

Skills harmonisation proposal KS1- KS2

	Reading (written comprehension)	Listening (oral comprehension)	Speaking (oral production and interaction)	Writing (written production)
Reception	Start developing phonological awareness (listening and clapping to syllables for example if there are new bigger words introduced in speech/stories/ song new topic such as CAS-TI-LLO) of the stream language and repeat simple sounds/ words can enjoy and follow most of a story when it is read from a book or told aloud.	Can listen carefully during stories, class discussions, and group activities. Can enjoy rhymes, poems, and songs in the target language. Listen and respond to discrete items of the vocabulary, rhymes, songs, and routines/instructions which involve repeating words, answering simple questions either in English or simple target language, or engaging in some form of interaction (join in, act out parts of rhymes, songs, or stories.). Can understand when hearing parts or whole sentences or short stories in the target language and show understanding by answering with a single word or a short phrase.	Can repeat discrete items of the vocabulary (3 at a time) can use and respond to regular classroom language can ask simple questions, sometimes with a little help or by copying a model. can retell parts of a story, such as the chorus, some key phrases, or sections linked to a topic or theme. can take part in role-play activities and use short phrases or sentences that have been practised or learned.	Develop fine and gross motor skills (holding and controlling a pencil, tracing, using scissors, painting, lacing,...) Can point to or copy the correct word when seeing a matching picture.
Year 1	Are exposed to the more complex sounds of the stream language and play with the syllabus and develop strong phonological awareness Start comparing words and can point to the correct word in a short sentence Pre reading: start decoding simple	Listen and respond to discrete items of the vocabulary and songs which involve identifying meanings, repeating words, answering questions, or engaging in some form of interaction.	Can repeat a simple type of sentence by memory, discrete items of the vocabulary (5 at a time) or songs Awareness of the different words for the article "a" in the stream language	Can recognise the similarities and differences of the English and Stream Language alphabets. Can match the upper and lower letters and start to identify the letters in the stream language cursive handwriting Are able to copy/trace the letters

	familiar words.			in the cursive handwriting of the stream language (from January) and write single words with a model.
Year 2	Have developed strong phonemic awareness and can decode familiar words, discriminating and recognising simple and complex sounds, and can sound them out loud. Can read and understand familiar names, words and simple sentences. Can read and understand concrete information (e.g. places and times) on familiar topics. Can recognise plural and singular forms.	Can understand simple questions that directly concern them if the person is asking slowly and clearly. Can recognise simple greetings. Can use and understand simple numbers in everyday conversations. Can understand everyday expression, and instructions delivered slowly and clearly with repetition if necessary. Can understand words , short sentences and statements in a simple conversation if the delivery is slow and clear	Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets). Can greet people and state their name, their age and produce short phrases about themselves. or describe themselves. Can describe how they are feeling using simple adjectives like “ happy” or “tired” accompanied, or not, by body language. Can state their opinion (agree/ disagree) Can produce simple isolated phrases and sentences about themselves, or people, where they live, what they do or immediate problems using gestures. Can ask and answer questions about themselves, what is it? and daily routines and immediate needs using short sentences and gestures and can ask people for things. Can express numbers and quantities in a limited way. Can use simple words and phrases to describe certain everyday objects (e.g. the colour, the size) and what a room looks like. Can tell the day, months, time, weather. Can construct a simple sentence with SVO pattern with the vocabulary they know. Can take part in simple conversation on a	Start to copy/ write longer chunks of sentences using cursive handwriting from a model With preparation and support (word banks, pictures, spoken pre production...), can write independently a short and simple sentence using familiar words and making a correct use of the punctuation and capital letter . With the support of an adult, can write 2 or 3 sentences. Can use phonemic awareness to write and begin spelling some familiar words correctly.

			predictable topic.	
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	Reading	Listening	Speaking	Writing
Year 3	-Decode and read more fluently basic texts with complex sounds -read fluently familiar texts out loud -answer basic questions and search for keywords or basic information -Notice punctuation and intonation -use context to understand unknown words -Understanding simple texts and different types (fictions, non fictions, instructions, poems) -Begin reading fiction/non-fiction short books independently when vocabulary is familiar	- Understand classroom instructions and begin understanding multi step instruction -understand basic spoken every day information when language clear and slow - Understand simple questions in context and who they are for - Understand meaning via tone/intonation - Recognise and recall learnt words from familiar topics and use keywords to grasp meaning - Listen attentively for 5 min	-can interact in a simple way if the person is prepared to repeat or rephrase slowly and help formulate.can ask and answer simple questions in areas of immediate needs or on familiar topics. - use simple phrases to describe self, pictures, location and familiar people - Express simple opinions/feelings in a simple way, likes and dislikes -begin to speak in full sentences -use routines sentences fluently -respond to classroom prompts - can start performing in drama and recite a few lines - Start to recount interests using appropriately the vocabulary even if the grammar is not always correct - Begin to make relevant comments in class - Begin using various tenses present, past	-Write 2 or 3 sentences independently about a familiar topic -Begin using present and past tenses -Start using nouns, verbs, and basic punctuation -Write short letters, fact files, and simple stories using vocab support or with the help of an adult - Express likes and dislikes and his opinion
Year 4	- Identify structure of narrative texts (intro, development, conclusion) - Make simple inferences(character's feeling) - Identify and understand main idea in longer text - Begin summarising	- Follow more elaborate instructions - understand main idea of an oral story or explanation -understand questions in context -recognise emotional tone -Start to infer meaning from context and can use contextual	-can communicate in simple ways to exchange information on familiar topics, asking and answering with short sentences -Can handle and maintain short social exchanges even though can't keep the conversation going themselves - can use a series of phrases to describe events, locations or people and Start adding details -Explain or retell stories in simple terms using	-Write short texts with some independence (letters, reports,short poems, storyboards, instructions) and can use the dictionary for support -write simple stories, describing sequences of events using basic connectors with some independence

	-read age appropriate fiction/non-fiction short books independently -find in the text (or in a short familiar book) the answer to a question or look for an information -read independently for pleasure - Ask questions to help understanding -start using dictionary	clues to understand unfamiliar words -Can generally identify the subject of a conversation taking place in their presence if the exchange is conducted slowly and clearly articulated. -Can follow the general idea of a presentation or talk on a familiar or predictable topic and pick out important information.	familiar language - Talk about past events - Use intonation - Express point of view and feelings in a simple way -participate in basic role plays -start using the future tense	-Write and answer simple questions (where, who, when,what...) - Describe characters/settings - Use basic punctuation marks - Use basic subordinate clauses with because, and, but -Use adjectives - start to organize a text with sentence starters - structuring with paragraphs - write most familiar words correctly and some phonetically; can make grammatical errors, but meaning is clear. -using present and past tenses with some errors
Year 5	- Read and discuss wide range of books (poetry, plays, fiction, non fiction, reference books) with support - Make inferences (character's feelings, thoughts and motives) - Recommend books with reasons - Discuss words in context - Read aloud confidently paragraphs -Can read clear factual texts on subjects with a satisfactory level of understanding - Use dictionaries	-Understand the main points of clear standard speech on familiar matters regularly encountered school and the main point of many radio or TV programmes on current affairs or topics of personal interest when the delivery is relatively slow and clear. -Understand dialogues and conversations with more ease	-can deal with most situations likely to arise at school -can enter unprepared into conversation on familiar topics -can connect phrases in a simple way in order to describe experiences and events, dreams, hopes... -Can give brief reasons and explanations for opinions and plans. -Can narrate a story and describe reactions and feelings with more details -express ideas and use basic connectors to link	- Begin to write more structured stories using paragraphs and connectors with some independence - Add descriptive details to a description using a bank of words - Write dialogues with some independence -Begin to edit and review text - Can draft and record ideas using story maps

		- Understand detailed questions - Recognise details, not just main ideas -Can follow, in broad terms social exchanges in a familiar context	their ideas	- Begin to use present, past, future, and imperfect tenses (with <u>some</u> accuracy) - Begin to write a variety of texts such as postcards, letters, stories, recounts)
Year 6	- Read/discuss wide range of texts -read longer and age appropriate books with high frequency vocabulary independently and for pleasure - Recognise points of view, reflect, justify and predict - Identify argumentative structure - Make inferences - Summarise key ideas - Identify text structure - Understand informative texts (scientific, historic...) independently - Use dictionaries effectively	-Understand presentations, debates, more complex discussions - Identify multiple points of view -Can follow, in broad terms social exchanges in a less familiar context - Understand standard speech ,can catch main points in programs and can summarise oral content	-can interact with a degree of fluency and spontaneity that makes regular interaction possible. -can take part in discussions in familiar contexts and maintain interaction -Can give detailed descriptions in a familiar context -can create presentations for an audience around a known topic - start debating and defending opinions, giving ideas, views and explanations as well as showing advantages and disadvantages related to a familiar topic or field of interest - Prepare and perform poetry/music - Translate and adjust song lyrics	-Can edit grammar and punctuation -Generally maintains some grammatical control despite influences from the native language. Errors may occur, but the overall meaning remains clear. -Can use a variety of basic connectors, common expressions and phrases - Can write a variety of fictional and non-fictional texts (such as postcards, letters, stories, recounts)