

## Languages Curriculum: Progression Ladder

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

### Learning skills progression

#### Listening

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| <ul style="list-style-type: none"> <li>Appreciate and actively participate in traditional short stories &amp; fairy tales.</li> </ul> | <ul style="list-style-type: none"> <li>Appreciate short stories &amp; fairy tales and start to understand some of the familiar words in what we hear.</li> </ul> | <ul style="list-style-type: none"> <li>Listen to and enjoy short stories, nursery rhymes &amp; songs.</li> <li>Recognise familiar words and short phrases covered in the units taught.</li> </ul> | <ul style="list-style-type: none"> <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 more attentively and for longer.</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>Listen to longer text and more authentic foreign language material.</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> |
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#### Speaking

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| <ul style="list-style-type: none"> <li>Learn to repeat and reproduce the language I hear with accurate pronunciation.</li> </ul> | <ul style="list-style-type: none"> <li>Learn to articulate key words introduced in the lesson and understand their meaning.</li> </ul> | <ul style="list-style-type: none"> <li>Communicate with others using simple words and short phrases covered in the units.</li> </ul> | <ul style="list-style-type: none"> <li>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units 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>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul> | <ul style="list-style-type: none"> <li>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</li> <li>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> </ul> |
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#### Reading

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| <ul style="list-style-type: none"> <li>Be able to identify written versions of the words I hear.</li> </ul> | <ul style="list-style-type: none"> <li>Being able to identify the written version of a wider range of the words I hear.</li> </ul> | <ul style="list-style-type: none"> <li>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</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>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'. 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> </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> </ul> |
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#### Writing

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| <ul style="list-style-type: none"> <li>Consolidate letter formation skills by copying words in the foreign language from a model.</li> </ul> | <ul style="list-style-type: none"> <li>Start to reproduce nouns and determiners/articles from a model.</li> </ul> | <ul style="list-style-type: none"> <li>Write familiar words &amp; short phrases using a model or vocabulary list. e.g. 'I play the piano'. 'I like apples'.</li> </ul> | <ul style="list-style-type: none"> <li>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. e.g. My name, where I live and my age.</li> </ul> | <ul style="list-style-type: none"> <li>Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required.</li> <li>Learn to manipulate the language and be able to substitute words for suitable alternatives. e.g. My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</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>Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. e.g. A presentation or description of a typical school day including subjects, time and opinions.</li> </ul> |
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#### Grammar

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| <ul style="list-style-type: none"> <li>Start to understand that foreign languages can have different structures to English</li> </ul> | <ul style="list-style-type: none"> <li>Start to understand that foreign languages can have different structures to English. e.g. Many nouns have a determiner/article in foreign languages which we don't have in English.</li> </ul> | <ul style="list-style-type: none"> <li>Start to understand the concept of noun gender and the use of articles.</li> <li>Use the first person singular version of high frequency verbs. e.g. 'I like...' 'I play...' 'I am called...'</li> </ul> | <ul style="list-style-type: none"> <li>Better understand the concept of gender and which articles to use for meaning e.g. 'the', 'a' or 'some'.</li> <li>I agreement e.g. adjectival agreement when describing nationality, the negative form and possessive adjectives. e.g. 'In my pencil case I have...' or 'In my pencil case I do not have...'</li> </ul> | <ul style="list-style-type: none"> <li>Revision of gender and nouns and learn to use and recognise the terminology of articles e.g. definite, indefinite and partitive.</li> <li>Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation e.g. 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour e.g. 'My blue coat'.</li> </ul> | <ul style="list-style-type: none"> <li>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives e.g. which subjects I like at school and also which subjects I do not like.</li> <li>Become familiar with a wider range of connectives/ conjunctions and more confident with full verb conjugation both regular and irregular. e.g. 'to go', 'to do', 'to have' and 'to be'.</li> </ul> |
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