

Languages Progression Grid

	Year 3	Year 4	Year 5	Year 6
<b>Oracy</b>				
<b>Enjoyment</b>	Enjoy listening to and speaking in the language	Continue to develop enjoyment listening to and speaking in the language	Enjoy interacting even when they hear unfamiliar language	Enjoy listening and speaking confidently.
<b>Understanding</b>	Listen and respond to familiar spoken words, phrases and sentences	Listen to and identify words and short phrases	Pick out some of the detail from short spoken passages	Listen to and understand the main points and some detail from a short spoken passage
<b>Conversation</b>	Communicate with others using simple words and phrases and short sentences  Understand conventions such as taking turns to speak, valuing the contribution of others	Communicate by asking and answering a wider range of questions	Join in a short conversation	Converse briefly without prompts
<b>Pronunciation</b>	Use correct pronunciation in spoken work.	Memorise and present a short text.	Make a short presentation using a model.	Give a presentation in a clear audible voice
<b>Literacy</b>				
<b>Reading for understanding</b>	Recognise and understand some familiar words and phrases in written form	Read and understand familiar written phrases  Follow a short text while listening and reading, saying some of the text	Read and understand some of the main points from a text	Read and understand the main points and some detail from a short written passage  Read aloud with confidence, enjoyment and expression, in chorus or individually
<b>Reading Aloud</b>	Read aloud in chorus, with confidence and enjoyment, from a known text	Read a wider range of words, phrases and sentences aloud		

<b>Writing</b>	Write some familiar simple words using a model Write some familiar words from memory.	Write some familiar words and phrases without help.	Understand how a simple sentence is written  Write words, phrases and a few sentences using a model.	Write several sentences from memory Develop a short text using a model
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### **Intercultural Understanding**

	<p>Appreciate the diversity of languages spoken within their school</p> <ul style="list-style-type: none"> <li>• Talk about the similarities and differences of social conventions between different cultures</li> <li>• Identify the country or countries where the language is spoken</li> <li>• Have some contact with the country/countries</li> <li>• Recognise a children's song, rhyme or poem well known to native speakers.</li> </ul>	<p>Talk about celebrations of which they have experience</p> <ul style="list-style-type: none"> <li>• Know about similar celebrations in other cultures</li> <li>• Compare aspects of everyday life at home and abroad</li> <li>• Identify similarities in traditional stories, building on relevant Y2/3 NLS framework objectives.</li> </ul>	<p>Identify similarities and differences in everyday life</p> <ul style="list-style-type: none"> <li>• List some similarities and differences between contrasting localities</li> <li>• Recognise how symbols, products, objects can represent the culture/cultures of a country</li> <li>• Recognise how aspects of the culture of different countries become incorporated into the daily life of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of and respect for cultural diversity</li> <li>• Present information about an aspect of another country.</li> </ul>
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### **Knowledge about Language (KAL) and Language Learning Strategies (LLS)**

	At this initial stage, children begin to foster their interest in the similarities and differences between languages and begin to think together about how they are learning the new language.	Children begin to recognise and apply some simple patterns. They begin to share their knowledge about language and develop some basic techniques for memorising and using language.	Children become more aware of simple structures and conventions. They further develop their recognition of pattern and their ability to manipulate language.	Children become more confident users of language, reflecting on their knowledge about language and using this to make meanings that matter to them. They develop greater independence in applying language learning strategies and in transferring language from one context to another.
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Oracy (listening, speaking and spoken interaction) has a more prominent place in language learning than in most if not all other areas of the curriculum. In the early stages children will spend much of their time listening, speaking and interacting orally and will be given regular and frequent opportunities to listen to a good model of pronunciation. This emphasis on exposure to the sound patterns of the new language is particularly important because, unlike with their mother tongue, children will be reliant on the classroom to provide most of their spoken language experience. Children listen to the teacher, to songs and rhymes, to each other and to native speakers, to recorded and on-line speech and songs, recognising familiar and unfamiliar sounds. They reproduce these sounds themselves and create phrases and sentences. They engage in simple conversations to obtain and provide information and exchange opinions. They also reinforce and expand their knowledge of their own language or languages and other subject areas

### **Literacy**

The literacy skills of reading and writing are supported by, and in turn reinforce, the development of oracy. They are likely to take on greater prominence as children become familiar with the relationship between sounds and letters/characters in the new language and apply this knowledge in their reading and spelling. As they increase their understanding of the language, they gain increasing access to different forms of text – simple stories, poems, information texts, advertisements, letters, messages – in paper and electronic forms. Children will have opportunities to apply their skills and understanding to read, enjoy and make use of this widening range of texts. They should be able to write simple sentences and short texts for different purposes and audiences, often using a frame or model to help them structure meaning. Children use the skills of reading and writing to develop a basic knowledge of the writing system, the spelling and the structure of the language. In doing this, they reinforce and expand their knowledge and understanding of their own language(s).

### **Intercultural Understanding**

Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values. There are many opportunities to link this strand closely with work in other subjects. Objectives in this strand can be integrated into language lessons as well as taught separately in non-language teaching time, through other subjects. Learning a new language inevitably and naturally brings children into contact with aspects of the culture of other countries. The practical nature of language learning may make this contact even more real, whether inside school, on special days or beyond the classroom, by using the internet, e-mail, school trips abroad and links with other schools.

### **Knowledge About Language**

When learning a new language, children reinforce and reinterpret knowledge and understanding gained in learning their first language(s). They develop insights into the nature of language and its social and cultural value. Building on their experience of interaction with and in the new language, they begin to increase their understanding of how language works. They compare the new language with English or another language and reflect on similarities and differences. They become aware of rules or patterns in language and begin to apply their knowledge when creating new language. Knowledge about language supports children in communicating effectively in speech and

writing. It helps them to apply their prior knowledge, both to understand and to generate new language. It makes them aware of pronunciation and intonation and how these influence meaning. It helps them investigate how languages work and illustrates how users adapt language in formal and informal contexts.

### **Language Learning Strategies**

An important aim of language learning in KS2 is to familiarise children with strategies which they can apply to the learning of any language. The Framework sets out examples of Learning Strategies and ways of teaching them. Over the four years of KS2 children should have regular opportunities to identify and apply a range of Language Learning Strategies. By selecting and using different strategies, children develop awareness of how they learn and the ability to plan to use specific strategies for particular tasks. Strategies explored in language lessons can also be used for learning in other subjects. The objectives show how children can progress over the course of four years. The strands are interconnected and support each other; they would rarely be taught in isolation. A typical series of lessons will include elements from three to five strands. Schools should feel free to emphasise certain strands and certain objectives to fit in with their own aims and teaching materials. Some children's learning needs will be better matched by learning objectives from earlier or later years.