

Progression in Modern Foreign Languages

	Year 3	Year 4	Year 5	Year 6
Languages	<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 responding. · Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words/ · 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. · Read carefully and show understanding of words, phrases and simple writing. · Appreciate stories, songs, poems and rhymes in the language. · Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. · 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. 			

Progression of Skills in Languages

	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	<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 responding.· Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words/· 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.			

For instance:

Respond to simple questions with support from a spoken model or visual clue.

Respond to spoken instructions, e.g. **classroom commands.**

Recognise numbers 1-20. Discriminate sounds and **identify** meaning when items are repeated several times. Greet others with confidence and reply to the questions.

Sing a song from memory, with clear pronunciation, e.g. **the days of the week.**

Identify common nouns.

Begin to know some key vocabulary e.g. **family members, weather terms**

For instance:

Identify and pronounce accurately the names of some countries and towns, e.g. **Germany, Spain, Belgium.**

Sing a song from memory on a related topic, e.g. **Joyeux Anniversaire.**

Listen with care.

Listen to a story and select keywords and phrases from it.

Understand and give simple directions.

Ask and answer simple questions with correct intonation.

Remember a sequence of spoken words.

Speak clearly and confidently. Initiate a conversation when working with a partner.

Express opinions.

Developing a wider vocabulary

For instance:

Understand numbers in multiples of 2, 5 and 10 up to 100.

Say whether or not they like something and give a reason why, e.g. **school subjects or sports.**

Give information.

Use short sentences when asking and answering questions.

Prepare a short talking task alone or with a partner and present this with reasonable pronunciation.

Listen to a story or poem and **identify** key words and phrases, e.g. **Loulou et Roger.**

For instance:

Follow short descriptions in order to find specific information.

Demonstrate creativity and imagination in using known language in new contexts.

Listen attentively and **understand** more complex phrases and sentences.

Understand longer and more complex phrases or sentences.

Use spoken language confidently to initiate and sustain conversations and to tell stories. Prepare a short presentation on a familiar topic, e.g. **home floor plans.**

Be understood when speaking in a different language.

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Reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · Read carefully and show understanding of words, phrases and simple writing. · Appreciate stories, songs, poems and rhymes in the language. · Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 			
	<p>For instance:</p> <p>Sequence written instructions. Recognise some familiar words in written form. Recognise and read known sounds within words. Read some key vocabulary</p>	<p>For instance:</p> <p>Understand words displayed in the classroom. Research additional vocabulary using a dictionary. Read familiar words and join in with a non-fiction text / story.</p>	<p>For instance:</p> <p>Show understanding of a short text containing familiar and unfamiliar language. Retrieve information from a text. To make predictions based on existing knowledge. Read aloud to a partner or small group.</p>	<p>For instance:</p> <p>Use knowledge of word order and sentence construction to support the understanding of written text. Read and understand the main points and some detail from a short written passage. Read aloud with confidence.</p>
Writing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. · 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. 			

Knowledge about languages	<p>For instance:</p> <p>Write some of the numbers to 20 from memory.</p> <p>Experiment with writing simple words.</p> <p>Copy accurately in writing some key words.</p> <p>Copy or label using single words or short phrases.</p>	<p>For instance:</p> <p>Write familiar words and simple phrases from a model.</p> <p>Understand and write a short postcard.</p>	<p>For instance:</p> <p>Write a simple poem, e.g. about sports.</p> <p>Write short sentences in a presentation or booklet.</p> <p>Write simple instructions accurately.</p> <p>Write sentences on a range of topics using a model.</p>	<p>For instance:</p> <p>Write sentences using some description.</p> <p>Apply a range of linguistic knowledge to create simple, written pieces that can be understood.</p> <p>Use dictionaries to support writing.</p>
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Knowledge about languages	<p>For instance:</p> <p>Understand and start to use some basic core structures.</p>	<p>For instance:</p> <p>Understand the main core structures and begin to use some actively.</p> <p>Identify phonemes that are the same as or different from English or other languages they know.</p>	<p>For instance:</p> <p>Use agreements of adjectives. Manipulate language by changing an element in a sentence.</p>	<p>For instance:</p> <p>Understand and use negatives. Recognise patterns in the foreign language.</p>

Knowledge about the culture of the countries

For instance:

Start to **understand** cultural similarities and differences and how festivals are celebrated. Understand the differences in social conventions when people greet each other.

For instance:

Identify countries where selected language is spoken. Investigate aspects of lifestyle in selected country e.g. food or leisure activities.
Investigate weather patterns of select country.

For instance:

Look at further aspects of everyday lives from the perspective of someone from another country.
Learn about places of interest/ importance within the county studied

For instance:

Present information about an aspect of culture.
Compare and contrast countries where language is spoken with this country, e.g. **St Lucia**.
Investigate famous people / events from the chosen country to be studied.
Investigate cultural differences.