



<h2 style="text-align: center;">KS2</h2>			
<ul style="list-style-type: none"> ➢ Listen attentively to spoken language and show understanding - word and phrase level including familiar language. ➢ Explore patterns and sounds of language through songs and rhymes. ➢ Link sound, spelling and meaning of words. ➢ Understand instructions and messages within short passages. ➢ Ask questions and respond in simple sentences in conversation. 			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Understand and respond to high frequency classroom vocabulary. - Follow a range of classroom instructions. - Start to identify the letter sounds in words to support reading and writing. - Start to listen to peers' responses to key questions and show understanding through drawing or pictures.* - Start to build cognate knowledge. - Match pictures or key words/phrases in English to spoken sentences.* <p>*Linked to MTPs.</p>	<ul style="list-style-type: none"> - Understand and respond to high frequency topic vocabulary. - Confidently identify letter sounds in words to spell new words with more accuracy. - Listen to peers' responses to key questions and show understanding through identifying key words in Spanish or English / notes in English. - Start to recognise cognates when introduced as new vocabulary. - Sequence a jumbled list of familiar words or short phrases from a spoken text. - Show understanding of the <u>main points</u> of a spoken text containing cognates and familiar language.* - Begin to understand key points of a spoken text well enough to answer true/false questions.* - Start to produce a personal response to short spoken texts.* <p>*Linked to MTPs.</p>	<ul style="list-style-type: none"> - Understand and respond to high frequency topic phrases. - Start to find errors in their own and peer speaking, applying phonemic knowledge to self and peer correct. - Listen to peers' responses to key questions and show understanding through recording the main points of answers in English or Spanish. - Recognise cognates independently when introduced as new vocabulary. - Start to recount the key points of a spoken text in sequence, working with a partner (using visual/written support).* - Begin to find specific information in a spoken text and respond in a variety of ways, using translation skills.* <p>*Linked to MTPs.</p>	<ul style="list-style-type: none"> - Independently correct errors in own and peer speaking, applying phonemic knowledge. - Listen to peers' responses to key questions and show understanding through recording answers in English or Spanish in more detail. - Build on knowledge of cognates and start to identify 'false friends' when encountering new vocabulary. - Sequence segments from a song, story, rhyme or poem whilst listening to it being read.* - Apply grammatical knowledge to answer specific questions in English and Spanish about a spoken text.* - Answer a range of questions posed in Spanish (based on KQ's studied throughout school), using differentiated answers (short, medium, long).* - Start to identify the tense of a spoken sentence from its time phrase and verb ending (predicate pattern).* <p>*Linked to MTPs.</p>