Year 4 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) - Talk about my pets - Say where I live (housing) - Say where people are in the house - Say how I go to school - Name things in my classroom/pencil case - Talk about lunch at school - Talk about school subjects - Talk about sports and hobbies - Say if I play an instrument - Describe the weather conditions - Talk about fruits and ask for them at the market **Grammar concepts:** ● Using "tu" in questions ● Using "je" in answers ● Using "j'ai" ● Using negation « Je n'ai pas » ● Using numbers in a sentence ● Plural (adding an "s" or "x") ● Gender of nouns (female/male/plural) ● Using indefinite articles (un/une/des)	**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.**	• Using definite articles (le/la/les/l') • Question using « Comment… ? » (Comment vas-tu à l'école?) • saying 'by' (en/à) • Question using « Qu'est ce que … » (Qu'est ce que c'est?) • Using I like/I love/I dislike/I hate (J'aime/ J'adore/Je n'aime pas/Je déteste) • J'aime + verb • J'aime + le/la/l' + sport/school subject • Using verbs: I live/I go/I eat/I drink/I play (J'habite/Je vais/Je mange/Je bois/Je joue) • saying 'in' (dans, en, à la) • Using coordinating conjunctions (et/mais) • the partitive article (*du/de la/de l'/des*) • Using « il y a… » • Question using « As-tu…? » or « Tu as… ?» (Tu as des animaux? As-tu un stylo?) • Question using « Où… ? » (Où habites-tu?/Où est… ?) • Questions using « Quel/Quelle/Quelles… » (Quelle est ta matière préférée?/Quelles matières aimes-tu?/Quel est ton sport préféré?/Quels sports aimes-tu?/Quels	**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.**	sont tes loisirs?/Quel temps fait-il aujourd'hui?/Quel temps fait-il à (city)?/ Quel est ton fruit préféré?) • Question using « Qu'est-ce que … » (Qu'est-ce que tu manges/bois?) • saying 'in/at' (en/à) • Question using « Tu » (Tu joues d'un instrument? Tu aimes… ?) • Je joue du/de la + (instrument) • Using « kg »	**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 can listen to and identify words and short phrases. They can understand the main points from a short-spoken passage made up of familiar language (a text, a dialogue, a short rhyme or a song). Most learners can listen to a short text using familiar vocabulary and answer simple questions in English/French. Most learners are able to recognise questions (even when they are just formed by an inversion) and able to recognise that "ne...pas" implies a negative. They understand phrases used in daily classroom routine and more classroom instructions. They can hear more different sounds of the language and now work with phrases rather than single words.

In the speaking skill, most learners can communicate by asking and answering a wider range of questions while using correct pronunciation. They can follow a short text while listening and reading, saying some of the text. Learners can ask and answer simple questions and take part in a dialogue. They can also talk about their interests and express their opinion. Most learners can use a wider range of familiar nouns to talk about themselves, their family, pets and hobbies. They can also sing some more French songs using the grammar skills they have learnt.

In the reading skill, most learners can read and understand familiar written phrases. They can read a wider range of words, phrases and sentences aloud. Most learners can understand the questions and main point(s) from a short-written passage in clear printed script. They can begin to use a bilingual dictionary to check the meaning of new words.

In the writing skill, most learners can write short sentences using word banks and writing frames for support. They can use expressions that they have already learnt. They begin to experiment with building short phrases from memory.

In the intercultural skill, most learners can talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs. They can also locate France on a world map and name a few main cities.