







Skills & Knowledge Progression: Languages

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.</p> <p>Aims</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 • write at varying length, for different purposes and audiences, using a variety of grammatical structures • discover and develop an appreciation of a range of writing in the language studied 	<p>Learning a new language opens doors and broadens our outlook on the world. It helps us to move a step closer to understanding what it would like to walk in the shoes of others, and to develop a more rounded view of both the world and our place within it. For our children, in particular, it helps us all to understand the challenges that those in our class and our community for whom English is not the first language face everyday - and to better appreciate those around us who are fluent in multiple languages.</p> <p>Language learning also, of course, has an obvious practical value for 21st century citizens who live in ever-more interlinked world. Whilst it is easy to sit in the UK and believe that 'everyone' speaks English, the process of learning another language and discovering more about other cultures reminds us that around 80% of the world do not speak the same language as us (and only about 5% speak it as their first language). By the time they leave our school, we want our children to be able to sustain simple conversations, to carry out simple tasks and to respond to texts in another language. We have chosen to focus on French, as this is the language most commonly taught in local secondary schools, and therefore provides a solid platform for future learning.</p> <p>Finally, learning another language is invaluable for moving beyond stereotypical views of the culture of a country, and discovering that the similarities are as striking as the differences. It provides opportunities to look at shared values and aspirations, such as personal liberty, democracy and the rule of law, and to discover that, while British Values are not universal, they are mirrored in the ideals and values of many other countries.</p>

Links to learning in EYFS / KS1:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Foreign languages are not introduced until Year 3. However, an understanding of other cultures - and the idea that not everyone speaks the same language - will have been met throughout EYFS & KS1. This includes:</p> <p>EYFS - Understanding the World</p> <ul style="list-style-type: none"> • Children... know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>KS1 / 2 - PSHE</p> <ul style="list-style-type: none"> • Understand the importance of respecting others, even when they are very different from them... or have different preferences or beliefs. 	<ul style="list-style-type: none"> • English - understanding of tense, person and verb conjugation; application of phonological knowledge (and identifying where French follows different rules); use of reading skills to tackle new vocabulary, summarise texts and infer meaning. • Geography - direct link to <i>En France</i> unit in Year 3/4, as well as broader links to understanding cultures, languages and ways of life elsewhere in the world. • Art - exploring the life and work of artists such as Monet, Cezanne and Seurat. • Drama - role play should form a significant part of language teaching, with children improvising and developing dialogue based around simple contexts. • Maths - counting and completing simple maths activities in French, telling the time, talking about time, money and shapes in both French and English. 	<ul style="list-style-type: none"> • Meet and talk to fluent French speakers (possibly secondary school language teachers to support transition for Year 6) • Learn about the other languages spoken in their class / year group / phase, with bilingual children given the opportunity to share their language with others • Take part in role-play and drama activities using a foreign language • Learn about life in France and its similarities and differences to the UK as part of their geography learning, to support their understanding • Read foreign translations of books they know and French-language versions of familiar films and TV shows, to both support language acquisition and intercultural understanding.

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Opportunities to develop and use Learning Powers in our curriculum	
<p>Claudia Curiosity</p> 	<ul style="list-style-type: none"> • Taking risks when reading, speaking and role-playing in an unfamiliar language • Exploring new words, investigating their meaning and spotting patterns that link them to known words and phrases • Developing an interest in language and the curiosity to learn more about other cultures • Building understanding through questioning • Making the most of chances to try things out, go wrong and experiment with new ideas
<p>Isaac Independence</p> 	<ul style="list-style-type: none"> • Tackling new situations and scenarios with growing confidence • Choosing and using resources to aid learning - such as models, word banks, bilingual dictionaries and the knowledge of native speakers • Speaking, listening, reading and writing in a foreign language independently • Using imagination in role-play situations and to find alternative solutions to a problem - if I don't know the word for 'netball', how else can I describe what I'm talking about and make my meaning clear?
<p>Eddy Empathy</p> 	<ul style="list-style-type: none"> • Showing an understanding of life in other cultures • Taking the challenges and concerns faced by others into account when speaking and writing in a foreign language, using non-verbal clues to recognise when they do not understand something that has been said or written and need more support • Be respectful of other peoples cultures, beliefs and opinions • Give honest feedback to others so that they can develop and improve their work
<p>Polly Perseverance</p> 	<ul style="list-style-type: none"> • Working with determination to master a new language, and recognising that this is a challenging and long-term task that needs perseverance • Coping with setbacks, especially when presented with new language or asked to work independently • Setting ambitious but realistic goals for a task • Maintaining attention and clarifying information when being introduced to new words and grammatical structures • Showing commitment to finding out answers and solving problems
<p>Ralph Reflectiveness</p> 	<ul style="list-style-type: none"> • Breaking challenges down into small steps and thinking problems through logically • Reflecting on mistakes made when speaking, listening, reading and writing, and using this to improve future work • Commenting on similarities and differences between languages, cultures and countries • Evaluating work, using personal or shared criteria • Taking feedback from others into account and using this to consider next steps
<p>Chloe Cooperation</p> 	<ul style="list-style-type: none"> • Treating both other individuals and other cultures with respect • Presenting and sharing work with others (using drama, video, or IT where appropriate) • Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions • Using listening and imitation to improve spoken language, accent and intonation • Working collaboratively to complete complex tasks

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Year group	Listening	Speaking	Reading	Writing	Grammar	Intercultural Understanding
Year 3	<p>Listen and respond to familiar spoken words and phrases:</p> <ul style="list-style-type: none"> Recognise numbers 1-20 and begin to understand numbers from 20 - 31. Understand and respond to simple classroom instructions (eg. <i>hands up, listen carefully, show me, close your eyes, do an action...</i>) Listen carefully and identify familiar words in songs, poems and simple stories. Know own birthday date (eg. 22 April) 	<p>Communicate with others using simple words, phrases and short sentences:</p> <ul style="list-style-type: none"> Use simple greetings (eg. saying hello and goodbye, saying how you are and asking others how they are.) Ask and answer simple questions about self e.g. name and age, birthday Express simple likes and dislikes (eg. about food and drink.) Pronounce very familiar language with good pronunciation and intonation. 	<p>Recognise and understand some familiar written words and phrases:</p> <ul style="list-style-type: none"> Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives (eg. size, colour and a few high frequency verbs e.g. I like, I play.) Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. Read aloud, as a class or group, a chorus or refrain from a familiar text. Show awareness of sound-spelling links. 	<p>Write some familiar simple words using a model and some from memory:</p> <ul style="list-style-type: none"> Write one or two simple sentences, using a model (eg. name and age to introduce themselves.) Label an animal they have drawn or made from playdough (eg. a black cat.) Complete a simple gapped text such as a party invitation or passport. Begin to write a few familiar words from memory. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy. Build phrases to show position of a few adjectives of colour (eg. a red dog, a yellow cat.) Begin to understand how the negative is formed. 	<ul style="list-style-type: none"> Understand and respect that there are people and places in the world around that are different to the United Kingdom. Understand that some people speak languages other than English.
Year 4	<p>Listen for specific phonemes, words and phrases:</p> <ul style="list-style-type: none"> Pick out phonemes, words and phrases in songs, stories and rhymes. Understand higher numbers including multiples of 10. Listen to up to 3 simple sentences using familiar vocabulary and answer questions on them. Respond to a wider range of classroom instructions (eg. <i>Open the door, you are going to work in groups, I'd like 2 volunteers, put your hand up...</i>) 	<p>Communicate by asking and answering a wider range of questions and presenting short pieces of information:</p> <ul style="list-style-type: none"> Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters etc. Ask and answer questions using a wider range of question forms (eg. time, date, food, hobbies and to seek help in the classroom.). Express preference about foods, animals, colours etc. 	<p>Read and understand familiar written words, phrases and short texts made of simple sentence:</p> <ul style="list-style-type: none"> Understand key points in simple texts using familiar language (eg. <i>How many animals are in the story? What colour is the dog? What is the weather like in Paris?</i>) Follow a text such as a song or poem whilst listening to it. Link phrases to make a sentence (eg. <i>When it rains, you need an umbrella.</i>) Use strategies to work out the meaning of new words. 	<p>Write a short text using a model and write a few simple sentences from memory:</p> <ul style="list-style-type: none"> Write a few simple sentences using a word bank to describe things and people they know, such as clothing, pets, events or sports stars (eg. <i>..... lives in London. She is 22 years old. She likes dancing.</i>) Experiment with writing new words Begin to use pronouns. Write 2 or 3 simple sentences from memory and know how to apply strategies to help with memorisation. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> Understand that the definite article/ indefinite article changes according to the gender of noun and whether it is singular or plural. Show an understanding of 1st, 2nd and 3rd person when asking and answering questions (eg. <i>Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming.</i>) 	<ul style="list-style-type: none"> Identify similarities and differences between cultures. Discuss celebrations in other cultures and know about aspects of daily life in other countries that are different to those in the UK.

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Year 5	<p>Listen attentively and understand more complex phrases and sentences:</p> <ul style="list-style-type: none"> Identify key points in a new context (eg. a story, which contains familiar language.) Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 (eg. shopping, dates, maths activities.) Follow instructions and directions (eg. a recipe or simple directions.) Recognise letters of the alphabet when they hear them. 	<p>Take part in short conversations using familiar language and use simple conjunctions to build more complex sentences:</p> <ul style="list-style-type: none"> Seek help and clarification (eg. <i>I don't understand, can you repeat that.</i>) Give simple instructions (eg. recipes, directions.) Begin to understand and express future intentions (eg. <i>I am going swimming on Wednesday</i>) Express likes and dislikes. 	<p>Read a variety of short simple texts in different formats and in different contexts:</p> <ul style="list-style-type: none"> Practise reading aloud a poem to perform in front of an audience. Read a variety of short simple texts (eg. stories, poems, online texts, non-fiction texts, emails from a partner school) that contain familiar and new vocabulary. Work with a partner to work out a short text containing familiar and unfamiliar language. Apply phonic knowledge when meeting new words. 	<p>Write simple sentences and short texts using a model:</p> <ul style="list-style-type: none"> Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. Use simple conjunctions such as <i>and, but, because</i> to form more complex sentences. Change elements in a given text (eg. ingredients, colour and size of a planet.) Use a bilingual dictionary and word banks to check spelling. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> Begin to know how to form the future tense (eg. <i>I am going swimming on Monday; tomorrow it is going to rain.</i>) Begin to see how possessive articles (eg. <i>my, his, her</i>) change according to gender. Correct conjugate the present tense of commonly used verbs (eg. <i>to be, to have, to eat, to go.</i>) 	<ul style="list-style-type: none"> Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country.
Year 6	<p>Understand the main points and simple opinions in spoken sources (eg. a story, song or passage):</p> <ul style="list-style-type: none"> Xx Listen to longer texts (by Year 6, children should be listening to texts read by people other than their teacher.) Identify key points and some detail. Understand numbers in context (eg. the year, 24 hour clock, quantities.) Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. 	<p>Use spoken language to open and sustain simple conversations, describe incidents or tell stories:</p> <ul style="list-style-type: none"> Understand and begin to use the past tense to describe events Understand and use numbers in context (eg. saying the year, 24-hour clock, quantities.) Understand and use transactional language (eg. in a café.) Give a description (eg. of a town, geographical features in a country.) Express and justify opinions (eg. <i>I like netball because...</i>) 	<p>Read aloud from a text with good expression and understand the main points of a short written passage:</p> <ul style="list-style-type: none"> Read in groups, simple play scripts, poems and own written work (eg: geographical features in a country, description of a town.) Read and understand the main points and some detail from a short written passage (eg. extract from a story, weather report, poem, instructions, simple newspaper article). Find the meaning of new words by using a bilingual dictionary. 	<p>Write sentences and construct short texts using a model and write a few descriptive sentences from memory:</p> <ul style="list-style-type: none"> Use adjectives to add interest and detail to a description. Use some simple adverbs to make sentences more interesting. Make statements in response to reading (eg. about a newspaper report or stories.) Have some understanding of how to use the past tense. Write a short text on a familiar topic. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> Begin to use past tense/future tense in spoken work (eg. when talking about the weather or weekend plans.) Identify tenses from a selection of sentences written in the present, past and future tense. Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary. 	<ul style="list-style-type: none"> Talk about, discuss and present information about a particular country's culture. Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.