

National Curriculum 2014: Progression in Languages - Based upon the Durham County Council Progression of Skills Document.

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|  | | Year 3 | Year 4 | Year 5 | Year 6 |
|  | NC Reference | Pupils should be taught to:   * 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. | | | |
| Speaking and Listening | For instance:   * Respond to simple questions with support from a spoken model or visual clue. * Respond to spoken instructions. * Recognise numbers 1–20. * Discriminate sounds and identify meaning when items are repeated several times. * Greet others with confidence and reply to the questions. * Know a well-known children’s song in language studied.      * Sing a song from memory, with clear pronunciation. * Identify common nouns. * Begin to know some key vocabulary e.g. body parts, colours. | For instance:   * Identify and pronounce accurately the names of some countries and towns. * Sing a song from memory on a related topic. * Listen with care. * Listen to a story and select keywords and phrases from it. * 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 10 up to 100. * Understand and give simple directions. * Say that they don’t understand and ask for something to be repeated. * 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. | For instance:   * Follow short descriptions in order to find specific information. * Devise and perform a short sketch in role play situation. * 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. * Be understood when speaking in a different language. |
| Reading | For instance:   * Sequence written instructions.      * Recognise some familiar words in written form. * Recognise and read known sounds within words. * Read some key vocabulary. | For instance:   * Understand words displayed in the classroom. * Research additional vocabulary using a dictionary. * Read familiar words and join in with a non-fiction text/story. | For instance:   * 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. | For instance:   * 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 |
| Writing | For instance:   * Write some of the numbers to 20 from memory. * Experiment with writing simple words.      * Copy accurately in writing some key words. * Copy or label using single words or short phrases. | For instance:   * Write familiar words and simple phrases from a model. * Understand and write a short email using structures learnt. | For instance:   * Write a simple poem.      * Write short sentences in a presentation or booklet. * Write simple instructions accurately.      * Write sentences on a range of topics using a model. | For instance:   * Write sentences using some description.      * Apply a range of linguistic knowledge to create simple, written pieces that can be understood. * Use dictionaries to support writing. |
| Knowledge about languages | For instance:   * Understand and start to use some basic core structures | For instance:   * Understand the main core structures and begin to use some actively. * Identify phonemes that are the same as or different from English or other languages they know. | For instance:   * Use agreements of adjectives.      * Manipulate language by changing an element in a sentence. | For instance:   * Understand and use negatives * Recognise patterns in the foreign language |
|  | Knowledge about the culture of 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 counties 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. * Investigate famous people / events from the chosen country to be studied. * Investigate cultural differences. |