

KS2 Languages Progression Map
Listening and Speaking

KS2 PoS				
Listening	Y3	Y4	Y5	Y6
Listen attentively and show understanding by joining in and responding	<p>Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>Can follow along and repeat key words from a song, rhyme or poem.</p>	<p>Can understand and respond to a range of familiar spoken words and short phrases.</p> <p>Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</p>	<p>Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>Can join in with familiar short songs, rhymes or poems, or parts of them.</p>	<p>Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> <p>Can produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material.</p>
Link the spelling, sound and meaning of words (See appendix for key phonics)	Can recall key phonics words (and gestures), and read them aloud with good pronunciation.	Can recognise and match key sounds and words that rhyme.	Can write high-frequency familiar words from his/her oral vocabulary when s/he hears them spoken slowly and clearly, with understandable spelling.	<p>Can write individual words accurately, building them from written syllables.</p> <p>Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</p>
Speaking	Y3	Y4	Y5	Y6
Ask and answer questions Express opinions and respond to those of others	<p>Can ask and answer simple pre-learned questions from memory.</p> <p>(May be restricted to a couple of topics covered in class. May not yet understand the formation of questions and answers.)</p>	<p>Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.</p> <p>(May still not understand how to form questions / answers independently.)</p>	<p>Can ask and answer simple questions on the current topic. Can adapt models successfully to give own information, including simple opinions, substituting individual words.</p>	Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.
Ask for clarification and help	Can indicate that there is a problem using a pre-learned phrase. (e.g. répétez s'il vous plaît)	Can use simple pre-learned words and phrases for routine situations.	Can use several short phrases and questions in predictable classroom interaction.	Can use a repertoire of classroom language with teacher and peers.
Speak in sentences Describe people,	Can repeat and say familiar words and short simple	Can produce short pre-prepared phrases on a familiar	Can produce some short phrases independently	Can use simple phrases and sentences independently to

places, things and actions orally (to a range of audiences)	phrases, using understandable pronunciation.	topic, with secure pronunciation.	(without written support) within a familiar topic, with good pronunciation.	describe people, places, things and actions, with good pronunciation.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Can read aloud some very familiar words and short phrases with accurate pronunciation	Can match sound to print, by reading aloud familiar words and phrases.	Can read short phrases accurately that contain mostly familiar language.	Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.

KS2 Languages Progression Map
Reading and Writing



KS2 PoS				
Reading	Y3	Y4	Y5	Y6
read and show understanding of words, phrases and simple texts appreciate stories, songs, poems and rhymes in the language	Can understand some familiar written words and short phrases.	Can read and understand a range of familiar written phrases	Can understand familiar words and very simple sentences, for example on notices and posters.	Can understand a short text made up of short sentences with familiar language on a familiar topic.
understand new words that are introduced into familiar written material	Can use the visual cues and context to follow the gist of a short text.	Can identify the overall type of text from its lay-out, contextual cues and a few familiar words.	Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.	Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.
use a dictionary	Can use a word list to locate specific words.	Can use a word list (or dictionary or online resource) to check the spelling of a word.	Can use alphabetical order confidently. Can recognise and use the main dictionary codes for nouns. Can find the meanings of new nouns. Can appreciate that there	Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. Can appreciate that FL

			may be more than one entry for each word.	words do not always have a direct equivalent in English.
Writing	Y3	Y4	Y5	Y6
write words and phrases from memory describe people, places, things and actions in writing	Can write some single words from memory, with plausible spelling.	Can write simple words and several short phrases from memory with understandable spelling.	Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.	Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
adapt phrases to create new sentences describe people, places, things and actions in writing	Can, with support, substitute one element in a simple phrase or sentence to vary the meaning.	Can substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.	Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)	Can write sentences on a few topics using a model, e.g. a writing frame.



KS2 Languages Progression Map
Grammar

KS2 PoS				
Grammar	Y3	Y4	Y5	Y6
Gender of nouns - definite and indefinite articles	Recognise that nouns are either masculine or feminine	Apply masculine and feminine articles, with a degree of accuracy, to known nouns	Apply masculine, feminine and plural articles, with increased accuracy, to both known and new nouns	Apply knowledge of gender to other parts of speech – e.g. prepositions, partitive article (du/de la/de l'/des)
Singular and plural forms of nouns	Recognise the difference between the masculine and feminine versions of the indefinite (un/une) and the definite (le/la) articles	Understand that there is a plural version of the definite article (les) and the indefinite article (des)	Recognise that some nouns will have a different plural form	Apply knowledge of the variations in plural nouns with a degree of accuracy
Adjectives (place and agreement)	Understand that a plural noun will normally add an 's' but that this does not affect the pronunciation of the word	Understand that l' is used with singular nouns that begin with a vowel	Use a bi-lingual dictionary to find new nouns and adjectives	Apply the conventions of word order to nouns and adjectives with a degree of accuracy
		Apply knowledge of regular plural nouns with a degree of accuracy	Understand that most adjectives will follow the noun and begin to apply this to known language	Understand that adjectives also have a plural form and begin to apply to known language
		Use an adjective with 'c'est'	Understand that many adjectives have either a	Apply knowledge of the regular feminine agreement of adjectives to both known and new language

		<p>Understand how to identify the gender of a noun in a bi-lingual dictionary</p>	<p>masculine or feminine form and this may affect the pronunciation of the word</p> <p>Understand that many adjectives will need to add an 'e' in the feminine form and begin to apply this to known nouns</p> <p>Recognise that some adjectives have alternative ways of forming the feminine agreement</p> <p>Understand that there is a different subject pronoun (il/elle) for masculine and feminine nouns</p> <p>Recognise that gender impacts on other parts of speech – e.g. prepositions, possessive pronouns</p>	<p>with a degree of accuracy</p> <p>Use a bi-lingual dictionary to check feminine adjectival agreement</p> <p>Begin to apply alternative feminine agreements</p> <p>Apply knowledge of singular masculine and feminine subject pronouns with a degree of accuracy</p>
<p>Conjugation of key verbs (and making verbs negative)</p>	<p>Understand the need for a verb to form a sentence</p> <p>Recognise that J' is the same as Je</p> <p>Begin to identify the pronoun and verb in simple first person sentences</p> <p>Recognise the negative form (ne ... pas)</p>	<p>Substitute verbs in the first person and select the correct form of the first person pronoun</p> <p>Recognise that there are 2 pronouns for You (Tu and Vous) and begin to understand why this is</p> <p>Understand that the spelling of a verb may change for different pronouns</p> <p>Build sentences using the verbal phrases 'c'est' and/or 'il y a'</p> <p>Identify the negative form (ne ... pas) in simple sentences and use in set phrases (e.g. je n'aime pas)</p>	<p>Understand the use of the third person singular pronouns (il/elle) to mean he, she and it</p> <p>Conjugate a known regular 'er' verb for 1st/2nd and 3rd person singular</p> <p>Apply the negative form (ne ... pas) to simple sentences</p> <p>Understand that not all verbs are regular and begin to notice the patterns of some high frequency irregular verbs*</p> <p>Understand that a French infinitive is the equivalent of the 'to ...' form of the verb in English</p> <p>Use a bi-lingual dictionary</p>	<p>Understand the use of the pronoun 'on' to mean we/one</p> <p>Recognise the pronouns 'nous', 'vous', 'ils', 'elles'</p> <p>Apply knowledge of conjugation to known and new regular 'er' verbs for the 1st/2nd and 3rd person singular</p> <p>Conjugate some high frequency irregular verbs for 1st/2nd and 3rd person singular</p> <p>Use an additional negative form (e.g. ne ... jamais, ne ... rien)</p> <p>Understand that a range of tenses are used in French but they don't always correspond to those found in English</p>

			<p>to find the infinitive of a verb</p> <p>Begin to use adverbs</p>	<p>Understand that when using 2 verbs in a sentence, the second takes the infinitive form</p> <p>Begin to recognise patterns of adverb formation e.g. suffix 'ment'</p>
<p>Sentence building and forming questions</p>	<p>Substitute one known noun for another in a simple sentence</p> <p>Recognise a question</p>	<p>Begin to substitute a new noun for a known noun in simple sentences</p> <p>Build sentences from a selection of known words and phrases following a model</p> <p>Use simple conjunctions e.g. et/mais</p> <p>Build questions from a selection of known phrases following a model e.g. tu aimes... le foot?</p> <p>Begin to use a bi-lingual dictionary to find new nouns</p>	<p>Build sentences from a range of words and phrases including some new language</p> <p>Build longer sentences using a range of conjunctions e.g. parce que, cependant, aussi</p> <p>Form direct questions with a variety of known verbs using intonation e.g. tu es sportif? tu joues au foot?</p> <p>Begin to use a bi -lingual dictionary independently</p>	<p>Create longer sentences drawing on a range of known and new nouns, adjectives, pronouns, verbs, adverbs and conjunctions</p> <p>Create a short paragraph from a number of linked sentences</p> <p>Form questions using i.e. est-ce que, qu'est-ce que, où, pourquoi and understand that question formations in French do not necessarily correspond to their English equivalents</p> <p>Use a bi-lingual dictionary confidently to enrich the quality of sentences</p>

KS2 Languages Progression Map
Intercultural Understanding

KS2 PoS				
	Y3	Y4	Y5	Y6
Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. (NC Purpose of study)	<p>Start to understand cultural similarities and differences and how festivals are celebrated</p> <p>Understand the differences in social conventions when people greet each other</p>	<p>Identify countries where selected language is spoken</p> <p>Investigate aspects of lifestyle in selected country e.g. food or leisure activities</p> <p>Investigate weather patterns of select country</p>	<p>Look at further aspects of everyday lives from the perspective of someone from another country</p> <p>Learn about places of interest/ importance within the country studied</p>	<p>Present information about an aspect of culture</p> <p>Compare and contrast countries where language is spoken with this country</p> <p>Investigate famous people / events from the chosen country to be studied Investigate cultural differences</p>