



## AGE-RELATED EXPECTATIONS – YEAR 3-4 GRAMMAR

LANGUAGES PROGRAMME OF STUDY KS2 (DFE)	YEAR 3	YEAR 4
Feminine, masculine & neuter forms (nouns, pronouns, adjectives, articles)	<p>Start to recognise that most nouns have a plural form which can change how it is spelt &amp; pronounced.</p> <p>To recognise that nouns have gender which is signposted by the definite and indefinite article.</p>	<p>Start to use the possessive pronoun s and understand how they change according to the gender of the noun.</p> <p>Be introduced to adjectives and see how they change with gender and influence word order.</p>
The conjugation of high frequency verbs	<p>Start to understand simple commands in singular &amp; plural in the imperative.</p> <p>Develop an understanding of the present tense in first and second persons.</p> <p>Develop an awareness of simple negatives.</p>	<p>Start to use simple commands (Give me....please, to ask for equipment, Go left/right) using the imperative.</p> <p>Extend the understanding of the present tense to the third person.</p> <p>Start to recognise that some verbs are used more commonly than others.</p> <p>Develop an awareness of the structure of negative patterns.</p>
Key patterns of the language (syntax..) & how to apply these – for example building a sentence.	<p>Start to develop an awareness of basic sentence structure based on what is modelled by the teacher and recognise simple question formation.</p>	<p>Start to sort and categorise words according to gender and other features.</p> <p>Understand how sentences can be extended through the use of adjectives.</p> <p>Understand how connectives can extend the length of sentences.</p> <p>Recognise that questions can often provide clues as to the formation of a response.</p>
How these key features differ from or are similar to English.	<p>Recognise that most words are spelt differently to English and, in some languages, have accents and different conventions of punctuation.</p>	<p>Write down words when the spelling is dictated by the teacher.</p> <p>Start to use the alphabet to spell out words in speaking and writing.</p>



## AGE-RELATED EXPECTATIONS – YEAR 3-4 LISTENING / SPEAKING

LANGUAGES PROGRAMME OF STUDY KS2 (DFE)	YEAR 3	YEAR 4
Listen attentively to the spoken language and show understanding by responding and joining in.	<p>Listen to the language and understand the meaning of familiar words and phrases linked to topics such as me, family and greetings/introductions.</p> <p>Listen and respond to the language with actions, symbols and pictures.</p> <p>Listen to and follow simple instructions – (i.e. 3-5 classroom instructions such as “stand up, sit down, listen &amp; repeat”).</p>	<p>Listen to and understand a series of short sentences on a familiar theme.</p> <p>Listen to information and respond in English to questions.</p> <p>Listen and respond to a wide range of classroom instructions and some simple questions (e.g. “Talk to your partner”, “Join in”, “Your turn now”, “Get + classroom equipment”).</p>
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences using familiar vocab, phrases and basic language structures.</p>	<p>Communicate orally using words and phrases.</p> <p>Ask and answer simple questions about myself (e.g. “What is your name?” “How old are you?” “Where do you live?”).</p> <p>Express likes &amp; dislikes (I like / I don’t like).</p> <p>Communicate understanding or lack of – I understand / I do not understand.</p>	<p>Communicate orally using several simple phrases.</p> <p>Ask and answer a range of questions about myself.</p> <p>Ask others simple question and understand the answer.</p> <p>Express a simple opinion and understand others (I like/love... I dislike/hate.....)</p> <p>Ask for a simple clarification, e.g. for something to be repeated or to speak more slowly.</p>
<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Understand that sounds are different in another language</p> <p>Understand that it is important to pronounce words accurately.</p> <p>Demonstrate accuracy of pronunciation of 10-20 words and phrases. Present simple personal information in word &amp; phrase form.</p>	<p>Have a wider understanding of the key distinguishing phonics of the language (i.e. nasal vowels in French) and start to understand the link between accented letters and pronunciation.</p> <p>Begin to pronounce some new words using knowledge.</p> <p>Understand the meaning of intonation, especially when asking a question.</p> <p>Copy intonation in spoken language.</p> <p>Present information about myself using a wide range of phrases.</p>
Present ideas and information orally to a range of audiences	Perform a song or rhyme in a group.	Give a series of simple instructions.



### AGE-RELATED EXPECTATIONS – YEAR 3-4 READING

LANGUAGES PROGRAMME OF STUDY KS2 (DFE)	YEAR 3	YEAR 4
Read carefully and show understanding of words, phrases and simple writing	Read & understand a short list of familiar words and phrases and find the information asked for.	Read & understand a wider range of familiar phrases and find out key information.
Appreciate stories, songs, poems and rhymes in the language	Participate in stories, songs, poems and rhymes	Read & understand familiar language in stories, songs, poems and rhymes.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Use a simple word list to find out the meaning of unfamiliar words.  See the similarity between words in English & other languages where appropriate.	Use a glossary / simple dictionary to find out the meaning of unfamiliar words.  Look for clues to help work out the meaning of new words.

### AGE-RELATED EXPECTATIONS – YEAR 3-4 WRITING

LANGUAGES PROGRAMME OF STUDY KS2 (DFE)	YEAR 3	YEAR 4
Write phrases from memory	Accurately copy familiar words with developing awareness of punctuation e.g. accents & special characters.  Write 5-10 words from memory with mostly accurate spelling e.g. during a labelling exercise of classroom objects, parts of the body, family.	Copy and adapt short phrases using familiar words. Write 3-5 simple sentences from memory.
Adapt these to create new sentences, to express ideas clearly	Start to build a personal bank of familiar words and phrases including numbers, colours, days of the week & months.	Complete a short fill-in-the-gaps text with familiar missing words – e.g. completing an identity card or a Christmas present list.

Describe people, places, things and actions orally and in writing	Produce their own vocabulary lists, colour coding parts of speech e.g. gender, adjectives.	Write short descriptions with support (e.g. by changing key words in a given model)  Use new words in written and spoken work.
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### ASSESSMENT GRID YEAR 3-4

	YEAR 3	YEAR 4
GRAMMAR	<ul style="list-style-type: none"> <li>Start to recognise that nouns have a plural form which may change</li> <li>Recognise that nouns can have a gender</li> <li>Start to recognise imperatives</li> <li>Develop an understanding of present tense in first and second persons</li> <li>Develop an awareness of simple negatives</li> <li>Have an awareness of basic sentence structure</li> <li>Recognise that words are spelt differently and have accents and different punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Start to use possessive pronouns</li> <li>Recognise that adjectives can change and influence word order</li> <li>Start to use imperatives</li> <li>Extend understanding of present tense to include third person</li> <li>Recognise commonly used verbs</li> <li>Have an awareness of pattern of negative structures</li> <li>Sort and categorise words according to gender</li> <li>Understand how connectives can lengthen sentences</li> <li>Recognise that questions can help formulate responses</li> <li>Write down dictated words</li> <li>Use alphabet to spell out words in sand writing</li> </ul>
LISTENING / SPEAKING	<ul style="list-style-type: none"> <li>Listen to and understand familiar words</li> <li>Listen and respond to the language with actions, symbols and pictures.</li> <li>Listen to the language and follow simple instructions</li> <li>Communicate using simple words and phrases</li> <li>Ask and answer simple questions</li> <li>Express simple like &amp; dislike</li> <li>Communicate understanding</li> <li>Know that sounds are different in another language</li> <li>Understand that pronunciation is important</li> <li>Demonstrate accuracy in pronunciation of key words</li> <li>Can present simple personal information</li> <li>Can join in a song of rhyme in a group</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and understand short phrases on a familiar theme</li> <li>Listen for information and answer questions about it</li> <li>Listen to the language and respond to simple instructions and questions</li> <li>Communicate using several simple phrases</li> <li>Ask and answer a range of questions and understand the reply</li> <li>Express simple opinion and understand others</li> <li>Ask for simple clarification</li> <li>Have a widening understanding of phonics</li> <li>Pronounce some new words</li> <li>Understand and copy intonation</li> <li>Present information about myself using a range of phrases</li> <li>Give simple instructions to others</li> </ul>

READING	<ul style="list-style-type: none"> <li>• Read and understand a short list of familiar words/phrases</li> <li>• Participate in stories, songs, poems and rhymes</li> <li>• Use a simple word list to find out meanings</li> <li>• Find similarities between English &amp; target language</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand a range of familiar phrases</li> <li>• Read and understand familiar language in stories, songs, poems and rhymes</li> <li>• Use glossary / simple dictionary to find out meanings</li> <li>• Use clues to work out meanings of new words</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>• Accurately copy familiar words</li> <li>• Write 5-10 words from memory</li> <li>• Start to build a personal word bank</li> <li>• Produce own vocabulary lists</li> </ul>	<ul style="list-style-type: none"> <li>• Copy and adapt short phrases</li> <li>• Write 3-5 sentences from memory</li> <li>• Complete a short gapped text with familiar missing words</li> <li>• Write description of self using writing frame</li> <li>• Complete simple written tasks from memory</li> </ul>