

## West Green Primary Foreign Languages Progression

The national curriculum for languages aims to ensure that all pupils:

understand and respond to spoken and written language from a variety of authentic sources

speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

discover and develop an appreciation of a range of writing in the language studied.

Skills Progression Areas: **Listening and Speaking (Oracy)**

**Reading and Writing (Literacy)**

**Grammar**

**Stories, songs, Poems and Rhymes**

- listen attentively to spoken language and show understanding by joining in and responding;
- engage 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 structures;
- develop 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;
- describe people, places, things and actions orally and in writing;
- read carefully and show understanding of words, phrases and simple writing;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including feminine, masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- appreciate stories, songs, poems and rhymes in the language;

	<b>LKS2 Skills</b>	<b>Year 3 objectives</b>	<b>Year 4 objectives</b>	<b>UKS2 Skills</b>	<b>Year 5 objectives</b>	<b>Year 6 objectives</b>
<b>Listening and Speaking/Oracy</b>	Listen attentively to spoken language and show understanding by joining in and responding	Repeat modelled words  Listen to and show understanding of single words through physical response	Repeat short modelled phrases  Listen to and show understanding of short phrases through physical responds	Listen attentively to spoken language and show understanding by joining in and responding	Listen to and show understanding of simple sentences containing familiar words through physical response	Listen and understand the main points from short, spoken material.  Listen and understand the main points and some detail from short, spoken material
	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Recognise a familiar question and respond with a simple rehearsed response  Ask and answer a simple and familiar question with a response	Express simple opinions such as likes, dislikes and preferences  Ask and answer at least two simple and familiar questions with a response	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Engage in short conversation using a range of simple, familiar questions  Ask and answer more complex questions with a scaffold of responses	Express a wider range of opinions and begin to provide simple justifications  Converse briefly without prompts

	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Name objects and actions and may link words with a simple connective  Use familiar vocabulary to say a short sentence using a language scaffold	Speak about everyday activities and interests  Refer to recent experiences or future plans.	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Say a longer sentence using familiar language  Use familiar vocabulary to say several longer sentences using a language scaffold	Refer to everyday activities and interests, recent experiences and future plans  Vary language and produce extended responses
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Identify individual sounds in words and pronounce accurately when modelled  Start to recognise the sound of some letter strings in familiar words and pronounce when modelled	Adapt intonation to ask questions or give instructions  Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words	Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules  Adapt intonation, for example to mark questions and exclamations
	Present ideas and information orally to a range of audiences	Name nouns and present a simple rehearsed statement to a partner  Present simple rehearsed statements about themselves, objects and people to a partner	Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people	Present ideas and information orally to a range of audiences	Manipulate familiar language to present ideas and information in simple sentences Present a range of ideas and information, using prompts, to a partner or a small group of people	Present a range of ideas and information, without prompts, to a partner or a group of people
	Describe people, places, things and actions orally and in writing	Say simple familiar words to describe people, places, things and actions using a model  Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold	Say one or two short sentences that may contain an adjective to describe people, places, things and actions	Describe people, places, things and actions orally and in writing	Say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold  Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary	Use a wider range of descriptive language in their descriptions of people, places, things and actions
Reading and Writing/Literacy	Read carefully and show understanding of words, phrases and simple writing	Read and show understanding of familiar single words	Read and show understanding of simple phrases and sentences containing familiar words	Read carefully and show understanding of words, phrases and simple writing	Read and show understanding of simple sentences containing familiar and some unfamiliar language Read and understand the main points from short, written material	Read and understand the main points and some detail from short, written material
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Use strategies for memorisation of vocabulary  Make links with English or known language to work out the meaning of new words	Use context to predict the meaning of new words  Begin to use a bilingual dictionary to find the meaning of individual words in language learnt and English.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context) Use a bilingual dictionary to identify the word class	Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in language learnt and in English

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases	<p>Identify individual sounds in words and pronounce accurately when modelled</p> <p>Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled</p>	<p>Adapt intonation to ask questions</p> <p>Show awareness of accents, elisions and silent letters and begin to pronounce words accordingly</p>	Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases	<p>Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules</p> <p>Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words</p>	<p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules</p> <p>Adapt intonation for example to mark questions and exclamations in a short, written passage</p>
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	<p>Write single familiar words from memory with understandable accuracy</p> <p>Write familiar short phrases from memory with understandable accuracy</p>	Replace familiar vocabulary in short phrases written from memory to create new short phrases	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	<p>Write a simple sentence from memory using familiar language</p> <p>Write several sentences from memory with familiar language with understandable accuracy</p>	Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
Children describe people, places, things and actions in writing	<p>Copy simple familiar words to describe people, places, things and actions using a model</p> <p>Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold</p>	Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.	Children describe people, places, things and actions in writing	<p>Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary</p>	Use a wider range of descriptive language in their descriptions of people, places, things and actions

Grammar	<p>Understand basic grammar appropriate to the language being studied, including: feminine, masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English</p> <p>Name the gender of nouns; name the indefinite and definite articles for both genders and use correctly and say how to make the plural form of nouns</p> <p>Recognise and use the first-person possessive adjectives</p> <p>Name the first and second person singular subject pronouns</p> <p>Use the correct form of some regular and high frequency verbs in the present tense with first and second person</p> <p>Name the third person singular subject pronouns</p> <p>Use the present tense of some high frequency verbs in the third person singular</p>	<p>Use the third person singular and plural of the verb, in the present tense</p> <p>Use a simple negative form</p> <p>Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use</p> <p>Recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase</p> <p>Conjugate a high frequency verb in the present tense</p> <p>Show awareness of subject-verb agreement;</p> <p>Use simple prepositions in their sentences</p>	<p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>Identify word classes</p> <p>Demonstrate understanding of gender and number of nouns and use appropriate determiners</p> <p>Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence</p> <p>Name and use a range of conjunctions to create compound sentences</p> <p>Use some adverbs</p> <p>Demonstrate the use of first, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement, with reflexive verbs included</p> <p>Recognise and use the simple future tense of a high frequency verb; compare with English</p> <p>Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed</p>	<p>Recognise and use the first and third person singular possessive adjectives</p> <p>Recognise and use a range of prepositions</p> <p>Use the third person plural of a few high frequency verbs in the present tense</p> <p>Name all subject pronouns and use to conjugate a high frequency verb in the present tense</p> <p>Recognise and use a high frequency verb in the perfect tense; compare with English</p> <p>Follow a pattern to conjugate a regular verb in the present tense</p> <p>Choose the correct tense of a verb (present/perfect/future) according to context</p>
Stories, songs, rhymes and	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Listen and identify specific words in songs and rhymes and demonstrate understanding</p>	<p>Listen and identify specific phrases in songs and rhymes and demonstrate understanding</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Listen and identify rhyming words and specific sounds in songs and rhymes</p> <p>Follow the text of familiar songs and rhymes, identifying the meaning of words</p>	<p>Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling</p>

	Appreciate stories, songs, poems and rhymes in the language	Join in with actions to accompany familiar songs, stories and rhymes	Join in with words of a song or storytelling	Appreciate stories, songs, poems and rhymes in the language	Follow the text of a familiar song or story Follow the text of a familiar song or story and sing or read aloud	Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud
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