

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.
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| 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.
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| 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
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| 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.
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| 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
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|  | 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.
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