

Foreign Languages Key Skills Progression

		EYFS & KS1	LKS2		UKS2	
			Year 3	Year 4	Year 5	Year 6
Topics		n/a	Meet the family & Food, glorious food! Work, work, work & The best days of your life Romans and Britons & Off to town Meet the family & Food, glorious food! Work, work, work & The best days of your life Romans and Britons & Off to town		Meet the family & Food, glorious food! Work, work, work & The best days of your life Romans and Britons & Off to town Meet the family & Food, glorious food! Work, work, work & The best days of your life Romans and Britons & Off to town	
Skills	Listening	n/a	<ul style="list-style-type: none"> Show that he/she recognises words and phrases heard by responding appropriately. Follow simple instructions and link pictures or actions to language. When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. 	<ul style="list-style-type: none"> Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. 	<ul style="list-style-type: none"> Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language. Identify different ways to spell key sounds, and select the correct spelling of a familiar word. 	<ul style="list-style-type: none"> Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard. Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.
	Speaking	n/a	<ul style="list-style-type: none"> Ask and answer simple questions, for example about personal information. Repeat sentences heard and make simple adaptations to them. Use mostly accurate pronunciation and speak clearly when addressing an audience. Use simple adjectives such as colours and sizes to describe things orally. 	<ul style="list-style-type: none"> Ask and answer a range of questions on different topic areas. Using familiar sentences as models, make varied adaptations to create new sentences. Read aloud using accurate pronunciation and present a short learned piece for performance. 	<ul style="list-style-type: none"> Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. Learn a song or poem using the written text for support. Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. Attempt to read a range of texts independently, using different strategies to make meaning. Use vocabulary learnt from reading indifferent contexts and use dictionaries to find a wide range of words.
	Reading	n/a	<ul style="list-style-type: none"> Recognise some familiar words and phrases in written form. Read some familiar words aloud using mostly accurate pronunciation. Learn and remember new words encountered in reading. 	<ul style="list-style-type: none"> Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. Follow the written version of a text he/she is listening to. Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. 	<ul style="list-style-type: none"> Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. Learn a song or poem using the written text for support. Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. Attempt to read a range of texts independently, using different strategies to make meaning. Use vocabulary learnt from reading indifferent contexts and use dictionaries to find a wide range of words.
	Writing	n/a	<ul style="list-style-type: none"> Write some single words from memory. Use simple adjectives such as colours and sizes to describe things in writing. Record descriptive sentences using a wordbank. 	<ul style="list-style-type: none"> Write words and short phrases from memory. Use a range of adjectives to describe things in more detail, such as describing someone's appearance. Write descriptive sentences using a model but supplying some words from memory. 	<ul style="list-style-type: none"> Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. Use a wide range of adjectives to describe people and things, and use different verbs to describe actions. 	<ul style="list-style-type: none"> Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic. Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. Begin to use some adverbs.
	Grammar	n/a	<ul style="list-style-type: none"> Recognise the main word classes e.g. nouns, adjectives and verbs. Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles. Have basic understanding of the usual order of words in sentences in the target language. 	<ul style="list-style-type: none"> Recognise a wider range of word classes including pronouns and articles, and use them appropriately. Understand that adjectives may change form according to the noun they relate to, and select the appropriate form. Recognise questions and negative sentences. 	<ul style="list-style-type: none"> Know how to conjugate some high frequency verbs. Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. Adapt sentences to form negative sentences and begin to form questions. 	<ul style="list-style-type: none"> Know how to conjugate a range of high frequency verbs. Understand how to use some adverbs in sentences. Have an awareness of similarities and differences in grammar between different languages.

<p>Enrichment opportunities</p>	<ul style="list-style-type: none"> ● Year 3 history topic on the Romans during the summer term: <ul style="list-style-type: none"> ○ The Romans: Invaders & Settlers - devising historically valid questions about change, cause, similarities and differences. ○ The Romans: The Legacy - understanding how our knowledge of the past is constructed from a range of sources. ● Year 3 trip to Fishbourne Palace. ● Latin enrichment day. ● Maths - Roman Numerals. ● Science - latin names for scientific vocabulary.
<p>SEND & Inclusion information</p>	<p>The following list is a set of approaches that teachers use to allow for 'Quality First Teaching' in the classroom to enable all children to access learning:</p> <ul style="list-style-type: none"> ● Instructions are given in small chunks with visual cues. ● Activities and listening broken up with breaks for more kinaesthetic activities. ● Classroom assistants planned for and used to maximize learning. ● Using specialised equipment such as left-handed scissors, chubby pencils, pencil grips, coloured overlays, etc. ● Children are given movement breaks. ● Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher. ● Word walls are used to develop understanding of new vocabulary. ● Talking buddies or similar used to encourage responses. ● Personalise teaching where possible to reflect pupils' interests. ● Using a camera to record evidence of learning. ● Recording speech.
<p>Aims</p>	<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● understand and respond to spoken and written language from a variety of authentic sources. ● speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. ● can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. ● discover and develop an appreciation of a range of writing in the language studied.