



Curriculum Progression of Skills - Languages

| Skill domains: | Year 3 | Year 4 | Year 5 | Year 6 |
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| Understand and respond to spoken language from a variety of resources (Listening) | <ul style="list-style-type: none"> Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc. | <ul style="list-style-type: none"> Understand a range of familiar spoken phrases e.g. classroom instructions. | <ul style="list-style-type: none"> Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5. | <ul style="list-style-type: none"> Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc. |
| Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation (Speaking) | <ul style="list-style-type: none"> Understand a few familiar spoken words and phrases and respond to simple questions e.g. What's your name? How are you? etc. and others depending on topics covered. Say or repeat some familiar words and short simple phrases Year 3. | <ul style="list-style-type: none"> Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4. Take part in a simple conversation and their pronunciation and confidence is improving. Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you'. | <ul style="list-style-type: none"> Ask and answer simple questions and use a negative. Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests/transactional role play with increasing confidence and fluency. | <ul style="list-style-type: none"> Take part in longer conversations with increasing spontaneity and fluency. Can express simple opinions and their pronunciation is generally confident and accurate. |
| Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing (Reading) | <ul style="list-style-type: none"> Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc. Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns. | <ul style="list-style-type: none"> Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns. | <ul style="list-style-type: none"> Understand the main points from a short written passage in clear printed script. Are beginning to use a bilingual dictionary independently with some success. | <ul style="list-style-type: none"> Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc. |
| Write at varying length for different purposes and audiences (Writing) | <ul style="list-style-type: none"> Write or copy a few simple words or symbols accurately. Be aware that symbols e.g. accents, umlauts exist and what they do (also capital letters in German). | <ul style="list-style-type: none"> Write simple, familiar phrases accurately using a writing frame or scaffold. | <ul style="list-style-type: none"> Write two or three short sentences as a personal response accurately and can use reference materials / support. | <ul style="list-style-type: none"> Write a short text on a familiar topic using reference materials / support. Write for a range of audiences and purpose. Use formal and informal 'you'. |
| Use a variety of grammatical structures | <ul style="list-style-type: none"> Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives. | <ul style="list-style-type: none"> Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order. | <ul style="list-style-type: none"> Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs e.g. aimer, jouer, porter etc. | <ul style="list-style-type: none"> Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs (faire, aller, avoir, etre). Use prepositions and use some adverbial phrases to talk about the |



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| | | | | <p>past or future in a simple way e.g. there was / there will be.</p> <ul style="list-style-type: none">• Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English. |
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