

Languages Progression

Vision: To teach children to love, learn and live as a global citizen in an ever-changing world.

To develop a greater understanding of the global world and different cultures whilst building a fascination with exploring and learning new words.

We aim to inspire our budding linguists to develop self-confidence and be brave enough to communicate in another language, respect and understand other cultures and celebrate diversity.

Throughout the Language curriculum pupils will learn to:

Appreciate the structure of a new language, making comparisons to their own. Be **innovative** in communicating to others.



Explore grammar in order to express themselves confidently in a different language and apply these grammar rules to ensure accuracy in speaking and writing.

Gain the **knowledge**, confidence, proficiency and skill to communicate in a different language.

Look at how other cultures have left a **legacy** for us to be able to explore different lifestyles, beliefs and social norms.

Discover and interpret how different cultures live around the world to appreciate **equality, inequality, inclusion, sustainability and global citizenship**.

Study authentic materials to appreciate **cultural diversity** and, in turn, leave our learners with a **legacy** for the future in an ever-changing world.

	Lower Key Stage 2		Upper Key Stage 2		
National curriculum	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• describe people, places, things and actions orally and in writing• 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.				
United Development Goal and links:		Overcome barriers to ensure an equal opportunity for all.			
		Protect the world’s cultural and natural heritage.			
	Year 3		Year 4	Year 5	Year 6
Communication	• Listen for specific phonemes,		• Listen for specific phonemes,	• Listen attentively and understand more	• Understand the main points and

<p>(Underpins every unit of work and point of reference in planning)</p>	<ul style="list-style-type: none"> • Listen and respond to familiar spoken words and phrases. • Know how to use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories from different languages and cultures. • Communicate with others using simple words, phrases and short sentences. • Know how to use conventions such as taking turns. • Develop how to communicate with others using words, phrases and short sentences. • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. • Begin to imitate correct pronunciation with some success. • Know how to pronounce some single letter sounds. 	<p>words and phrases.</p> <ul style="list-style-type: none"> • Develop communication by asking and answering a wider range of questions and presenting short pieces of information. e.g., basic phrases concerning themselves, their family and school. • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. • Know how to listen to and identify words and short phrases. • Experiment with responding to a clear model of language. • Know how to talk about personal interests. • Take part in short conversations using familiar structures and vocabulary. • Explore the different patterns and sounds of language to help develop accurate pronunciation and intonation and make links other languages. 	<p>complex phrases and sentences.</p> <ul style="list-style-type: none"> • Be confident in taking part in short conversations using familiar structures and vocabulary. • Use simple conjunctions to build more complex sentences and present information to others. • Understand the main points from a spoken passage made up of familiar language. • Listen attentively and understand more complex phrases and sentences. • Substitute items of vocabulary to vary questions or statements. • Begin to understand how accents change letter sounds. • Recognise and select detail from short spoken passages. • Converse briefly without prompts. • Enjoy listening and speaking confidently. • Use spoken language to initiate & sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. • Understand and begin to use the past tense to describe events. • Confidently present to an audience e.g., role-play, presentation, performance. 	<p>simple opinions in spoken sources e.g., story, song or passage.</p> <ul style="list-style-type: none"> • Understand longer and more complex phrases or sentences e.g., descriptions, information, instructions. • Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. • Understand and begin to use the past or future tense or to describe events. • Present to an audience e.g., role-play, presentation, performance. • Listen to and understand the main points and give some detail from a short, spoken passage. • Know the correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.
<p>Sentence structures</p> <p>Link to own language - spot articles (definite/indefinite), nouns (singular and plural) and verbs in the present tense</p>	<p><i>Classroom basics, articles (singular/plural) and gender, introduction to the present tense.</i></p> <ul style="list-style-type: none"> • Know how to introduce themselves. • Know how to say how they are when asked a question. • Recognise the days and months of the year written down. 	<p><i>Weather (practicing different verbs in present tense, using cardinal points and adding quantifiers).</i></p> <ul style="list-style-type: none"> • Communicate some basic weather phrases saying whether it is hot or cold. • Identify other weather types taking note of the different verbs used. • Know how to write the weather for 	<p><i>House and Home (use of verbs and word order including the negative).</i></p> <ul style="list-style-type: none"> • Be able to answer the question where do you live? • Label rooms in the house, remembering the correct definite article. • Know how to name floors using ordinal numbers. • Use there is (hay/no hay) to say what 	<p><i>Towns (Present tense, using negatives, using conditional tense).</i></p> <ul style="list-style-type: none"> • Locate different towns on a map (target language country) using cardinal points. • Identify towns (target language) from descriptions. • Describe locations using articles and nouns in the correct order, NSEW.

	<ul style="list-style-type: none"> Know how to say their age. Begin to ask simple questions. Count confidently to 31 and beyond. Write the date and recognise it written down. Use there is (hay) to say what items they have in their pencil case. Recognise a singular and plural noun and use the article. Follow classroom commands. Listen to the alphabet and spot the differences in pronunciation. 	<p>different seasons.</p> <ul style="list-style-type: none"> Be able to listen to a short forecast, picking out the main points and gist. Add quantifiers to sentences to extend and give extra detail. Learn some countries that border the target language country they are studying. Read and translate short sentences about what the weather is like. Present the weather to their peers in a confident and accurate manner. 	<p>there is and isn't).</p> <ul style="list-style-type: none"> Develop fluency in reading descriptions of houses for sale, taking note of adjectives and word order. Confidently use their language detective skills to look for cognates and near cognates to understand longer texts. Write a short description of a house that is for sale. 	<ul style="list-style-type: none"> Develop use of "it is" to say where a town is. Name places of interest in a town using hay with the correct article. Use no hay to say what a town hasn't got. Practice using me gustaría to say what you would like. Give simple directions around a town. Follow directions correctly around a town.
Outcomes	<p>Listening and Speaking</p> <ul style="list-style-type: none"> Listen and respond during a simple conversation with others using accurate pronunciation to give personal details and great others. Accurately follow classroom commands. <p>Reading and Writing</p> <ul style="list-style-type: none"> Independently read and write the date. Accurately apply spelling rules when writing sentences about what items they have in the classroom. 	<p>Listening and Speaking</p> <ul style="list-style-type: none"> Present the weather to their peers in a confident and accurate manner. To be able to listen and respond to spoken questions about what weather it is. <p>Reading and Writing</p> <ul style="list-style-type: none"> Read for gist picking out key phrases and being language detectives to understand target language in written form. Compose simple sentences about the weather, using the correct form of the present tense. 	<p>Listening and Speaking</p> <ul style="list-style-type: none"> Listen to a conversation with others about what there is and isn't in a house. Answer questions about what is in a house and ensure pronunciation is accurate and fluent when speaking to others. <p>Reading and Writing</p> <ul style="list-style-type: none"> Read short descriptions of a house that is for sale, taking note of new adjectives and word order. Write short descriptions of a house that is for sale, applying spelling rules and word order of adjectives. 	<p>Listening and Speaking</p> <ul style="list-style-type: none"> Describe locations and places of interest in towns and cities. Instruct and follow simple directions around a town. <p>Reading and Writing</p> <ul style="list-style-type: none"> Read for gist and pick out main details about towns and cities in chosen countries. Independently write descriptions of towns and cities in chosen countries.
Sticky Knowledge	<ul style="list-style-type: none"> Say Hello and goodbye. Introduce myself with my name. Ask and answer the question how are you. Count to 22. Use There is (hay) to name items in their pencil case. 	<ul style="list-style-type: none"> Use full sentences; basic verbs in the present tense to describe the weather. Recognise cardinal points to say what the weather is like in different areas. Say what the 4 seasons are. Use a connective. Use a quantifier. 	<ul style="list-style-type: none"> Use vivo to say where I live. Use to say where you are in the house. Use full sentences to say what there is in the house: hay. Use a negative to say what there isn't in the house: no hay. Use en mi casa to say what there is in 	<ul style="list-style-type: none"> Use cardinal and ordinal points to locate towns. Use está to locate towns and regions. Use there is hay Use en la ciudad to say what is in my town. Use there isn't no hay to say what is in a

	<ul style="list-style-type: none"> Follow instructions in the classroom. Write the date. Recite the alphabet. 	<ul style="list-style-type: none"> Name some countries and say what the weather is like there. 	<p>their house.</p> <ul style="list-style-type: none"> Use ordinal numbers to name floors of a building. Add BAGS adjectives before the noun. Add adjectives and change word order where the adjective follows the noun. 	<p>town.</p> <ul style="list-style-type: none"> Use commands to follow and give directions. Use the conditional me gustaría to say what you would like in a shop.
<p>Broadening vocabulary</p> <p>Link to own language – adjectives, present tense, possessive pronouns and indefinite / definite articles.</p>	<p><i>Animals and adjectives (word order and saying what there is).</i></p> <ul style="list-style-type: none"> Confidently recall 10 animals with the correct article. Know the difference between masculine, feminine and plural nouns and articles. Know when to add an 's' when talking about plural nouns. Use there are (hay) to say how many animals there are. Know how to spot the difference between definite and indefinite articles. Explore how to add an adjective (colour) to their sentences, changing the word order. Begin to write sentences to describe an animal using colours. 	<p><i>Hair and Eye descriptions (adjectives and agreement and word order).</i></p> <ul style="list-style-type: none"> Describe their eye colour using tengo and the correct adjectival agreement. Describe hair colour and style taking note of adjectival agreements. Accurately describe somebody else changing the verb to third person (tiene). Distinguish between singular and plural nouns, an 's'. Develop confidence in spelling accurately. Write a full description using connectives and additional information (height). 	<p><i>Clothing word order and adjectival agreement.</i></p> <ul style="list-style-type: none"> Recall 10 items of clothing and correctly identify if they are masculine, feminine or plural. Independently use the present tense, first person to say llevo. Translate and understand short sentences that describe clothing. Experiment in writing a short accurate sentence that describes clothing. Select an adjective (colours from year 3) and put the adjective in the correct place. Know how to find different ways to present these ideas to their peers. Identify that the adjective needs to agree with the noun. Develop their use of the adjectival agreement rule confidently in writing their own sentences. 	<p><i>Family (possessive pronouns).</i></p> <ul style="list-style-type: none"> Recognise the differences of masculine / feminine and plural articles to discuss family members. Accurately name different members of a family. Know how to say who is in a family (En mi familia). Develop the use possessive pronouns (mi, mis for my). Read a short text and answer questions about a French / Spanish family. Select the appropriate connectives correctly to be able to talk about a family.
<p>Outcomes</p>	<p>Listening and Speaking</p> <ul style="list-style-type: none"> Retrieve information from spoken target language countries about different animals. Independently describe numbers and colours of animals. <p>Reading and Writing</p> <ul style="list-style-type: none"> Extract information from animal 	<p>Listening and Speaking</p> <ul style="list-style-type: none"> Listen and respond to descriptions of people, using adjectives. Describe themselves and another person using third person present tense. <p>Reading and Writing</p>	<p>Listening and Speaking</p> <ul style="list-style-type: none"> Independently describe items of clothing paying attention to word order and adjectives. Perform a presentation about an outfit in a confident manner. <p>Reading and Writing</p> <ul style="list-style-type: none"> Translate short sentences that describe 	<p>Listening and Speaking</p> <ul style="list-style-type: none"> When listening to target language, identify family members, including correct articles and possessive pronouns. Talk confidently about different family members, distinguishing differences between m/f/plurals.

	<p>descriptions written in target language.</p> <ul style="list-style-type: none"> Compose sentences describing animals using adjectives. 	<ul style="list-style-type: none"> Read for gist picking out new vocabulary. Write a description of someone including eye and hair colour with additional details (e.g. adjectives - height) in a wanted poster. 	<p>clothing.</p> <ul style="list-style-type: none"> Write a description of what someone is wearing with additional details (uniform, seasonal) and using the correct adjectival agreement and word order. 	<p>Reading and Writing</p> <ul style="list-style-type: none"> Translate a text and respond to questions in spoken and written form. Independently respond to questions using full sentences.
Sticky Knowledge	<ul style="list-style-type: none"> Use there is (hay) to recall animals. Use correct article according gender and whether it is plural. Recall colours - remember the word order. 	<ul style="list-style-type: none"> Use tengo to describe hair and eye colour in a full sentence. Know how to change the verb to the 3rd person (tiene). Correctly use adjectival agreement according to the noun. 	<ul style="list-style-type: none"> Recall items of clothing. Use the present tense to say I am wearing se llevo. Apply adjectival agreement rule in sentences according to gender of the noun and using the correct word order. 	<ul style="list-style-type: none"> Use En mi familia hay to recall family members. Accurately select correct possessive pronoun mi, mis
<p>Personal opinions and justification.</p> <p>Link to own language – opinions, questions, conditional tense, subordinations and justifications.</p>	<p><i>Sports and hobbies (adding opinions).</i></p> <ul style="list-style-type: none"> Name 10 different sports/ hobbies. Know how to form simple opinions in the present tense to say what sports I like, (me gusta). Develop confidence in answering questions about whether they like a particular activity (Te gusta?). Start to use a negative opinion (no me gusta) when talking about a sports and hobbies. Recognise other opinion phrases (such as me encanta) to talk about hobbies. Develop confidence in writing in full sentences using the correct verb and word order. 	<p><i>Food and menus (giving opinions and word order).</i></p> <ul style="list-style-type: none"> Name items on a menu (breakfast, lunch, dinner). Identify foods on a menu and translate the dishes, or flavours. Order a meal using me gustaría Name common foods. Experiment with expressing likes/ dislikes when talking about foods. Say why you like / dislike something using simple justifications (porque). Follow a recipe and instructions of a traditional dish from the target language country. 	<p><i>Holidays (giving and justifying opinions).</i></p> <ul style="list-style-type: none"> Identify the continents with the article using (hay). Name several countries using the correct article. Say which country they like to visit using the present tense (voy). Understand short texts about where people are travelling to. Develop fluency to ask others where they like to go on holiday (me gusta, me encante). Add justification and use subordinations: porque to say why they like a country. Use simple adjectives to justify an opinion using es. 	<p><i>School subjects (with opinions and adjectives).</i></p> <ul style="list-style-type: none"> Confidently name school subjects with the correct article. Give their opinion to say which subjects they like or dislike Me gusta/ No me gusta Justify their opinion by giving a reason and using the subordination car, porque es. Use the correct adjective that agrees with the noun (masculine, feminine and plural nouns). Explain how schools are different around the world and how the school day looks different to theirs. Recognise key phrases when listen to and read details about a timetable.
Outcomes	<p>Listening and Speaking</p> <ul style="list-style-type: none"> Retrieve information about likes and dislikes of sports and hobbies. 	<p>Listening and Speaking</p> <ul style="list-style-type: none"> Order a meal, expressing likes and dislikes. Answer questions about whether 	<p>Listening and Speaking</p> <ul style="list-style-type: none"> Know names of the continents and several countries using the language you are studying. 	<p>Listening and Speaking</p>

	<ul style="list-style-type: none"> Explain likes and dislikes about different sports/hobbies, responding to questions from others using opinions. <p>Reading and Writing</p> <ul style="list-style-type: none"> Construct sentences, using accurate sentence structure and word order. Use opinions to say what sport you like. 	<p>you like or dislike something.</p> <p>Reading and Writing</p> <ul style="list-style-type: none"> Confidently identify foods on a menu. Follow simple cooking instructions. 	<ul style="list-style-type: none"> Participate in conversations about holiday locations and opinions about where you like to go. <p>Reading and Writing</p> <ul style="list-style-type: none"> Understand short texts about where people are travelling to. Say where they like going and why; give a justification using subordinate sentences (because). 	<ul style="list-style-type: none"> Participate in accurate conversations about opinions on school subjects. Recognise key phrases when listening to timetables. <p>Reading and Writing</p> <ul style="list-style-type: none"> Read school timetables. Independently compose texts using opinions on school subjects. Justify their opinion by giving a reason.
Sticky Knowledge	<ul style="list-style-type: none"> Recall sports. Apply positive opinions in a sentence me gusta. Use negative opinions no me gusta Ask others questions about what sports they like Te gusta? Express your opinion in other ways me encanta, odio 	<ul style="list-style-type: none"> Name food items on a menu. Order a meal using the conditional tense me gustaría. Follow cooking instructions using commands. Use opinions to say if you like / dislike a food item me gusta / no me gusta Use a subordination to say why you like / dislike something porque Use it is es to give a justification. 	<ul style="list-style-type: none"> Name continents and countries using hay. Use the present tense to say where you like to go on holiday me gusta, me encante Use a subordination to say why you like / dislike going somewhere porque. Use it is es to give a justification about where you like to go. 	<ul style="list-style-type: none"> Recall school subjects saying if you like them or not Me gusta/ No me gusta/ Apply adjectival agreement according to the gender of the noun. Use a subordination to say why you like / dislike a subject porque Use it is es to give a justification about why you like / dislike a subject.
<p>Cultural diversity</p> <p>(This unit of work is flexible when it is delivered according to language studied and timescale)</p>	<ul style="list-style-type: none"> Appreciate the diversity of languages spoken within their school. EAL pupils to introduce their home country and discuss some phrases from language. Similarities and differences of social conventions between different cultures. 	<ul style="list-style-type: none"> Talk about celebrations of which they have experienced. Know about similar celebrations in other cultures and identify how they are celebrated and objects/food associated with them. Compare aspects of everyday life at home and abroad and identify differences. 	<ul style="list-style-type: none"> Identify similarities and differences in contrasting localities. Know that other cultures/countries have different ideas and respect these. Recognise how symbols, products and objects can represent the culture(s) of a country. Recognise how aspects of the culture of different countries become incorporated 	<ul style="list-style-type: none"> Demonstrate understanding and respect for cultural diversity. Understand that the opinions, ideas and values of others may be different but should be respected. Present information about an aspect of another country and identify similarities and differences to own.

	<ul style="list-style-type: none"> Know that different cultures have different traditions/practices/behave differently. Recognise a children's song, rhyme or poem well known to native speakers. Be familiar with songs in different languages. 	<ul style="list-style-type: none"> Identify similarities in traditional stories. Know and be able to join in with a range of familiar stories in a different language. 	<p>into the daily life of others.</p> <ul style="list-style-type: none"> Explore the cultures and lifestyles of others. Develop links with other pupils abroad. 	<ul style="list-style-type: none"> Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion, black lives matter. Empower and promote the social, economic and political inclusion of all.
Outcome:	Create a mini fact file of a specific country: cultural appreciation; identify similarities and differences	Create a meal /recipe/mask/costume. Celebrations: study celebration - Día de los Muertos, etc.	Design school uniform or model/puppet of traditional clothing; Symbols: explore lifestyle, cultures of others	Cultural country focus of target language Link to historical reasons of importance for that language
Sticky Knowledge	<p>Compare & contrast between own country and chosen one.</p> <p>Identify the similarities and differences of social conventions between different cultures.</p>	<p>Name celebrations which they have experienced.</p> <p>Identify how these are similar and different to those in other cultures.</p> <p>Identify items associated with similar celebrations in other cultures.</p>	<p>Name symbols, products and objects that can represent the culture(s) of a country.</p> <p>Identify similarities and differences in contrasting localities, in particular, clothing-textiles; colours etc.</p> <p>Identify how the culture of different countries become incorporated into the daily life of others.</p>	<p>Explain how chosen country is similar and different to own.</p> <p>Identify how opinions and values contribute to other cultures.</p> <p>Explore and appreciate how complex issues impact on the daily lives of others.</p>