

Languages Progression All Saints Church School



	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	N/A			Pupils should be taught to: <ul style="list-style-type: none"> ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly 			

Listening				<p>Children will be able to: Understand a few familiar spoken words and phrases - e.g. the teacher's instructions</p> <ul style="list-style-type: none"> <input type="checkbox"/> a few words and phrases in a song or a rhyme <input type="checkbox"/> days of the week <input type="checkbox"/> colours <input type="checkbox"/> numbers 	<p>Children will be able to: Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic phrases concerning myself, my family, my school, the weather. <p>Develop pronunciation such as Tu and vous in Sounding Off</p>	<p>Children will be able to: Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> A short rhyme or song, a telephone message, announcement or weather forecast. <input type="checkbox"/> Sentences describing what people are wearing, what they are doing, 	<p>Children will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand and respond to spoken and written language from a variety of authentic sources
Speaking				<p>Children will be able to: Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> greeting someone <input type="checkbox"/> saying oui, non, s'il vous plait, merci <input type="checkbox"/> naming classroom objects <input type="checkbox"/> days of the 	<p>Children will be able to: Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Saying where I live <input type="checkbox"/> Whether I have brothers and sisters <input type="checkbox"/> Whether I have a pet <input type="checkbox"/> When my birthday is 	<p>Children will be able to: Ask and answer simple questions and talk about their interests - e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear 	<p>Children will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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

				<p>week</p> <ul style="list-style-type: none"> <input type="checkbox"/> saying what the weather is 	<ul style="list-style-type: none"> <input type="checkbox"/> How old I am <input type="checkbox"/> Saying the date <p>Name areas of the home in Batteries included</p> <p>Label parts of their body – In The Good the bad and ugly topic.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food 	<p>pronunciation and intonation</p> <ul style="list-style-type: none"> <input type="checkbox"/> give a short prepared talk, on a topic of choice, including expressing opinions - e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class
Reading				<p>Children will be able to:</p> <p>Recognise and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> from stories and rhymes <input type="checkbox"/> labels on familiar objects <input type="checkbox"/> the date <input type="checkbox"/> the weather 	<p>Children will be able to:</p> <p>Understand and read out familiar written phrases - e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> simple phrases <input type="checkbox"/> weather phrases <input type="checkbox"/> simple description of objects <input type="checkbox"/> someone writing about their pet 	<p>Children will be able to:</p> <p>Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> very simple messages on a postcard or e-mail or part of a story <input type="checkbox"/> three to four sentences of information about my e-pal; a description of 	<p>Children will be able to:</p> <p>Understand the main points and opinions in written texts from various contexts - e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story <input type="checkbox"/> discover and develop an appreciation of a range of writing in French

						someone's school day	
Writing				<p>Children will be able to: Write or copy simple words or symbols correctly - e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> numbers <input type="checkbox"/> days of week <input type="checkbox"/> colours <input type="checkbox"/> classroom objects <input type="checkbox"/> a shopping list 	<p>Children will be able to: Can write one or two short sentences to a model and fill in the words on a simple form- e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> personal information - <input type="checkbox"/> where I live <input type="checkbox"/> how old I am <input type="checkbox"/> holiday greetings by e-mail or on a postcard <p>To write about what I like and don't like could work better in fist topic - Where does our food go? It currently has topic on animals which links to animal teeth</p>	<p>Children will be able to: Write a few short sentences with support using expressions which they have already learnt - e.g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> a postcard, a simple note or message, an identity card <input type="checkbox"/> write a short text on a familiar topic, adapting language which they have already learnt- e.g. <input type="checkbox"/> three to four sentences for a wall display; a simple email message 	<p>Children will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <ul style="list-style-type: none"> <input type="checkbox"/> paragraphs of three to four sentences about myself, <input type="checkbox"/> about a story or a picture; a message containing three to four sentences; a postcard or greetings card

