

Skill	Key Stage 1			Key Stage 2		
	Developing	Secure	Exceeding	Developing	Secure	Exceeding
Listening	I can listen attentively to songs, stories and rhymes.	I can show understanding by joining in and responding to simple songs, stories and rhymes.	I can identify key words when listening to songs, poems or simple stories.	I can respond to simple classroom instructions e.g. Stand up, listen carefully.	I can listen to a sentence using familiar vocabulary in the target language and answer a simple question in English.	Listen to a paragraph spoken in the target language using familiar vocabulary and answer questions in English.
Speaking	I can join in with a simple song or rhyme, copying the pronunciation of the teacher.	I can use simple phrases such as <i>hello</i> , <i>how are you?</i>	I can use simple phrases in a role play scenario with another child.	I can use simple phrases in a role play scenario with another child.	I can ask and answer simple questions about self. E.g.: name, age and birthday. I can express simple likes and dislikes. E.g.: food and drink.	I can speak in sentences, using familiar vocabulary, phrases and basic language structures I can describe people, places, things and actions.
Reading	I can read familiar vocabulary from flash cards.	I can read a wider range of familiar vocabulary from flash cards.	I can follow a text such as a poem or a song whilst listening to it at the same time.	I can read aloud familiar nouns and a few high frequency verbs.	I can read and understand familiar nouns and a few high frequency verbs.	I can understand key points in simple texts that use familiar vocabulary. Such as: How many animals are in the story? And What colour is the dog?
Writing	I can copy simple words from a model.	I can label a picture using a word bank	I can label a picture using familiar vocabulary	I can complete a simple cloze text such as a party invitation or a passport.	I can write one or two simple sentences using a model.	I can write one or two simple sentences using a word bank.