



WORLINGHAM CEVC PRIMARY SCHOOL
LANGUAGES SUBJECT PROGRESSION



EYFS	<ul style="list-style-type: none"> ● Children to understand what a language is. ● Children to begin to recognise there is more than one language in the world. ● Children to be exposed to very basic greetings (hello, goodbye, please, thank you). ● Children to learn about a cultural celebration (eg. Chinese New Year). 					
KS1	<ul style="list-style-type: none"> ● Children to understand why language is important. ● Children to recognise that different languages are spoken around the world, as well as within countries. ● Children to begin to recognise basic greetings from spoken language, and begin to imitate pronunciation to repeat them (hello, goodbye, please, thank you, well done, etc...) ● Children to learn about how a celebration can be celebrated in different cultures (eg. Christmas, New Year etc.) 					
	Speaking	Listening	Reading	Writing	Grammar	Intercultural
LKS2	<p>Y3:</p> <ul style="list-style-type: none"> - Use appropriate greetings in conversation. - Communicate by asking and answering questions about conversational topics (name, age, birthday etc.) - Begin to imitate pronunciations of familiar words. <p>Y4:</p> <ul style="list-style-type: none"> - Ask and answer questions about a wider range of topics. - Recite a few lines from a familiar text with good pronunciation. - Give a short presentation as a group about a familiar topic. - Begin to use familiar vocabulary to build simple sentences. 	<p>Y3:</p> <ul style="list-style-type: none"> - Begin to identify familiar phonemes, words and phrases in songs, poems and stories by listening carefully. - Respond to familiar spoken language by giving a physical response (pointing, holding up a card etc.) - Respond to basic classroom instructions. <p>Y4:</p> <ul style="list-style-type: none"> - Respond to a wider range of instructions. - Listen for specific words and phrases in spoken language. - Understand that some sounds and letter combinations are pronounced differently. 	<p>Y3:</p> <ul style="list-style-type: none"> - Make links between some phonemes and spellings. - Identify familiar words from short texts. - Read aloud a familiar short text in chorus/as a group. <p>Y4:</p> <ul style="list-style-type: none"> - Understand that symbols including accents, cedillas and umlauts exist in some languages and that these affect the pronunciation. - Follow a short text while listening and reading at the same time. - Read and understand familiar written words phrases and short sentences in a variety of mediums. 	<p>Y3:</p> <ul style="list-style-type: none"> - Write a few sentences about a familiar topic using a structured writing frame and a word bank. - Write a few familiar words from memory. <p>Y4:</p> <ul style="list-style-type: none"> - Begin to write more words and phrases from memory. - Form basic sentences by selecting words from a word bank, using a more limited writing frame. 	<p>Y3:</p> <ul style="list-style-type: none"> - Identify nouns, adjectives and verbs in short texts that use familiar words. - Begin to understand that adjectives can follow the noun. - Understand and identify gender. <p>Y4:</p> <ul style="list-style-type: none"> - Begin to use pronouns. - Form negatives to express dislikes. - Recognise and use 1st, 2nd and 3rd person singular. - Use a few common adverbs. 	<ul style="list-style-type: none"> - Identify countries and the languages they speak across the world. - Recognise that language is not constructed to one country. - Understand how a familiar celebration/tradition is celebrated in 2 other cultures, comparing these to our traditions. - Compare basic words to English, stating similarities or differences.
UKS2	Y5:	Y5:	Y5:	Y5:	Y5:	

	<ul style="list-style-type: none"> - Express simple opinions, including negatives. - Present information about a topic to others independently. - Begin to use past tense in spoken language. - Use appropriate pronunciation tone and intonation in performance. <p>Y6:</p> <ul style="list-style-type: none"> - Initiate and sustain simple conversations on familiar topics. - Describe events from point of view. - Justify opinions. - Recite a short piece of narrative from memory. - Use questions spontaneously to seek clarification. 	<ul style="list-style-type: none"> - Identify more complex phrases and short sentences from spoken language. - Identify specific sounds in both familiar and unfamiliar words. <p>Y6:</p> <ul style="list-style-type: none"> - Understand the main points from spoken language. - Listen to spoken language for details, as well as general gist. 	<ul style="list-style-type: none"> - Understand key points of a short written text, containing both familiar and unfamiliar language. <p>Y6:</p> <ul style="list-style-type: none"> - Understand some details, as well as key points, of short written texts. - Define new words using a bilingual dictionary. - Understand why symbols such as accents are used. - Feel confident tackling pronunciations of new vocabulary. 	<ul style="list-style-type: none"> - Use a model to write short pieces of text, manipulating the language to change an element in the sentence. - Begin to recognise and apply grammatical rules - Use generally accurate word order and agreement when including familiar adjectives in writing. - Begin to use a bilingual dictionary to check spelling. <p>Y6:</p> <ul style="list-style-type: none"> - Use a model to write short pieces of text, adapting language and sentences to fit new purposes. - Writing is grammatically accurate, including past and future tenses. - Write more complex phrases and sentences from memory. 	<ul style="list-style-type: none"> - Use conjunctives to form more complex sentences. - Recognise that determiners/articles (the, a) change for plural, as well as singular. <p>Y6:</p> <ul style="list-style-type: none"> - Past and future tense (in writing now as well as in spoken language). - Generally accurate use of previously learnt basic grammar across all four areas of language learning. 	<ul style="list-style-type: none"> - Compare some aspects of everyday life in other countries and cultures to that of our own. - Can recognise different types of alphabet across different languages. - Identify which languages are similar/different to each other through research.
<p>Wider Curriculum Opportunities</p>	<p>Cross-curricular links:</p> <p>Maths = numbers, calculations, time, months. English = familiar stories/fairytales translated; Grammatical terms; Science = human body (vocab, simon says). Geography = describing compass directions in MFL, countries and capital cities. History = French Revolution (Bastille Day). PE = warm-up games in MFL, verbs used (run, walk etc.) Languages Day</p>					