

## Languages: Skills Progression and Overview

|           | Year 3  | Year 4  | Year 5  | Year 6  |
|-----------|---|---|---|---|
| Listening | <p>Children will be able to:</p> <p>Understand a few familiar spoken words and phrases - e.g.</p> <ul style="list-style-type: none"> <li>the teacher's instructions</li> <li>a few words and phrases in a song or a rhyme</li> <li>days of the week</li> <li>colours</li> <li>numbers</li> </ul>  | <p>Children will be able to:</p> <p>Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> <li>Basic phrases concerning myself, my family, my school, the weather.</li> </ul>  | <p>Children will be able to:</p> <p>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"> <li>Sentences describing what people are wearing, what they are doing, an announcement or message.</li> </ul>  | <p>Children will be able to:</p> <p>Understand and respond to spoken and written language from a variety of authentic sources</p>   |
| Speaking  | <p>Children will be able to:</p> <p>Say and repeat single words and short simple phrases – e.g</p> <ul style="list-style-type: none"> <li>greeting someone</li> <li>saying oui, non, s'il vous plait, merci (or equivalents in other languages)</li> <li>naming classroom objects</li> <li>days of the week</li> <li>saying what the weather is like</li> </ul> | <p>Children will be able to:</p> <p>Answer simple questions and give basic information– e.g.</p> <ul style="list-style-type: none"> <li>Saying where I live</li> <li>Whether I have brothers and sisters</li> <li>Whether I have a pet</li> <li>When my birthday is</li> <li>How old I am</li> <li>Saying the date</li> </ul> | <p>Children will be able to:</p> <p>ask and answer simple questions and talk about their interests eg.</p> <ul style="list-style-type: none"> <li>taking part in an interview about my area and interests;</li> <li>a survey about pets or favourite foods;</li> <li>talking to a friend about what we like to do and wear ...</li> <li>discussing a picture with a partner, describing colours, shapes and saying whether I like it or not;</li> <li>asking for and giving directions;</li> <li>discussing houses, pets, food</li> </ul> | <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions,</li> <li>give a short prepared talk, on a topic of choice, including expressing opinions - e.g.</li> <li>talking on a familiar subject; describing a picture or part of a story; making presentation to the class ...</li> </ul> |

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| <b>Reading</b> | <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"> <li>• from stories and rhymes</li> <li>• labels on familiar objects</li> <li>• the date</li> <li>• the weather</li> </ul> | <p>Children will be able to:</p> <p>Understand and read out familiar written phrases -e.g.</p> <ul style="list-style-type: none"> <li>• simple phrases</li> <li>• weather phrases</li> <li>• simple description of objects</li> <li>• someone writing about their pet</li> </ul>                                      | <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"> <li>• very simple messages on a postcard or e-mail or part of a story</li> <li>• three to four sentences of information about my e-pal; a description of someone's school day</li> </ul>  | <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"> <li>• A postcard or letter from a pen-pal;</li> <li>• a written account of school life,</li> <li>• a poem or part of a story ...</li> </ul> <p>Discover and develop an appreciation of a range of writing in French</p>                      |
| <b>Writing</b> | <p>Children will be able to:</p> <p>Can write or copy simple words or symbols correctly - e.g.</p> <ul style="list-style-type: none"> <li>• numbers</li> <li>• Days of week</li> <li>• colours</li> <li>• classroom objects</li> <li>• a shopping list</li> </ul>   | <p>Children will be able to:</p> <p>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"> <li>• personal information</li> <li>• where I live</li> <li>• how old I am</li> <li>• holiday greetings by e-mail or on a postcard</li> </ul> | <p>Children will be able to:</p> <p>Write a few short sentences with support using expressions which they have already learnt - e.g.</p> <ul style="list-style-type: none"> <li>• a postcard, a simple note or message,</li> <li>• an identity card</li> </ul> <p>Write a short text on a familiar topic, adapting language which they have already learnt- e.g</p> <ul style="list-style-type: none"> <li>• three to four sentences for a wall display;</li> <li>• a simple e-mail message ...</li> </ul> | <p>Children will be able to:</p> <p>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"> <li>• paragraphs of three to four sentences about myself, about a story or a picture;</li> <li>• a message containing three to four sentences;</li> <li>• a postcard or greetings card</li> </ul> |