Year 5 End Points			
	Knowledge		Skills
HA	Learners will know a wide range of vocabulary related to the following topics and apply the grammar concepts highly accurately and very occasionally with minor errors.	Topics: - Talk about myself (Review of Y3 and Y4) - Say how I feel (according to gender) - Name all the body parts - Say where it hurts/Name illnesses - Say where I live (cities and countries) - Say how I travel to continents/countries - Discover French speaking countries - Say my nationality - Say which language(s) I speak - Count up to 100 - Use and count euros - Name food at the supermarket Grammar concepts: •Using "tu" in questions •Using "je" in answers •Using numbers in a sentence •Plural (adding an "s") •Gender of nouns (female/male/plural) •Using indefinite articles (un/une/des) •Using definite articles (le/la/les/l') •Je suis + adjectives (gender) •Il/Elle est + adjectives	1. Grammar and vocabulary: ● Learners understand the appropriate grammar. ● Learners use a variety of key grammatical structures and patterns as appropriate. ● Learners' use of grammar, spelling and punctuation is highly accurate. 2. Linguistic competence: ● Learners listen and understand a wide range of familiar spoken phrases. ● Learners listen to a variety of forms of spoken language to obtain some information and respond appropriately. ● Learners answer questions and give information with high accuracy. ● Learners securely read out, recognise and understand familiar written words and phrases. ● Learners write sentences to a model and/or by memory. ● Learners speak coherently and confidently, with highly accurate pronunciation and intonation. ● Learners communicate with others using words/phrases with high accuracy. ● Learners initiate and develop conversations. ● Learners express and develop ideas clearly and with high accuracy, both orally and in writing. ● Learners interpret words and sentences that they hear/read with high accuracy.

MA	**Learners will know most of the vocabulary related to the following topics and apply the grammar concepts with some minor errors and very occasionally a major error.**	• Questions using « Comment… » (Comment tu te sens?) • J'ai mal + à la/au /aux + body part • J'ai + illness • Il est + adjectives • Il a + number + body parts • Using orders (prenez/mettez/restez) • saying 'in' (en, au, aux) • J'habite + à/en/au/aux + cities/countries • Question using « Où … » (Où habites-tu?/ Où vas-tu en vacances?) • Questions using « Quelle/ Quel… » (Quelle est ta nationalité?/Quel est ton numéro de téléphone?) • Je vais à/en/au/aux + cities/countries/continents • Saying by/on (en/à) • Je suis + nationality (with correct gender) • Je parle + (language) • Question using « Combien… » (Combien ça coûte?) • J'ai + number + euros • J'achète + un/une/du/des + food	**1. Grammar and vocabulary:** ● Learners understand most/some of the appropriate grammar. ● Learners use a variety of key grammatical structures and patterns as appropriate most of the time. ● Learners' use of grammar, spelling and punctuation is mostly accurate with minor errors. **2. Linguistic competence:** ● Learners listen and understand a range of familiar spoken phrases. ● Learners listen to a variety of forms of spoken language to obtain some information and respond appropriately most times. ● Learners answer questions and give information with accuracy or minor errors. ● Learners read out, recognise and understand most/some familiar written words and phrases. ● Learners write sentences to a model. ● Learners speak coherently with accurate pronunciation and intonation despite minor errors. ● Learners communicate with others using words/phrases with accuracy or some minor errors. ● Learners occasionally initiate and develop conversations. ● Learners express and develop ideas and with some minor errors, both orally and in writing most of the time. ● Learners interpret words and sentences that they hear/read with minor errors.

LA	Learners will know limited vocabulary related to the following topics and develop their application of grammar concepts but with major errors.	• J'aime /J'adore/Je n'aime pas/Je déteste + le/les + food	**1. Grammar and vocabulary:** ● Learners may understand some of the appropriate grammar. ● Learners use limited grammatical structures and patterns, sometimes inappropriately. ● Learners' use of grammar, spelling and punctuation is sometimes inaccurate with some major errors. **2. Linguistic competence:** ● Learners listen and understand a few familiar spoken words. ● Learners listen to a variety of forms of spoken language to obtain limited information and respond inappropriately at times. ● Learners answer questions and give information with major errors. ● Learners read out, recognise and understand a few familiar written words and phrases. ● Learners write sentences to a model with errors. ● Learners speak coherently with approximate pronunciation and intonation but there may be some major errors. ● Learners communicate with others using words/phrases with major errors. ● Learners take part in conversations but not always successfully. ● Learners express ideas but there may be some major errors, both orally and in writing. ● Learners interpret words and short sentences that they hear/read but there may be some major errors.

Overall end of learning point:

In the listening skill, most learners understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. They have the confidence to listen to longer texts that contain familiar language and pick out some key points. They can identify specific sounds in familiar and unfamiliar words. Most learners understand and follow a range of classroom instructions.

In the speaking skill, most learners take part in a simple conversation using familiar structures and vocabulary and express their opinions. Most learners can make a short presentation using a model. Their pronunciation and intonation should be more accurate. Most learners will use simple conjunctions to build more complex sentences and present information to others. They can perform a role-play with confidence and with accuracy.

In the reading skill, most learners can read and understand some of the main points from short texts in familiar context. They develop their reading skills by re-reading a range of short texts.

In the writing skill, most learners write a few sentences using a model on a familiar topic, adapting language that they have already learnt. They understand how a simple sentence is written and begin to use pronouns and adjectives that change with gender. Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They can use a dictionary to check the spelling of words.

In the intercultural skill, most learners can talk about the country/countries where the language is spoken.