

National Curriculum: Progression in Languages

(text)

	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 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 			



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Speaking and Listening	<p>For instance:</p> <p>Repeat modelled words</p> <p>Listen and show understanding of single words through a physical response</p> <p>Repeat modelled short phrases</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Ask and answer simple questions</p> <p>Name objects and actions</p> <p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Identify individual sounds in words and pronounce accurately when modelled</p> <p>Adapt intonation to ask questions and give instructions</p> <p>Show awareness of accents, elisions and silent letters.</p> <p>Name nouns and present a simple rehearsed statement to a partner.</p> <p>Say simple familiar words and phrases to describe people, places, things and actions</p>	<p>For instance:</p> <p>Listen and show understanding of short phrases through a physical response.</p> <p>Ask and answer a simple and familiar questions with a response</p> <p>Express simple opinions, such as likes, dislikes and preferences.</p> <p>Ask and answer at least two simple and familiar questions with a response.</p> <p>Speak about everyday interest and activities</p> <p>Use familiar vocabulary to say a short sentence</p> <p>Start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</p> <p>Present simple rehearsed statements about themselves, objects and people to a partner</p> <p>Present ideas in simple sentences using familiar and rehearsed language to a group of people.</p> <p>say short sentences that may contain an adjective to describe people, places, things and actions.</p>	<p>For instance:</p> <p>Listen and show understanding of simple sentences containing familiar words through physical response</p> <p>Listen and understand the main points from short, spoken material</p> <p>Ask and answer more complex questions with a scaffold of responses</p> <p>Express a wider range of opinions and begin to provide simple justification</p> <p>Say a longer sentence using familiar language</p> <p>Use familiar vocabulary to say several sentences using a language scaffold.</p> <p>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>Manipulate familiar language to present ideas and information in simple sentences</p> <p>Say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold.</p>	<p>For instance:</p> <p>Listen and understand the main points and some detail from short, spoken material.</p> <p>Engage in a short conversation using a range of simple, familiar questions</p> <p>Converse briefly with prompts</p> <p>Refer to everyday activities and interests, recent experiences and future plans</p> <p>Vary language and produce extended responses</p> <p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings and silent letter rules</p> <p>Adapt intonation when asking questions and exclamations</p> <p>Present a range of ideas and information, with and without prompts, to a partner or group of people.</p> <p>Manipulate familiar language to describe people, places, things and actions</p> <p>Use a dictionary</p> <p>Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p>



Reading	<p>For instance:</p> <p>Read and show understanding of familiar single words.</p> <p>Use strategies for memorisation of vocabulary</p> <p>Use context to predict the meaning of new words.</p> <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, silent letters</p>	<p>For instance:</p> <p>Read and show understanding of simple phrases and sentences containing familiar words.</p> <p>Make links with English or known language to work out the meaning of new words</p> <p>Begin to use a bilingual dictionary to find the meaning of individual words</p>	<p>For instance:</p> <p>Read and understand the main points from short written material</p> <p>Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)</p> <p>Use a bilingual dictionary to identify the word class and meaning of unfamiliar words.</p> <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>For instance:</p> <p>Read and understand the main points and some detail from short written material</p> <p>Read and show understanding of simple sentences containing familiar and some unfamiliar language.</p> <p>Adapt intonations for example to mark questions and exclamation in a short, written passage.</p> <p>Start to predict the pronunciation of unfamiliar words in a sentence</p>

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Writing	<p>For instance:</p> <p>Write single familiar words and short phrases from memory with understandable accuracy</p> <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.</p>	<p>For instance:</p> <p>Replace familiar vocabulary in short phrases written from memory to create new short phrases.</p> <p>Write one or two short sentences that may contain an adjective to describe people places, things and actions.</p>	<p>For instance:</p> <p>Write a simple sentence from memory using familiar language</p> <p>Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold.</p>	<p>For instance:</p> <p>Write several sentences from memory with familiar language with increasing accuracy</p> <p>Replace vocabulary in sentences written from memory to create new sentences.</p> <p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</p>
Stories, Songs, Poems and Rhymes.	<p>For instance:</p> <p>Listen and identify specific words in songs and rhymes and demonstrate understanding</p> <p>Join in with actions and words to accompany familiar songs, stories and rhymes.</p>	<p>For instance:</p> <p>Listen and identify specific phrases in songs and rhymes and demonstrate understanding</p>	<p>For instance:</p> <p>Listen and identify rhyming words and specific sounds in songs and rhymes</p> <p>Follow the text of a familiar song or story</p> <p>Follow the text of a familiar song or story and sing or read aloud</p>	<p>For instance:</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> <p>Understand the gist of an unfamiliar story or song using familiar language and sing / read aloud.</p>
Grammar	<p>For instance:</p> <p>Show awareness of word classes – nouns, adjectives, verbs and connectives</p>	<p>For instance:</p> <p>Recognise and use partitive articles</p>	<p>For instance:</p> <p>Identify word classes</p>	<p>For instance:</p> <p>Recognise and use a range of prepositions</p>



	<p>Name and gender nouns</p> <p>Say how to make plural forms of nouns</p> <p>Name the first and second person singular subject pronouns</p> <p>Use the correct form of some regular and high frequency verbs</p> <p>Use a simple negative form (ne...pas)</p> <p>Show awareness of the position and masculine and feminine agreement of adjectives.</p> <p>Recognise and use the first person possessive adjectives (ma, mon, mes)</p>	<p>Use the present tense of some high frequency verbs in the third person singular.</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>Use the third person singular and plural of the verb 'etre' in the present tense.</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</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</p> <p>Recognise and use the first and third person singular possessive adjectives (mon, mes, ma, son, sa, ses)</p> <p>Use the third person plural of a few high frequency verbs in present tense.</p>	<p>Name all subject pronouns and use to conjugate a high frequency verb in the present tense</p> <p>Follow a pattern to conjugate a regular verb in the present tense</p> <p>Choose the correct tense of a verb according to context.</p>
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