By the end of Year 4, children should be able to:</p> <ul style="list-style-type: none"> Read and understand familiar written phrases Follow a short text while listening and reading, saying some of the text Read a wider range of words, phrases and sentences aloud Write some familiar words and phrases without help. 	<ul style="list-style-type: none"> L5.1 Re-read frequently a variety of short texts Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. L5.2 Make simple sentences and short texts Understand that the order of words in a sentence influences the meaning. Make a sentence using single word cards. Make a short text using word and phrase cards; link L5.3 Write words, phrases and short sentences, using a reference Choose words, phrases and sentences and write them into a gapped text or as picture captions. Use a bilingual dictionary to check the spelling of familiar words. <p>By the end of Year 5, children should be able to:</p> <ul style="list-style-type: none"> Read and understand some of the main points from a text Understand how a simple sentence is written Write words, phrases and a few sentences using a model. 	



Inter-cultural Understanding	<ul style="list-style-type: none">IU3.1Learn about the different languages spoken by children in the school Increase awareness of linguistic and cultural diversity.IU3.2Locate country/countries where the language is spoken Identify some of the countries where the language is spoken, drawing on the knowledge of class members where appropriate. Know some facts about one country, e.g. climate, main towns, famous landmarksIU3.3Identify social conventions at home and in other cultures Learn about polite forms of address. Know how to greet native speakers .IU3.4Make indirect or direct contact with the country/countries where the language is spoken Have contact with a native speaker, including peers where appropriate. View a video or media resource about the country. Send an e-mail, letter or postcard to a partner school. <p>By the end of Year 3, children should be able to:</p> <ul style="list-style-type: none">Appreciate the diversity of languages spoken within their schoolTalk about the similarities and differences of social conventions between different culturesIdentify the country or countries where the language is spokenHave some contact with the country/countriesRecognise a children’s song, rhyme or poem well known to native speakers.	<ul style="list-style-type: none">IU4.1Learn about festivals and celebrations in different cultures Learn how children of different cultures celebrate special days. Identify similarities and differences. Learn simple phrases to celebrate festivals, drawing on the experience of pupils where possible.IU4.2Know about some aspects of everyday life and compare them to their own Compare pastimes of children of different cultures and countries. Exchange information with a partner school, e.g. sports, hobbies.IU4.3Compare traditional stories Compare characteristics of simple stories between cultures. Look at the writing system of the language.IU4.4 Learn about ways of travelling to the country/countries Revise the location of country/countries where the language is spoken. Identify a route from own locality to specified destination, drawing on the direct experience of pupils where available. <p>By the end of Year 4, children should be able to:</p> <ul style="list-style-type: none">Talk about celebrations of which they have experiencedKnow about similar celebrations in other culturesCompare aspects of everyday life at home and abroadIdentify similarities in traditional stories	<ul style="list-style-type: none">IU5.1Look at further aspects of their everyday lives from the perspective of someone from another country Consider aspects of everyday life of children in their own and different countries. Reflect on cultural issues using empathy and imagination to understand other people’s experiences.IU5.2Recognise similarities and differences between places Identify geographical features of a contrasting locality. Learn about buildings and places in different countries.IU5.3Compare symbols, objects or products which represent their own culture with those of another country Learn about symbols representing their own country, culture and community. Learn about symbols and products from another country and culture. <p>By the end of Year 5, children should be able to:</p> <ul style="list-style-type: none">Identify similarities and differences in everyday lifeList some similarities and differences between contrasting localitiesRecognise how symbols, products, objects can represent the culture/cultures of a country	
Knowledge about Language	<ul style="list-style-type: none">Identify phonemes, letters and words which are similar to and different from English in spoken and written formsRecognise commonly used rhyming sounds and learn how they are writtenUnderstand and use a range of common words from all word classes, especially verbsRecognise that languages use different writing systems, have different ways of expressing social relationships (politeness), borrow words from other languages and describe concepts and ideas differentlyApply their knowledge of language rules and conventions when building short sentences and texts, spoken and writtenUnderstand and use question forms and negatives in spoken and written languageUnderstand that rules and conventions are respected by native speakers and are important for learnersRecognise some basic aspects of agreement where relevant, e.g. gender, singular/plural, pronoun/verb, adjectivesRecognise the importance and significance of intonation and punctuation.			