

## Progression of Skills

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
<b>Listening</b>	<ul style="list-style-type: none"> <li>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, stories, rhymes, songs).</li> <li>Develop understanding of the sounds of individual letters and groups of letters (Phonics)</li> <li>Recognise familiar words and short phrases covered in the units taught.</li> </ul>	<ul style="list-style-type: none"> <li>Listen for and identify specific words and phrases in instructions, stories and songs.</li> <li>Follow a text accurately whilst listening to it being read.</li> <li>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</li> <li>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</li> <li>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the main points in longer passages of language spoken with authentic pronunciation and at authentic speed.</li> <li>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</li> <li>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Communicate with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself)</li> <li>Speak aloud familiar words or short phrases in chorus</li> <li>Use correct pronunciation when speaking and start to see links between</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with others with improved confidence and accuracy.</li> <li>Communicate by asking and answering a wider range of questions, using longer phrases and sentences and incorporate a negative reply if and when required.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate on a wider range of topics and themes.</li> <li>Take part in short conversations using sentences and familiar vocabulary with increased knowledge, confidence and spontaneity.</li> <li>Present to another person or group of people using sentences and</li> </ul>	<ul style="list-style-type: none"> <li>Learn to recall previously learnt language and incorporate it with new language with increased speed and spontaneity.</li> <li>Use spoken language to initiate and sustain simple conversations on familiar topics, responding with opinions and justifications where appropriate or to tell</li> </ul>

	pronunciation and spelling	<ul style="list-style-type: none"> <li>• Present short pieces of information to another person.</li> <li>• Apply phonic knowledge to support speaking (also reading and writing).</li> </ul>	<p>authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <ul style="list-style-type: none"> <li>• Understand and express simple opinions using familiar topics and vocabulary.</li> </ul>	<p>stories from their own experience.</p> <ul style="list-style-type: none"> <li>• Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</li> <li>• Use connectives to link together what they say so as to add fluency.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text by applying knowledge from 'Phonics Lesson 1'.</li> <li>• Read aloud familiar words or short phrases accurately</li> <li>• Understand the meaning in English of short words I read in the foreign language</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions) applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'.</li> <li>• Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</li> <li>• Understand most of what we read in the foreign language when it is based on familiar language.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</li> <li>• Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</li> <li>• Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</li> <li>• Decode unknown language using bilingual dictionaries.</li> <li>• Read aloud with expression and accurate pronunciation.</li> <li>• Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</li> </ul>	<ul style="list-style-type: none"> <li>• Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</li> <li>• Write some short phrases based on familiar topics and begin to use</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank) incorporating connectives/conjunctions, a negative response and adjectival agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</li> <li>• Write longer sentences and short paragraphs from memory or using</li> </ul>

		<p>connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>	<ul style="list-style-type: none"> <li>• Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</li> <li>• Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</li> <li>• Check spellings with a dictionary</li> </ul>	<p>supported materials (e.g. a word bank).</p> <ul style="list-style-type: none"> <li>• Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</li> <li>• Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant). EG: A presentation or description of a typical school day including subjects, time and opinions.</li> </ul>
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• Start to understand the concept of noun gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</li> <li>• Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. (EG: 'the', 'a' or 'some').</li> <li>• Introduce and use the negative form.</li> <li>• Begin to look at what a fully conjugated verb looks like.</li> <li>• Introduce simple adjectival agreement (EG: adjectival agreement when describing</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of gender (masculine &amp; feminine) and which article (definite or indefinite) to use correctly with different nouns.</li> <li>• Use the negative form, possessives and connectives.</li> <li>• Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are. (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</li> <li>• Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</li> </ul>

		<p>nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>terms of colour EG: 'My blue coat'.</p>	<ul style="list-style-type: none"> <li>• Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</li> <li>• Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</li> </ul>
<p>By the end of the year</p>	<ul style="list-style-type: none"> <li>• Understand numbers 1-10 and be able to say, read and write them.</li> <li>• Be familiar with the days of the week and be able to say them and recognise them in written form. (Daily date on display in class)</li> <li>• Use simple greetings (e.g. saying hello and goodbye, saying how they are).</li> <li>• Ask and answer simple questions about name.</li> <li>• Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender).</li> <li>• Use simple adjectives (e.g. colours).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).</li> <li>• Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, simple classroom commands etc.)</li> <li>• Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, family members, rooms at home).</li> <li>• Understand and use adjectives to describe people, places, things and themselves (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the alphabet to assist in correct spelling and pronunciation.</li> <li>• Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).</li> <li>• Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.</li> <li>• Take part in conversations and be able to make simple statements and present information (e.g. weather, the date, what they wear at different</li> </ul>	<ul style="list-style-type: none"> <li>• Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).</li> <li>• Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.</li> <li>• Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)</li> <li>• Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).</li> </ul>

	<ul style="list-style-type: none"> <li>• Use some simple verbs in the first person "I" form (e.g. I am and I play).</li> <li>• Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.</li> </ul>	<p>characters in a story or their family members, their age, nationality, where they live).</p> <ul style="list-style-type: none"> <li>• Understand and use verbs in the first person "I" form (perhaps also have a look at a fully conjugated regular verb and show where the first person "I" form is).</li> <li>• Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article.</li> </ul>	<p>times of the year or on different occasions).</p> <ul style="list-style-type: none"> <li>• Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather).</li> <li>• Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions).</li> <li>• Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country).</li> <li>• Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use transactional language (e.g. in role play "I would like", "how much" etc.)</li> <li>• Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.</li> <li>• Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.)</li> <li>• Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read</li> <li>• Study cross-curricular topics (e.g. World War II or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning</li> </ul>
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