

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Languages	3		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	E m e r g i n g	Speaking & Listening I can listen to spoken language and join in by repeating a response given by the teacher. I join in with parts of songs and rhymes. I can ask and answer simple questions by repeating a given phrase.	Reading I am starting to read and understand some simple words.	Writing I can copy some simple words.	E m e r g i n g
Most children will be able to:	E x p e c t e d	Speaking & Listening I can listen to spoken language and show some understanding by joining in. I can join in with songs and rhymes. I can ask and answer simple questions modelled by the teacher.	Reading I can read and understand some simple words and phrases. I can make simple links between English and another language.	Writing I can copy some simple words and phrases but I may make a few spelling mistakes. I am starting to understand feminine, masculine and plural forms.	E x p e c t e d
Some children will have progressed further. They will be able to:	E x c e e d i n g	Speaking & Listening I can listen attentively to spoken language and show some understanding by joining in and responding. I can join in confidently with songs and rhymes, showing understanding of the meaning of most of the words. I can engage in a simple conversation with a partner using a given structure.	Reading I can read simple words and phrases independently, showing understanding and can use a simple picture dictionary. I am starting to notice similarities and differences between English and another language.	Writing I can write some simple words and phrases using a model. I can use feminine, masculine and plural forms.	E x c e e d i n g

It will help if teachers write girls and boys names in different colours (and put a key)

<i>Teacher to complete shaded areas of this table</i>		Emerging	Expected	Exceeding
Overall	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

Non-Core Age-Related Attainment Expectations

<u>Subject</u>	<u>Year Group</u>	<u>Date</u>	<u>Class</u>
Languages	4		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	E m e r g i n g	Speaking & Listening I can listen to spoken language and show some understanding by joining in. I can join in with songs and rhymes. I can ask and answer simple questions modelled by the teacher.	Reading I can read and understand some simple words and phrases. I can make simple links between English and another language.	Writing I can copy some simple words and phrases but I may make a few spelling mistakes. I am starting to understand feminine, masculine and plural forms.	E m e r g i n g
Most children will be able to:	E x p e c t e d	Speaking & Listening I can listen attentively to longer passages of spoken language and show some understanding by joining in and responding and by picking out key words and phrases previously learnt. I can join in confidently with songs and rhymes, showing understanding of the meaning of most of the words. I can communicate with others with improved confidence and accuracy.	Reading Read aloud words and short pieces of text independently, applying knowledge learnt. I am starting to notice similarities and differences between English and another language. I can communicate with others with improved confidence and accuracy.	Writing Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. I can use feminine, masculine and plural forms and begin to understand the basic grammar related to these.	E x p e c t e d
Some children will have progressed further. They will be able to:	E x c e e d i n g	Speaking & Listening I can speak in sentences using familiar vocabulary and phrases using a given structure. I pronounce most familiar words correctly so that others understand me. I understand a range of simple stories, songs, poems and rhymes. I can engage in a longer conversation with a partner, responding to and asking a variety of questions using a given structure.	Reading I can read simple writing, showing understanding, including using a dictionary when prompted. I can explain some of the similarities and differences between English and another language.	Writing I can write simple phrases from memory and adapt these to create new sentences. I can apply my knowledge of feminine, masculine and plural forms and am beginning to understand the basic grammar related to these.	E x c e e d i n g

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Teacher to complete shaded areas of this table		<u>Emerging</u>	<u>Expected</u>	<u>Exceeding</u>
Overall	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Languages	5		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials		
Some children will not have made so much progress. They will be able to:	E m e r g i n g	Speaking & Listening I can listen attentively to spoken language and show some understanding by joining in and responding. I can join in confidently with songs and rhymes, showing understanding of the meaning of most of the words. I can engage in a simple conversation with a partner using a given structure.	Reading I can read simple words and phrases independently, showing understanding and can use a simple picture dictionary. I am starting to notice similarities and differences between English and another language.	Writing I can write some simple words and phrases using a model. I can use feminine, masculine and plural forms.		E m e r g i n g
Most children will be able to:	E x p e c t e d	Speaking & Listening I can listen attentively to spoken language and show some understanding by joining in and responding. I can understand more of what I hear even when some of the language may be unfamiliar by using the decoding skills I have developed. I can join in confidently with songs and rhymes, showing understanding of the meaning of most of the words. I can communicate on a wider range of topics and themes & I can remember and recall a range of vocabulary with increasing confidence.	Reading Understand longer passages in French and start to decode the meaning of some unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lesson, I can use a dictionary when prompted. I can explain some of the similarities and differences between English and another language.	Writing Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement (E.g. Generally for feminine nouns, add -e, for masculine plural nouns, add -s, and for feminine plural nouns, add -es) where required. Learn to manipulate the language and begin to be able to substitute words for suitable alternatives		E x p e c t e d
Some children will have progressed further. They will be able to:	E x c e e d i n g	Speaking & Listening I can speak in sentences using familiar vocabulary, phrases and basic language structures. I pronounce familiar words confidently to a range of audiences. I understand a wider range of stories, songs, poems and rhymes. I can engage in a longer conversation using familiar vocabulary with a partner, responding to and asking a variety of questions and expressing opinions.	Reading I am developing my ability to understand some new words that are introduced into familiar written material and can use a dictionary independently. I am beginning to understand some similarities and differences between high frequency verb forms in English and another language.	Writing I can write phrases from memory and adapt these with help to create new sentences, to express my ideas clearly. I can use the basic grammar related to feminine and masculine forms. I am starting to understand more high frequency verb forms and use them in a given model, using the skills I have learnt.		E x c e e d i n g

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Girls	No. of Chn			



Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Languages	6		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	E m e r g i n g	Speaking & Listening I can speak in sentences using familiar vocabulary and phrases using a given structure. I pronounce most familiar words correctly so that others understand me. I understand a range of simple stories, songs, poems and rhymes. I can engage in a longer conversation with a partner, responding to and asking a variety of questions using a given structure.	Reading I can read simple writing, showing understanding, including using a dictionary when prompted. I can explain some of the similarities and differences between English and another language.	Writing I can write simple phrases from memory and adapt these to create new sentences. I can apply my knowledge of feminine, masculine and plural forms and am beginning to understand the basic grammar related to these.	E m e r g i n g
Most children will be able to:	E x p e c t e d	Speaking & Listening I can listen to longer texts and more authentic foreign language material. Learn to pick out cognates (words that are spelled the same in English and French) and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics.	Reading I can begin to tackle unknown vocabulary and phrases with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. E.g. At school - il(s), elle(s), nous, vous, er verb- etudier, j'etudie, tu studies etc. I can begin to incorporate conjugated verbs (tu, il/elle, nous etc) and begin to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.	E x p e c t e d



Some children will have progressed further. They will be able to:	E	Speaking & Listening	Reading	Writing	E x c e e d i n g
	x	I can speak in sentences using a broad range of vocabulary and basic language structures.	I am developing my ability to understand a wider range of new words that are introduced into familiar written material.	I can create new sentences to express my ideas clearly. I can confidently conjugate verbs (tu, il/elle, nous etc) and use connectives/conjunctions, adjectives and possessive adjectives accurately.	
	c	I pronounce most words correctly and with accurate intonation.	I can explain some similarities and differences between high frequency verb forms in English and another language.		
	e	I can perform stories, songs, poems and rhymes to a range of audiences with confidence.			
	d	I can engage in a longer conversation with a partner, experimenting with new vocabulary and ideas.			

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