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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Core Skills Progression** |
| **Year 3** | Ask and answer name Ask and answer simple feelings Count 0-11 6 colour | Days Months (and respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas | Celebrating Epiphany Names of domestic animals. Ask and answer a like/dislike | Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter | Fruit and vegetables Breakfast foods Ask and answer likes/dislikes  Ask for a food item politely | Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20) | **Sound Spelling**: Can identify specific sound/phonemes  **Listening**: Can understand a few familiar spoken words and phrases  **Speaking**: Can say/repeat a few short words and phrases and would be understood by a native speaker  **Reading:** Can recognise and read out a few familiar words and phrases  **Writing**: Can write or copy a few simple words or phrases or symbols as emergent writers of the target language |
| **Year 4** | Asking who someone is  Asking someone’s age  Have you ...? I have Numbers 0-31 Classroom objects | Where is ….?( + shops)  Here is ( + shops) Left/ right/ straight ahead There is / there are | Asking who someone is? This is ....... mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour | Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are .... | How are you feeling? Simple everyday illnesses statements  Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective) | Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice-cream | **Sound Spelling**: Can match sounds to familiar written words can pronounce familiar words and some new words accurately.  **Listening**: Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases  **Speaking:** Can ask and answer simple questions and give basic information and can pronounce familiar words and some new words accurately.  **Reading:** Can understand simple written phrases. Can match sounds to familiar written words  **Writing:** Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. |
| **Year 5** | Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school | Buildings and places of interest Where is ( + shops) Here is ( + shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50 | Shopping at the market Fruit Vegetables Transactional language at the shops  Numbers 0-50/ Euros Instructions to make a healthy dish | What are you wearing? I am wearing What’s it like? It’s + colour and size It has.. | Personal information at passport control Countries Planets Adjectives | You can Play + sports Eat + foods Wear +beach clothes | **Sound Spelling:** Can apply phonic knowledge to find/or write words. #  **Listening:** Can understand the main points from a series of spoken sentences (including questions)-may require some repetition  **Speaking:** Can ask and answer questions on  several topics and can express opinions. Can take part in brief prepared tasks such as short presentations and roleplays  **Reading**: Can understand the main point(s) from a short written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find/or write words.  **Writing:** Can write two or three sentences as a personal response using reference materials/with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs. |
| **Year 6** | Asking the time Giving o’clocks Describing simple daily routine | Rooms  Describing a house and a room Asking “Is there + house language. Responding with “Here is ..? Asking: Have you +rooms Responding positively or negatively Saying what I want to be in the future. Asking politely / sandwich flavours | You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment)  sports terrain/team or individual sport) Opinions. / Likes and dislikes | Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes | Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack) | Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers | **Sound Spelling:** generally accurate pronunciation and familiar word reading skills.  **Listening**: Can understand the main points and some detail from a short spoken passage  **Speaking**: Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation  **Reading:** Can understand the main points and simple opinions of a longer written passage (e.g. letter/recipe/ poem/story/account).Can use a bilingual dictionary.  **Writing:** Can write a short text, attempting to use accurately nouns, adjectives, verbs on a familiar topic using reference materials as support. |