

Expectations	Outcomes
During Year 3	By the end of year 3, most children should be able to:
<p><b>Oracy</b></p> <p>At the beginning of Year 3 the main emphasis is on familiarising children with the sounds and speech patterns of the new language. They enjoy listening to and joining in with a range of songs, poems and stories, and develop their confidence, imagination and self-expression.</p> <p>They learn to differentiate unfamiliar sounds and words. They mimic and play with sounds. They understand simple words and phrases, and begin to repeat and to use some of them independently in simple communicative tasks and role-plays.</p> <p>They listen to a variety of voices, which may include the class teacher, visiting native speakers, audio CDs, cassettes and use websites and CD-ROMs, DVDs or videos.</p>	<ul style="list-style-type: none"> <li>• Enjoy listening to and speaking in the language</li> <li>• Listen and respond to familiar spoken words, phrases and sentences</li> <li>• Communicate with others using simple words and phrases and short sentences</li> <li>• Understand conventions such as taking turns to speak, valuing the contribution of others</li> <li>• Use correct pronunciation in spoken work.</li> </ul>
<p><b>Literacy</b></p> <p>As children listen to sounds, words and phrases, they repeat and chorus, learning accurate pronunciation. They then gradually learn to link simple phonemes and spellings. They enjoy reading a few familiar words and phrases aloud and begin to write letters and familiar words. They also experiment with writing some familiar words from memory.</p>	<ul style="list-style-type: none"> <li>• Recognise and understand some familiar words and phrases in written form</li> <li>• Read aloud in chorus, with confidence and enjoyment, from a known text</li> <li>• Write some familiar simple words using a model</li> <li>• Write some familiar words from memory.</li> </ul>
<p><b>Intercultural Understanding</b></p> <p>Learning a language arouses children's interest and curiosity in their own identities and helps them to see the relationships between their lives and those of others. During the year they think about the linguistic diversity of their own school and talk about the languages they would like to learn. They find out where the language they are learning is spoken.</p> <p>They make contact either in person or through Internet or video with a partner school or native speaker, e.g. a parent, or a language assistant.</p>	<ul style="list-style-type: none"> <li>• Appreciate the diversity of languages spoken within their school</li> <li>• Talk about the similarities and differences of social conventions between different cultures</li> <li>• Identify the country or countries where the language is spoken</li> <li>• Have some contact with the country/countries</li> <li>• Recognise a children's song, rhyme or poem well known to native speakers.</li> </ul>
<p><b>KAL and LLS</b></p> <p>At this initial stage, children begin to foster their interest in the similarities and differences between languages and begin to think together about how they are learning the new language.</p>	

Expectations	Outcomes
During Year 4	By the end of year 4, most children should be able to:
<p><b>Oracy</b></p> <p>Children continue to enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They ask and answer a wider range of questions and memorise and present short texts such as finger rhymes, poems, songs, role-plays or stories.</p>	<ul style="list-style-type: none"> <li>• Listen to and identify words and short phrases</li> <li>• Communicate by asking and answering a wider range of questions</li> <li>• Memorise and present a short text.</li> </ul>
<p><b>Literacy</b></p> <p>Children develop their reading skills and learn to understand familiar written phrases in clear printed script. They link listening and reading, by reading short familiar stories, songs and poems while listening to them at the same time.</p> <p>They write familiar words and phrases using a model and begin to experiment with building short phrases from memory.</p>	<ul style="list-style-type: none"> <li>• Read and understand familiar written phrases</li> <li>• Follow a short text while listening and reading, saying some of the text</li> <li>• Read a wider range of words, phrases and sentences aloud</li> <li>• Write some familiar words and phrases without help.</li> </ul>
<p><b>Intercultural Understanding</b></p> <p>Children reflect upon celebrations in which they participate at home, at school and in the wider community and discuss the similarities with celebrations in other cultures. They compare aspects of everyday life at home and abroad, e.g. sports and hobbies, with children from other countries.</p> <p>They identify common elements in traditional stories from other cultures.</p>	<ul style="list-style-type: none"> <li>• Talk about celebrations of which they have experience</li> <li>• Know about similar celebrations in other cultures</li> <li>• Compare aspects of everyday life at home and abroad</li> <li>• Identify similarities in traditional stories, building on relevant Y2/3 NLS framework objectives.</li> </ul>
<p><b>KAL and LLS</b></p> <p>Children begin to recognise and apply some simple patterns. They begin to share their knowledge about language and develop some basic techniques for memorising and using language.</p>	

During Year 5	By the end of year 5, most children should be able to:
<p><b>Oracy</b></p> <p>Children listen attentively and learn to identify the main points from a short passage of several sentences.</p> <p>They enjoy listening to and joining in with a wider range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn how to express a simple opinion and join in a short conversation.</p>	<ul style="list-style-type: none"> <li>• Pick out some of the detail from short spoken passages</li> <li>• Enjoy interacting even when they hear unfamiliar language</li> <li>• Join in a short conversation</li> <li>• Make a short presentation using a model.</li> </ul>
<p><b>Literacy</b></p> <p>Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts.</p> <p>They learn to put familiar words into sentence order. They continue to develop their writing skills by using words and phrases to build sentences and short texts with support.</p>	<ul style="list-style-type: none"> <li>• Read and understand some of the main points from a text</li> <li>• Understand how a simple sentence is written</li> <li>• Write words, phrases and a few sentences using a model.</li> </ul>
<p><b>Intercultural understanding</b></p> <p>Children discuss aspects of daily life which they have in common with children in different countries. They look at the similarities and differences between their own locality and that of another country.</p> <p>Children also learn about symbols, objects and products that represent countries.</p>	<ul style="list-style-type: none"> <li>• Identify similarities and differences in everyday life</li> <li>• List some similarities and differences between contrasting localities</li> <li>• Recognise how symbols, products, objects can represent the culture/cultures of a country</li> <li>• Recognise how aspects of the culture of different countries become incorporated into the daily life of others.</li> </ul>
<p><b>KAL and LLS</b></p> <p>Children become more aware of simple structures and conventions. They further develop their recognition of pattern and their ability to manipulate language.</p>	

Expectations	Outcomes
During Year 6	By the end of year 6, most children should be able to:
<p><b>Oracy</b></p> <p>During Year 6 children listen to texts and learn to pick out the main points and some details. They learn texts, sketches and dialogues by heart and perform them in front of an audience.</p> <p>They enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn to initiate and sustain short conversations without help. They also enjoy developing short presentations or sharing simple accounts of interesting events from their own experience using a model.</p>	<ul style="list-style-type: none"> <li>• Listen to and understand the main points and some detail from a short spoken passage</li> <li>• Give a presentation in a clear audible voice</li> <li>• Converse briefly without prompts</li> <li>• Enjoy listening and speaking confidently.</li> </ul>
<p><b>Literacy</b></p> <p>Children read a variety of longer texts from different text types. They read aloud with confidence and enjoyment, and also enjoy reading short texts independently.</p> <p>They learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model.</p>	<ul style="list-style-type: none"> <li>• Read aloud with confidence, enjoyment and expression, in chorus or individually</li> <li>• Read and understand the main points and some detail from a short written passage</li> <li>• Write several sentences from memory</li> <li>• Develop a short text using a model.</li> </ul>
<p><b>Intercultural understanding</b></p> <p>Children compare attitudes of different cultures.</p> <p>They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people.</p> <p>They celebrate their understanding and knowledge with others.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of and respect for cultural diversity</li> <li>• Present information about an aspect of another country.</li> </ul>
<p><b>KAL and LLS</b></p> <p>Children become more confident users of language, reflecting on their knowledge about language and using this to make meanings that matter to them. They develop greater independence in applying language learning strategies and in transferring language from one context to another.</p>	