

Year 3 Languages Progression Overview		
Skills and knowledge	Example contexts and language	Arriving in Year 4 able to...
<p>Speaking Communicate with others using simple words, phrases and short sentences</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Speaking</p> <ul style="list-style-type: none"> Use simple greetings e.g. <i>saying hello and goodbye, saying how you are and asking others how they are.</i> Ask and answer simple questions about self e.g. <i>name and age, birthday</i> Express simple likes and dislikes e.g. <i>food and drink.</i> 	<p>Speaking</p> <ul style="list-style-type: none"> Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements. Pronounce very familiar language with good pronunciation and intonation. Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. Express likes and begin to express dislikes.

Year 4 Languages Progression Overview		
Skills and knowledge	Example contexts and language	Arriving in Year 5 able to...
<p>Speaking Communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Speaking</p> <ul style="list-style-type: none"> Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. <i>I have brown eyes. I have two sisters and I like dancing.</i> Ask and answer questions using a wider range of question forms e.g. <i>the time, the date, food, hobbies</i> and to seek help in the classroom e.g. <i>Can you say that again please. I don't understand.</i> Express preference about what they like e.g. <i>food, animals, colours</i> 	<p>Speaking</p> <ul style="list-style-type: none"> Join in speaking activities willingly and confidently. Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. <i>I have brown eyes,</i> Begin to use simple conjunctions e.g. <i>I have brown eyes and black hair</i> Use the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like</i> Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. Ask and answer questions in 1st, 2nd, 3rd person singular. Begin to use pronouns Recite a few lines from a story, poem or song with good pronunciation Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.

Year 5 Languages Progression Overview		
Skills	Example contexts and language	Arriving in Year 6 able to...
<p>Speaking Take part in short conversations using familiar structures and vocabulary</p> <p>Use simple conjunctions to build more complex sentences and present information to others</p> <p>Understand and express more</p>	<p>Speaking</p> <ul style="list-style-type: none"> Seek help and clarification e.g. <i>I don't understand, can you repeat that, how is that written?</i> Give simple instructions and directions e.g. <i>a recipe, directions to a place, the route to school</i> Begin to understand and express future intentions e.g. <i>I am going</i> 	<p>Speaking</p> <ul style="list-style-type: none"> Use spontaneously, a limited range of phrases and sentences to seek clarification and help. Pronounce and use the alphabet with increasing accuracy. Use simple conjunctions so that they can create more complex sentences. Have the vocabulary to give the opinions they want to express. Begin to understand and use future tense in spoken language. Perform a role-play, recite a short poem with confidence and with accurate
<p>complex opinions</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p><i>swimming on Wednesday</i></p> <ul style="list-style-type: none"> Take part in conversations expressing likes, dislikes and preferences e.g. <i>I like water but I prefer milk</i> 	<p>pronunciation, using appropriate tone and intonation.</p> <ul style="list-style-type: none"> Give constructive feedback to classmates.

Year 6 Languages Progression Overview		
Skills	Example contexts and language	Arriving in Year 7 able to...
<p>Speaking Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience</p> <p>Understand and begin to use the past tense to describe events</p> <p>Present to an audience e.g. <i>role-play, presentation, performance,</i></p>	<p>Speaking</p> <ul style="list-style-type: none"> Understand and use numbers in context e.g. <i>saying the year, 24-hour clock, quantities.</i> Understand and use transactional language e.g. <i>in a café</i> Give a description e.g. <i>of a town, geographical features in a country</i> Seek clarification of meaning <i>How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</i> Talk about the past in simple terms e.g. <i>I ate / drank ... / drunk, the weather</i> Express and justify opinions e.g. <i>I like netball because it's fun.</i> 	<p>Speaking</p> <ul style="list-style-type: none"> Take part in a simple conversation, ask and answer questions and express opinions. Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy Use spoken language confidently to initiative and sustain a simple conversation. Present simple information on a familiar topic to the class. Use peer- and self-assessment strategies to support language learning Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. Use a range of questions and statements spontaneously to seek clarification and help. Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense

ASSESSMENT OPPORTUNITIES:

In Y3

- Play some music and ask children to walk around the room. When the music stops, they find a partner. They greet their partner, introduce themselves and ask how their partner is.
- In pairs, children practise questions and answers to find out e.g. the name, age and birthday of their partner and perform their conversation to the whole class. Look for correct pronunciation. Another child or adult could record the presentation.
- Children work in pairs. Display up to six familiar items of food on the board. Children take it in turns to ask their partner e.g. *Do you like milk?* The partner replies *I like milk/I don't like milk.*

Nathalie's tip: Y3 can perform a mini show (conversation or other) to Y2 or in assembly to show just how much they can already do.

In Y4

- Ask children to draw their portrait and describe it to a partner e.g. *I have blue eyes. I have brown hair.* Alternatively children could draw an imaginary animal and describe it. *My animal has six legs. It has a big head.*
- Display e.g. a selection of familiar items of food on the board or pictures to represent sports/hobbies. Working in pairs, children ask their partner e.g. *Do you like milk/cycling?* Look for children who reply using a wider range of verbs such as adore, hate, love and who are able to use the negative correctly i.e. *I don't like cycling.* NB This activity also shows children's knowledge of grammar.
- In pairs or small groups, and with the support of props/picture cards, prepare and present a short weather report to include day, date, month and weather.

Nathalie's tip: if you have links with a school in France, use do recordings (audio or video) to send to your partner school.

In Y5

- Give pairs of children photos, flashcards or real items linked to a recent area of learning. They take it in turns to select one of the above and give some basic information including an opinion. Look for correct use of the negative and encourage children to use as wide a range as possible of verbs e.g. *I love, I detest.*
 - Encourage children to use phrases to seek clarification and help e.g. *Can you repeat that? I'm sorry I don't understand? How is that written in French/German/Spanish?* during language lessons.
 - Children take part in a brief interview asking and answering up to six familiar questions. They extend their range of conjunctions to include e.g. *because* and try to include elements of the future tense.
 - Revise previously learnt conversational language. Children work in pairs to develop their own conversations. Puppets can be used to create new characters to give opportunities to include a wider range of questions and answers. Other members of the class use '2 stars and a wish' approach to give feedback on performance
 - Working in pairs, children practise and perform a poem to the class.
 - Working with a partner, children take it in turns to choose a familiar word for the other partner to spell aloud. The word is written down according to the partner's spelling, and then both children check the word in a bilingual dictionary.
- Nathalie's tip: use a puppet theatre (second-hand ones can get picked up cheaply) so "testing" is less threatening and make it a competition: this will enable you to make notes without the pupils knowing that you are assessing them.

In Y6

Children work in small groups and plan a role-play e.g. *buying food in a market, ordering drinks in a café, arriving at a new school, meeting up with friends on a playground.* Allow sufficient time for each group to practise and prepare their role-play for a performance to the class. Other class members give feedback.

- Children prepare individual presentations to describe e.g. *a school day.* They express opinions and use statements that make reference to the past. They film their presentations and use self-assessment strategies to recognise progress and make suggestions for improvement.
- Children re-tell, from memory, part of a story.
- Encourage children to use a range of questions and statements in languages lessons spontaneously to seek help and clarification. For example *How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?*
- Children work in pairs. They each have a grid to record what their partner has eaten at lunchtime during the school week. They complete their grid by asking their partner e.g. *What did you eat on Monday?* They listen to the reply and draw the food on their grid.

Nathalie's tip: use lots of gestures and props (colleagues can help with those) to help with retelling and role-playing. The retelling can be choral and done at a whole-class level.