

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:	Emerging 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.	Emerging
Most children will be able to:	Expected 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.	Expected
Some children will have progressed further. They will be able to:	Exceeding 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.	Exceeding

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

Subject	Year Group	Date	Class
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:	Emerging	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.	Emerging
Most children will be able to:	Expected	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.	Expected
Some children will have progressed further. They will be able to:	Exceeding	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.	Exceeding

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<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



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:	Emerging	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.	Emerging
Most children will be able to:	Expected	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.	Expected
Some children will have progressed further. They will be able to:	Exceeding	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 some high frequency verb forms and use them in a given model.	Exceeding

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



Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Languages	6		



Expectations		Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	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.		Emerging
	Expected	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. I 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 some high frequency verb forms and use them in a given model.		Expected
	Exceeding	Speaking & Listening I can speak in sentences using a broad range of vocabulary and basic language structures. I pronounce most words correctly and with accurate intonation. I can perform stories, songs, poems and rhymes to a range of audiences with confidence. I can engage in a longer conversation with a partner, experimenting with new vocabulary and ideas.	Reading I am developing my ability to understand a wider range of new words that are introduced into familiar written material. I can explain some similarities and differences between high frequency verb forms in English and another language.	Writing I can write phrases from memory and adapt these to create new sentences, to express my ideas clearly. I can apply my knowledge of basic grammar related to feminine and masculine forms. I am starting to understand some high frequency verb forms and adapt these within a given model.		Exceeding

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
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Boys	No. of Chn			
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