



Progression in Languages

	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingexplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsengage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*speak in sentences, using familiar vocabulary, phrases and basic language structuresdevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*present ideas and information orally to a range of audiences*read carefully and show understanding of words, phrases and simple writingappreciate stories, songs, poems and rhymes in the languagebroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionarywrite phrases from memory, and adapt these to create new sentences, to express ideas clearlydescribe people, places, things and actions orally* and in writing			



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Speaking and Listening	<p>Listening</p> <p>Listen and respond to familiar spoken words and phrases</p> <ul style="list-style-type: none"> Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. Recognise numbers 1-20 and begin to understand numbers from 20 – 31. Understand and respond to simple classroom instructions e.g. <i>Hands up, listen carefully, show me, close your eyes, do an action.</i> 	<p>Listening</p> <p>Listen for specific phonemes, words and phrases</p> <ul style="list-style-type: none"> Pick out phonemes, words and phrases in songs, stories and rhymes. Understand higher numbers including multiples of 10 e.g. <i>in prices, dates, numeracy activities, telling the time.</i> Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. <i>How old is Nicole?</i> Respond to a wider range of classroom instructions e.g. <i>Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound</i> 	<p>Listening</p> <p>Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> Identify key points in a new context e.g. <i>a story</i>, which contains familiar language Understand higher numbers e.g. <i>in prices, numeracy activities</i> Follow instructions and directions e.g. <i>a recipe or simple directions</i> Recognise letters of the alphabet when they hear them 	<p>Listening</p> <p>Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage</i></p> <p>Understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions</i></p> <ul style="list-style-type: none"> Listen to longer texts NB In Y6, children should be listening to texts read by people other than their teacher. Understand numbers in context e.g. <i>the year, 24 hour clock, quantities</i>
	<p>Speaking</p> <p>Communicate with others using simple words, phrases and short sentences. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <ul style="list-style-type: none"> Use simple greetings e.g. <i>saying hello and goodbye, saying how you are and asking others how they are.</i> Ask and answer simple questions about self e.g. <i>name and age, birthday</i> Express simple likes and dislikes e.g. <i>food and drink.</i> 	<p>Speaking</p> <p>Communicate by asking and answering a wider range of questions and presenting short pieces of information. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <ul style="list-style-type: none"> Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. <i>I have brown eyes. I have two sisters and I like dancing.</i> 	<p>Speaking</p> <p>Take part in short conversations using familiar structures and vocabulary. Use simple conjunctions to build more complex sentences and present information to others. Understand and express more complex opinions. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <ul style="list-style-type: none"> Seek help and clarification e.g. <i>I don't understand, can you repeat that, how is that written?</i> Give simple instructions and directions e.g. <i>a recipe, directions to a place, the route to school</i> Begin to understand and express future intentions e.g. <i>I am going swimming on Wednesday</i> 	<p>Speaking</p> <p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. Understand and begin to use the past tense to describe events. Present to an audience e.g. <i>role-play, presentation, performance,</i></p> <ul style="list-style-type: none"> Understand and use numbers in context e.g. <i>saying the year, 24-hour clock, quantities.</i> Understand and use transactional language e.g. <i>in a café</i> Give a description e.g. <i>of a town, geographical features in a country</i> Seek clarification of meaning <i>How is that written in</i>



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		<ul style="list-style-type: none">• Ask and answer questions using a wider range of question forms e.g. <i>the time, the date, food, hobbies</i> and to seek help in the classroom e.g. <i>Can you say that again please. I don't understand.</i>• Express preference about what they like e.g. <i>food, animals, colours</i>	<ul style="list-style-type: none">• Take part in conversations expressing likes, dislikes and preferences e.g. <i>I like water but I prefer milk</i>	<p><i>French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</i></p> <ul style="list-style-type: none">• Talk about the past in simple terms e.g. <i>I ate / drank ... / drunk, the weather</i>• Express and justify opinions e.g. <i>I like netball because it's fun.</i>
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Reading	<p>Recognise and understand some familiar written words and phrases</p> <p>Show awareness of sound-spelling links</p> <ul style="list-style-type: none">• Read and understand familiar nouns e.g. <i>parts of the body, animals</i>, and simple adjectives e.g. <i>size, colour</i> and a few high frequency verbs e.g. <i>I like, I play</i>.• Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.	<p>Read and understand familiar written words, phrases and short texts made of simple sentences.</p> <p>Read a wider range of words, phrases and sentences aloud.</p> <p>Follow text while listening and reading at the same time.</p> <p>Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p> <ul style="list-style-type: none">• Understand key points in simple texts using familiar language e.g. <i>How many animals are in the story? What colour is the dog? What is the weather like in Paris?</i>• Follow a text such as a song or poem whilst listening to it at the same time• Link phrases to make a sentence e.g. <i>When it rains, you need an umbrella.</i>• Use strategies to work out meaning of new words.	<p>Read a variety of short simple texts in different formats and in different contexts. Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</p> <ul style="list-style-type: none">• Practise reading aloud a poem to perform in assembly.• Read a variety of short simple texts e.g. <i>stories, poems, texts from the Internet, non-fiction texts, emails from a partner school</i> that contain familiar and new vocabulary	<p>Read aloud from a text with good expression.</p> <p>Read and understand the main points and some detail from a short written passage.</p> <ul style="list-style-type: none">• Read in groups, simple play scripts, poems, their own written work such as <i>geographical features in a country, description of a town</i>• Read and understand the main points and some detail from a short written passage e.g. <i>extract from a story, weather report, poem, instructional texts, simple newspaper article</i>
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Writing	<p>Write some familiar simple words using a model and some from memory</p> <ul style="list-style-type: none"> Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal they have drawn or made from playdough – e.g. <i>a black cat</i>. Complete a simple gapped text such as a party invitation or passport. 	<p>Write a short text using a model Write a few simple sentences from memory. Apply phonic knowledge to support writing.</p> <ul style="list-style-type: none"> Write a few simple sentences using a word bank to describe for example a sports star e.g. <i>Lives in London. She is 22 years old. She likes dancing.</i> Experiment with writing new words 	<p>Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words.</p> <ul style="list-style-type: none"> Write three or four sentences using a word/phrase bank linked to a recent area of learning such as <i>a meal, a scene, the weather, a planet</i>. Use simple conjunctions such as <i>and, but, because</i> to form more complex sentences. Change elements in a given text e.g. <i>ingredients, colour and size of a planet</i> 	<p>Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.</p> <ul style="list-style-type: none"> Use adjectives to add interest and detail to a description Use some simple adverbs to make sentences more interesting Make statements about what they read e.g. <i>about sections in a newspaper (weather, what's on TV) a story, an email</i> Have some understanding of how to use the past tense
Knowledge About Languages	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine – nouns (singular) word order of adjectives how to form the negative Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy. Use picture cards to build phrases to show position of a few adjectives of colour e.g. <i>a red dog, a yellow cat</i>. Begin to understand how the negative is formed in the new language e.g. make a human sentence for <i>I don't like chocolate</i>. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns verbs - 1st, 2nd 3rd persons in questions and answers how to form the negative Match correctly definite/indefinite article to singular and plural familiar nouns Place familiar adjectives e.g. size and colour in correct order. Select the correct colour adjective to describe masculine and feminine nouns Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions <i>Do you like cheese? Yes I</i> 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine, neuter –adjectives, possessive pronouns verbs – how to form the future tense, conjugation of present tense verbs Begin to know how to form the future tense e.g. <i>I am going swimming on Wednesday; tomorrow it is going to rain.</i> Begin to see how possessive articles e.g. <i>my, his, her</i> change according to gender e.g. <i>Jane is my sister</i>. Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy Be introduced to the concept of conjugation of verbs in the new 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> verbs –begin to use the past tense, reinforce understanding of future tense adverbs gender - – masculine, feminine, neuter -nouns and adjectives Begin to use past tense/future tense in spoken work e.g. <i>when giving a weather report, when describing what they had to eat that day/what they are going to eat.</i> Identify tenses from a selection of sentences written in the present, past and future tense.



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		<p><i>like cheese. Does he like swimming? Yes he likes swimming.</i></p> <ul style="list-style-type: none"> • Begin to use pronouns e.g. <i>The prince is handsome. He loves the princess.</i> 	<p>language - the present tense of commonly used verbs e.g. <i>to be, to have, to eat, to play, to go</i></p>	
<p>Knowledge About the Culture of the Countries</p>	<p>Children research aspects of the countries where the target language is spoken. They relate their own country's location to that of the foreign country and look at the transport links between them.</p> <p><i>Pupils will look at Christian celebrations in their target country and see how their cultural traditions and customs are similar and differ from ours.</i></p>	<p>Pupils learn the names of European countries in the target language and this reinforces their geographical knowledge of Europe. They learn about the climate and geographical aspects of the country.</p> <p><i>Pupils will look at Christian celebrations in their target country and see how their cultural traditions and customs are similar and differ from ours.</i></p>	<p>Pupils will start to look at the wider world and what other countries speak their target language and why that is.</p> <p><i>Pupils will look at Christian celebrations in their target country and see how their cultural traditions and customs are similar and differ from ours.</i></p>	<p>Links to pupils in target country will be encouraged and developed over time.</p> <p><i>Pupils will look at Christian celebrations in their target country and see how their cultural traditions and customs are similar and differ from ours.</i></p>