



	Area	<p align="center"><u>Years 3 and 4</u></p> <p>By the end of Year 3 pupils should have a basic grasp of all this content. By the end of Year 4 pupils should have an advancing understanding of this content, whilst some will have a deep understanding</p>	<p align="center"><u>Years 5 and 6</u></p> <p>By the end of Year 5 pupils should have a basic grasp of all this content. By the end of Year 6 pupils should have an advancing understanding of this content, whilst some will have a deep understanding</p>
	<p><b><u>Read fluently</u></b></p> <p>This concept involves recognising key vocabulary and phrases.</p>	<ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul>
	<p><b><u>Write imaginatively</u></b></p> <p>This concept involves using key vocabulary and phrases to write ideas.</p>	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Express personal experiences and responses.</li> <li>• Write short phrases from memory with spelling that is readily understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> <li>• Use dictionaries or glossaries to check words.</li> </ul>
	<p><b><u>Speak confidently</u></b></p> <p>This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul>
	<p><b><u>Understand the culture of the countries in which the language is spoken</u></b></p> <p>This concept involves the background knowledge and cultural capital needed to infer meaning from interaction</p>	<ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> </ul>	<ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>

		<ul style="list-style-type: none"><li>• Make comparisons between life in countries or communities where the language is spoken and this country</li></ul>	
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