



**Oliver's Battery Primary School**

**Skills Progression and Assessment Document  
for  
Languages**

**The purpose of this document is to support the planning and assessment of Languages, ensuring full coverage of the curriculum and opportunities to scaffold and challenge learning.**

## **The National Curriculum**

### **Purpose of Study**

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. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### **Aims**

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 writing in the language studied

## Attainment targets

### Key stage 1: Foreign language (Non statutory)

Children will learn common greetings as part of their daily routines, such as during registration and at the end of the day.

### Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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.

The starred (\*) content above will not be applicable to ancient languages.

## Skills Progression

Learning Objective	Milestone 1 - Year 1 and 2	Milestone 2 - Year 3 and 4	Milestone 3 – Year 5 and 6
<b>To listen and speak confidently</b>	<ul style="list-style-type: none"> <li>- Learn some greetings in different languages</li> <li>- Learn days of the week song</li> <li>- Begin to learn vocabulary for colours and numbers (to 10)</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to simple questions with support from a spoken model or visual clue</li> <li>- Respond to spoken instructions</li> <li>- Recognise numbers 1–20</li> <li>- Greet others with confidence and reply to the questions</li> <li>- Know a well-known children’s song in language studied</li> <li>- Sing a song from memory, with clear pronunciation</li> <li>- Identify common nouns</li> <li>- Begin to know some key vocabulary e.g. body parts, colours, countries and towns</li> <li>- Listen to a story and select keywords and phrases from it</li> <li>- Ask and answer simple questions with correct intonation</li> <li>- Remember a sequence of spoken words</li> <li>- Speak clearly and confidently Initiate a conversation when working with a partner</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and give simple directions</li> <li>- Say that they don’t understand and ask for something to be repeated</li> <li>- Give information</li> <li>- Use short sentences when asking and answering questions</li> <li>- Listen to a story or poem and identify key words and phrases</li> <li>- Follow short descriptions in order to find specific information</li> <li>- Devise and perform a short sketch in role play situation</li> <li>- Understand longer and more complex phrases or sentences</li> <li>- Use spoken language confidently to initiate and sustain conversations and to tell stories</li> <li>- Be understood when speaking in a different language</li> <li>- Express opinions (My favourite.../I like...)</li> </ul>
<b>To read with some fluency</b>	<ul style="list-style-type: none"> <li>- Begin to recognise some words matched to vocabulary learnt</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence written instructions</li> <li>- Recognise some familiar words in written form</li> <li>- Recognise and read known sounds within words</li> <li>- Read some key vocabulary</li> <li>- Understand words displayed in the classroom</li> <li>- Research additional vocabulary using a dictionary</li> <li>- Read familiar words and join in with a non-fiction text / story</li> </ul>	<ul style="list-style-type: none"> <li>- Show understanding of a short text containing familiar and unfamiliar language</li> <li>- Retrieve information from a text</li> <li>- To make predictions based on existing knowledge</li> <li>- Use knowledge of word order and sentence construction to support the understanding of written text</li> <li>- Understand the main points and some detail from a short written passage</li> <li>- Begin to read aloud with confidence</li> </ul>
<b>To write accurately</b>		<ul style="list-style-type: none"> <li>- Write some of the numbers to 20 from memory</li> <li>- Experiment with writing familiar words and simple</li> </ul>	<ul style="list-style-type: none"> <li>- Write short sentences on a range of topics</li> <li>- Write simple instructions accurately</li> </ul>

		phrases - Write some key words accurately - Label using single words or short phrases	- Write sentences using some description - Apply a range of linguistic knowledge to create simple, written pieces that can be understood - Use dictionaries to support writing
<b>To understand the culture of the countries in which the language is spoken</b>	- Have an awareness of other countries and cultures - Respond to any EAL in class	- Start to understand cultural similarities and differences and how festivals are celebrated - Understand the differences in social conventions when people greet each other - Investigate aspects of lifestyle in selected country e.g. food or leisure activities - Investigate weather patterns of select country	- Look at further aspects of everyday lives from the perspective of someone from another country - Learn about places of interest/ importance within the county studied - Compare and contrast countries where language is spoken with this country - Investigate famous people / events from the chosen country to be studied - Investigate cultural differences

## Progression of Vocabulary

	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	<b>The Dreamer of Dreams</b>	<b>Savage Stone Age</b>	<b>Daring and Dangerous</b>	<b>Friend or Foe?</b>	<b>Magnetic Madness</b>	<b>Sailing the High Seas</b>
		Investigate aspects of lifestyle in selected country e.g. food	- Recognise numbers 1–20	Begin to know some key vocabulary e.g. body parts and colours	- Greet others with confidence and reply to the questions	
Year 5/6	<b>Spooky Scientists</b>	<b>Mystery History</b>		<b>Evolution</b>		<b>Shaping Up</b>
	Discreet Numbers beyond 20 Personal interests  Express opinions (My favourite.../I like...)	Joyeux Noel Directions  - Write short sentences on a range of topics - Write simple instructions accurately - Write sentences using some description		Places and Conversation French  - Give information - Use short sentences when asking and answering questions - Listen to a story or poem and identify key words and phrases - Follow short descriptions in order to find specific information		Places and Conversation French  - Look at further aspects of everyday lives from the perspective of someone from another country - Learn about places of interest/ importance within the county studied

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Key Vocabulary	Greetings	Greetings Days of the week Colours	Greetings Days of the week Colours Numbers to 10	Numbers to 20 Body parts Countries and towns Food (Café)		Numbers beyond 20 (multiples of 10) Directions (left/right) Places – station/swimming pool/café Conversational French (I don't understand/Where is...?) Personal interests	