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|  | Speaking | Listening | Reading | Writing | Knowledge about Languages: Grammar / Vocabulary / Phonics | Cultural Understanding |
| Reception | Join in with a song or rhyme in a group. | Listen attentively to number songs. | N/A | N/A |  | Foods |
| Year 1 | Join in with a song or rhyme in a group. | Listen attentively and join in with number songs. | N/A | N/A |  | Foods |
| Year 2 | With support of songs and pictures be able to sing simple counting song.  Know some simple nouns. | Recognise numbers 1-10 when spoken.  Understand some simple nouns. | Match key words to pictures / translations. | Copy familiar words.  Choose the correct words to label items. |  | Foods |
| Year 3 | Respond to simple questions (with  support from a spoken model or visual  clue).  Ask simple questions (with support  from a spoken model or visual clue).  Begin to correctly pronounce some  simple nouns and adjectives.  Join in with a song or rhyme in a  group.  Recognise and say key phonic sounds.  Recognise and say numbers 1 -31. | Listen attentively to spoken language and understand key words.  Respond to simple spoken questions and instructions.  Recognise numbers 1-31 when spoken.  Discriminate sounds and identify meaning when items are repeated several times.  Recognise the letters of the alphabet. | Recognise familiar words in written form.  Recognise some familiar short phrases in written form.  Recognise and read known sounds within words.  Read some key words aloud.  Match key words to pictures / translations. | Copy familiar words.  Copy accurately some familiar phrases. Choose the correct words to label items.  Fill the gaps in sentences.  Write some key words / numbers from memory. | Begin to identify some phonemes that are the same as or different from English or another language that is spoken.  Understand and start to use some basic core structures e.g.  Use of first person pronoun and articles according to the gender of the noun.  Begin to use first person present tense of some verbs.  Recognise negative first person verbs.  Understand capitalisation rules for days of the week and months of the year.  Recognise possessive adjectives. | How festivals are celebrated  Lifestyle: food |
| Year 4 | espond to simple questions with correct intonation. Ask simple questions with correct intonation. Speak in short phrases / sentences related to the topic. Sing a song from memory. Recognise and say numbers 1 - 100. Improvement in pronunciation of key phonic sounds. | Listen attentively to spoken language and understand key words and phrases.  Understand instructions statements and questions, which relate to the topic, from a teacher or a recording (with repetition as needed).  Listen to a piece of text and select key words and phrases from it.  Recognise numbers beyond 31 when spoken. | Recognise some familiar short phrases and sentences in written form.  Read and understand familiar phrases and short sentences.  Use context and pictures to work out the meaning of new words relating to the topic.  Read some short phrases and sentences aloud, with support. | Write some key vocabulary correctly from memory.  Copy simple sentences correctly.  Write some simple sentences from memory.  Write own short sentences with support (e.g. writing frame / model). | Identify some phonemes that  are the same as or different  from English or another  language that is spoken.  Use knowledge of key sounds to  pronounce new words.  Understand the main core  structures and begin to use  some actively e.g. First and third  person present tense of verbs.  Begin to use third person  present tense verbs.  Use negative first person verbs.  Begin to understand the  structure of questions.  Begin to use simple adjectives  with nouns.  Begin to comprehend basic  adjective agreement.  Understand possessive  adjectives | Identify countries where  selected language is spoken |
| Year 5 | Use short sentences when asking  and answering questions.  Prepare a short speaking task and  present this with reasonable  pronunciation.  Use spoken language confidently  to respond in conversations.  Pronounce key vocabulary and  short phrases.  Develop a wider knowledge of  key phonic sounds. | Listen attentively and understand short sentences.  Understand short dialogues, instructions and questions using familiar language.  Pick out the main points from speech.  Listen to a recording and understand the gist of the text. | Read and understand the main points in a short text containing familiar and unfamiliar language.  Research additional unknown vocabulary in a text by using a dictionary.  Begin to read aloud independently. | Write some longer sentences with support e.g. by using conjunctions or intensifiers.  Write some sentences from memory.  Begin to write a short paragraph using familiar language about the topic studied. | Confidently identify phonemes  that are the same as or different  from English or another language  that is spoken.  Begin to identify sentence  structures that are the same as or  different from English or another  spoken language.  Show a greater understanding of  adjective agreement.  Begin to use quantifiers /  intensifiers.  Begin to use simple conjunctions  (and/but/also) to make  compound sentences.  Use negative first and third  person verbs.  Use positive and negative verbs  together in a sentence.  Remember and use accurate  questions. | Knowledge of places of interest  within the country studied. |
| Year 6 | Use spoken language confidently to initiate and sustain conversations.  Prepare a short presentation on a familiar topic; present with pronunciation that is clear and can be understood.  Pronunciation of known vocabulary is accurate.  Confidently pronounce known phonic sounds. | Listen attentively and understand more complex phrases and sentences.  Listen to and understand familiar language at near normal speed. | Read and understand the main points and some details in a short text.  Show more independence in using context to work out the meaning of new words outside of the familiar topic.  Read aloud with confidence. | Write some longer sentences from memory.  Begin to write independently from memory.  Apply a range of linguistic knowledge to create written pieces that can be understood.  Use dictionaries to support writing. | Confidently identify common  phonemes in varied contexts.  Understand which sentence  structures are the same as or  different from English or another  spoken language.  Understand and use negatives.  Use conjunctions  (and/but/also/because) to make  compound sentences.  Recognise and use conditional tense  verbs to express opinion.  Give justifications for opinions.  Use the conventions for sentence  structure studied.  Recognise and use different spellings  for masculine and feminine  adjectives. | Knowledge of famous people  /events from the country studied. |

Cultural Understanding

NOTE: The progression started with KS all starting at Y3. KS2 are now completing the Y£ units before moving onto Y4 units.