

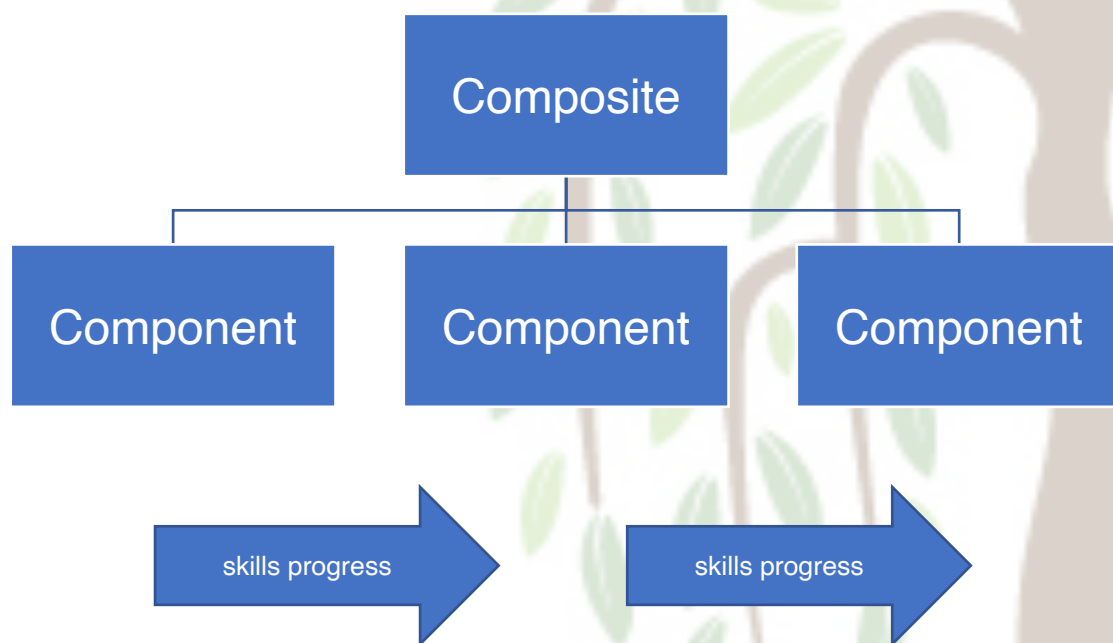
Progression of Skills

LANGUAGE CURRICULUM FRAMEWORK FOR KEY STAGE 1 & 2

Subject leaders need to ensure that there is clear progression through each year group towards the national curriculum requirements for their subject. This will ensure that there is a clear year-on-year acquisition of key knowledge as well as skills.

The National Curriculum identifies the top-level 'composite' outcomes but not the curricular components to get there - the intent. This document shows the subject progress through different components, highlighted in orange text. Each component has a skill set, which can be used for assessing pupils, that shows progress through each year group and key stage.

The framework document also provides further planning opportunities for planning resources, texts, cross-curricular opportunities and cultural capital opportunities for your individual school.



Languages - Key Stage 1

National Curriculum	The National Curriculum only sets out the programme of study for Key Stage 2. Some schools start teaching languages earlier so this section of the document has been written to support subject leaders with KS1 provision. Topics could possibly include: • colours • letters of the alphabet • simple classroom instructions • classroom objects • greetings • numbers to 10			
	Listening and responding	Speaking	Reading and responding	Writing and grammar
Year 1	• understand simple classroom commands • understand short statements • understand simple questions • understand clearly spoken speech Notes: Children will need a lot of help through the use of gestures and repetition.	• answer with a single word • answer with a short phrase Notes: Pronunciation may only be approximate, and will need considerable support from spoken models and visual cues.	• read and understand single words Notes: Present in a clear script in a familiar context. Children should have visual cues.	• copy a single word correctly • label items • choose the right words to complete a phrase • choose the right words to complete a short sentence
Year 2	• understand a range of familiar statements • understand a range of familiar questions Notes: Children will need a lot of repetition.	• give short and simple responses to what they see and hear • name and describe people • name and describe places • name and describe objects • use set phrases Notes: Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.	• read and understand short phrases • read aloud single words and phrases • use books or glossaries to find the meanings of new words	• copy a short familiar phrase • write or word-process set phrases used in class Notes: When writing familiar words from memory, spelling may be approximate.

Languages - Key Stage 2

National Curriculum

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
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starred (*) content above will not be applicable to ancient languages.

Languages - Key Stage 2

	Listening and responding	Speaking	Reading and responding	Writing
Years 3 and 4	<i>Asking and responding to questions</i> - recognise a familiar question and respond with a simple rehearsed response - ask and answer a simple and familiar question with a response - express simple opinions such as likes, dislikes and preferences when asked - ask and answer at least two simple and familiar questions with a response - identify and note the main points and give a personal response <i>Joining in and responding</i> - repeat modelled words - listen and show understanding of single words through physical response - repeat modelled short phrases - listen and show understanding of short phrases through physical response <i>Stories, songs, poems and rhymes</i> - listen and identify specific words in songs and rhymes and demonstrate understanding - listen and identify specific phrases in songs and rhymes and demonstrate understanding - join in with actions to accompany familiar songs, stories and rhymes - join in with words of a song or storytelling	<i>Phrases and conversations</i> - name objects, actions and link words with a simple connective - use familiar vocabulary to say a short sentence using a language scaffold - speak about everyday activities and interests - refer to recent experiences or future plans - use short phrases to give a personal response - say simple familiar words to describe people, places, things and actions using a model - say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold - say one or two short sentences that may contain an adjective to describe people, places, things and actions - name nouns and present a simple rehearsed statement to a partner - present simple rehearsed statements about themselves, objects and people to a partner - present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people <i>Pronunciation and intonation</i> - identify individual sounds in words and pronounce accurately when modelled - start to recognise the sound of some letter strings in familiar words and pronounce when modelled - adapt intonation to ask questions or give instructions - show awareness of accents, elisions and silent letters - begin to pronounce words appropriately	<i>Reading</i> - read and show understanding of familiar single words - read and show understanding of simple phrases and sentences containing familiar words - use strategies for memorisation of vocabulary - make links with English or known language to work out the meaning of new words - use context to predict the meaning of new words - read and understand short texts using familiar language - identify and note the main points and give a personal response - identify and note the main points and give a personal response on a passage - use a bilingual dictionary or glossary to look up new words - begin to read independently	<i>Writing</i> - write single familiar words/phrases from memory - replace familiar vocabulary in short phrases written from memory to create new short phrases - copy simple familiar words to describe people, places, things and actions using a model - write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold - write 1-2 simple sentences that may contain an adjective to describe people, places, things and actions - write 2-3 short sentences on [topic] - say what they like and dislike about [topic]

Grammar

Grammar

- show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English
- recognise cognates
- name the gender of nouns
- name the indefinite and definite articles for both genders and use correctly
- say how to make the plural form of nouns
- name the first and second-person singular subject pronouns
- use the correct form of some regular and high frequency verbs in the present tense with first and second person
- name the third-person singular subject pronouns
- use the present tense of some high frequency verbs in the third person singular
- use a simple negative form
- show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use
- recognise and use the first-person possessive adjectives
- recognise a high frequency verb in the past tense and in the simple future and use as a set phrase
- conjugate a high frequency verb in the present tense
- show awareness of subject-verb agreement
- use simple prepositions in sentences
- use the third person singular and plural of the verb 'to be' in the present tense

Years 3
and 4



Languages - Key Stage 2

	Listening and responding	Speaking	Reading and responding	Writing
Years 5 and 6	<i>Asking and responding to questions</i> - engage in a short conversation using a range of simple, familiar questions - ask and answer more complex questions with a scaffold of responses <i>Joining in and responding</i> - listen and show understanding of simple sentences containing familiar words through physical response - listen and understand the main points from short, spoken material - listen and understand the main points and some detail from short, spoken material - understand longer passages made up of familiar language in simple sentences - identify the main points and some details <i>Stories, songs, poems and rhymes</i> - listen and identify rhyming words and specific sounds in songs and rhymes - follow the text of familiar songs and rhymes, identifying the meaning of words - read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling - follow the text of a familiar song or story - follow the text of a familiar song or story and sing or read aloud - understand the gist of an unfamiliar story or song using familiar language and sing or read aloud	<i>Phrases and conversations</i> - express a wider range of opinions and begin to provide simple justification - say a longer sentence using familiar language - use familiar vocabulary to say several longer sentences using a language scaffold - refer to everyday activities and interests, recent experiences and future plans - vary language and produce extended responses - hold a simple conversation with at least 3-4 exchanges without prompts - use knowledge of grammar to adapt and substitute single words and phrases - manipulate familiar language to present ideas and information in simple sentences - present a range of ideas and information, using prompts, to a partner or a small group of people - present a range of ideas and information, without prompts, to a partner or a group of people <i>Pronunciation and intonation</i> - pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules - appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words - start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules - adapt intonation, for example to mark questions and exclamations	<i>Reading</i> - read and show understanding of simple sentences containing familiar and some unfamiliar language - read and understand the main points from short, written material - read and understand the main points and some detail from short, written material - use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context) - use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in [language] and in English - read independently	<i>Writing</i> - write a simple sentence from memory using familiar language - write several sentences from memory with familiar language with increased accuracy - replace vocabulary in sentences written from memory to create new sentences with increased accuracy - write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold - manipulate familiar language to describe people, places, things and actions, possibly using a dictionary - use a wider range of descriptive language in descriptions of people, places, things and actions - write a paragraph of about 3-4 simple sentences - use a dictionary or glossary to check words they have learnt

Grammar

Grammar

- identify word classes
- demonstrate understanding of gender and number of nouns and use appropriate determiners
- explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence
- name and use a range of conjunctions to create compound sentences
- use some adverbs
- demonstrate the use of first, second and third-person singular pronouns with some regular and high frequency verbs in the present tense and apply subject-verb agreement
- explain and use elision and state the differences and similarities with English
- recognise and use the simple future tense of a high frequency verb and compare with English
- recognise and use the immediate future tense of familiar verbs in the first, second and third person singular - explain how it's formed
- recognise and use the first and third person singular possessive adjectives
- recognise and use a range of prepositions
- use the third person plural of a few high frequency verbs in the present tense
- name all subject pronouns and use to conjugate a high frequency verb in the present tense
- recognise and use a high frequency verb in the perfect tense - compare with English
- follow a pattern to conjugate a regular verb in the present tense
- choose the correct tense of a verb (past/present/ future) according to context

Years 5
and 6



