



Languages Progressive Skills Document

A modern foreign language is taught through Key Stage 2 to enable children to become passionate, curious and confident about their ability to learn another language by the time they finish their primary education. We want our children to be able to communicate with others, including people from outside the UK and to discover more about other cultures and peoples, including the context in which a modern foreign language is rooted.

From 2021, our Year 3 and 4 children will learn Spanish as a language. This was chosen as it is a widely spoken global language, Spain is a popular holiday destination for many of our pupils and Spanish is mostly a phonetic language which supports pronunciation and spelling for new language learners. Year 5 and 6 children will contain with French until this is phased out as the children leave.

Key concepts: Languages are taught progressively through the 3 pillars of:

- **Phonics** (the system of the sounds of a language and how these are represented in written words)
- **Vocabulary** (building a body of useful words for different contexts and situations to enable communication and understanding)
- **Grammar** (including syntax and inflectional and/or derivational features ie: the systems for changing the form of a word and for creating new words respectively)

For most pupils, they will be beginners when learning a new language. Their main tasks will therefore be to:

- Learn the sounds, vocabulary and grammar of the language
- Understand and produce these then they are combined

To develop these key areas, the curriculum has been structured progressively for each of the following aspects:

- Listening
- Speaking
- Reading
- Writing
- Grammar

Each unit of work covers all of these aspects, including the development of phonics and vocabulary.

End points

The National Curriculum for languages aims to ensure that all pupils:

- 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, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Pedagogy

All units of work will develop pupils' phonics, vocabulary and grammar knowledge in the language. Lessons will be interactive and provide opportunities for children to listen, speak, read and write in Spanish(Y3/4) and French (Y5/6). Core vocabulary (eg: classroom commands, colours, days and months, numbers and calculation language) will be revisited regularly as well as developing thematic vocabulary through different units of study.

Children will learn songs and raps, have opportunities to listen to native speakers, complete worksheets and written tasks and engage in communication with others in a foreign language.

Pupils will also have an opportunity to learn about the culture and countries where Spanish is spoken and to develop an understanding of how a second language can be a benefit to them in the future.

Progressive Objectives –

Our progressive objectives show what pupils should know and be able to do in each aspect of languages by the end of each year group. These are used to support planning and the ongoing assessments of pupils' work. The **3 key concepts of phonics, vocabulary and grammar** are developed through each strand.

Objectives for Year 4, 5 and 6 assume that pupils have at least 1, 2 or 3 years of previous foreign language learning and therefore may not be covered in as much detail until the teaching of Spanish has been embedded through the school.

A foreign language is taught through Key Stage 2 but prior to this, pupils will have some opportunities to be exposed to another language.

Year Group	
	Listening
Pre Key Stage 2	To appreciate short stories and fairy tales and start to understand some of the familiar words in what they hear
Year 3	To listen to and enjoy short stories, nursery rhymes and songs
	To be able to recognise familiar words and short phrases covered in the units taught
Year 4	To learn to listen to longer passages and understand more of what they hear
	To be able to pick out key words and phrases from current and previous units when listening
Year 5	To be able to listen more attentively and for longer periods
	To understand more of what they hear, even when some language may be unfamiliar, by using decoding skills
Year 6	To be able to listen to longer text and more authentic foreign language material
	To learn to pick out cognates and familiar words to gain a broad understanding of what they have heard, even though some language may be unfamiliar

	Speaking
Pre Key Stage 2	To learn to repeat and reproduce language and key words with accurate pronunciation
Year 3	To learn to communicate with others using simple words and short phrases
Year 4	To be able to communicate with others with improved confidence and accuracy
	To learn to ask and answer questions based on the language covered in the unites
Year 5	To be able to communicate on a wider range of topics and themes
	To be able to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity
Year 6	To learn to recall previously learnt language and incorporate it with new language with increasing speed and spontaneity
	To be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate

	Reading
Pre Key Stage 2	To be able to identify the written version of some of the words they hear
Year 3	To be able to read familiar words and short phrases accurately by applying phonics knowledge
	To understand the meaning in English of some words read in the foreign language
Year 4	To be able to read aloud short pieces of text, applying phonics knowledge
	To understand most of what they read in a foreign language when the text is based on familiar language
Year 5	To understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context
	To increase knowledge of phonemes and letter strings and apply these when reading
Year 6	To be able to tackle unknown language with increased accuracy by applying phonics knowledge, including awareness of accents, silent letters etc...
	To decode unknown language using a bilingual dictionary

	Writing
Pre Key Stage 2	To consolidate letter formation skills by copying words in a foreign language from a model example
	To start to reproduce nouns and determiners/articles from a model example
Year 3	To be able to write familiar words and short phrases using a model or vocabulary list
Year 4	To be able to write some short phrases based on familiar topics
	To begin to use conjunctions and the negative form where appropriate
Year 5	To be able to write a paragraph using familiar language incorporating conjunctions, a negative response or adjectival agreement when required
	To be able to substitute words for suitable alternatives
Year 6	To be able to write a piece of text using language from a variety of units covered
	To learn to adapt any models provided to show solid understanding of grammar covered
	To begin to incorporate conjugated verbs and to use conjunctions, adjectives and possessive adjectives

	Grammar
Pre Key Stage 2	To start to understand that foreign languages can have different structures to English (eg: Many nouns have a determiner/article in foreign languages which we don't have in English)
Year 3	To start to understand the concept of noun gender and the use of articles
	To be able to use the first person singular version of high frequency verbs (eg: I like... I play... I am called)
Year 4	To understand the concept of gender and which articles to use for meaning (eg: the, a, some)
	To understand simple adjectival agreement (eg: adjectival agreement when describing nationality)
	To understand the negative form and possessive adjectives (eg: In my pencil case I have... In my pencil case I do not have...)
Year 5	To learn to use and recognise the terminology of articles (eg: definite, indefinite, partitive)
	To understand the rules of adjectival agreement and possessive adjectives
	To start to explore full verb conjugation (eg: I wear, he/she wears) and to be able to describe clothes in terms of colour (eg: my blue coat)
Year 6	To understand gender and nouns, use of negative, adjectival agreement and possessive adjectives (eg: which subjects I like / do not like at school)
	To become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation, both regular and irregular (eg: to go, to do, to have, to be)

