



# Languages' Progression Document

This is intended to be a spiral curriculum. Pupils should be taught National Curriculum objectives but should be supported to catch up.

End Points (Threshold Concepts)	Milestones					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Read fluently</b> (This concept involves recognising key vocabulary and phrases)	<ul style="list-style-type: none"> <li>• Read and repeat EYFS greetings with correct pronunciation</li> <li>• Read and label main body parts</li> <li>• Read numbers to 20 with correct pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud phrases, body characteristics and family facts e.g. family members, pets</li> <li>• with correct pronunciation</li> <li>• Read numbers to 50 with correct pronunciation</li> <li>• Read 2 connected phrases e.g. describing appearance using emotion and colour adjectives</li> <li>• Use glossaries to find and spell new words.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read out loud core (familiar) words and phrases.</b></li> <li>• <b>Use phonic (or logographic in Mandarin) knowledge to read core (familiar) words.</b></li> <li>• <b>Use glossaries to find out the meanings of new words.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use phonic (or logographic / tone in Mandarin)</b></li> <li>• <b>Knowledge to read unfamiliar and/or nonsense words</b></li> <li>• <b>Read and understand short written phrases being able to recall and respond in English</b></li> <li>• <b>Read out loud unfamiliar words and phrases</b></li> <li>• <b>Use internet and dictionaries to find out the meanings of new words</b></li> <li>• Include present, tense events</li> <li>• Broaden vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary (KS2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read and understand the main points in short written texts and respond in both languages</b></li> <li>• <b>Read sentences to recall and record basic information (one word; multiple choice; basic sentence (minimum of subject, noun, verb))</b></li> <li>• <b>Read short texts independently</b></li> <li>• Masculine and female forms (KS2)</li> <li>• Include present and past tense events</li> <li>• <b>Broaden vocabulary using translation dictionary (including internet)</b></li> <li>• <b>use accurate grammar, spelling &amp; punctuation</b></li> <li>• <b>listen to a variety of forms of spoken language to obtain information &amp; respond appropriately</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read and understand the main points and some of the detail in short written texts.</b></li> <li>• <b>Read to understand fiction and non-fiction for pleasure and knowledge.</b></li> <li>• <b>Appreciate song lyrics for pleasure and entertainment.</b></li> <li>• Y6 longer texts</li> <li>• <b>Confidently with correct tones / pronunciation</b></li> <li>• <b>Combine tones and spell / punctuate correctly</b></li> <li>• <b>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</b></li> <li>• Read and understand the main points and opinions in written texts from various contexts, including letter and diary formats</li> <li>• Include present, past and future tense events</li> </ul>

				<ul style="list-style-type: none"><li>• Masculine and female forms (KS2)</li></ul>	<ul style="list-style-type: none"><li>• Transcribe words and short sentences that they hear with increasing accuracy</li><li>• Read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture</li></ul>	<ul style="list-style-type: none"><li>• Show confidence in reading aloud, and in using reference materials.</li><li>• Broaden vocab using translation thesaurus</li><li>• Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</li><li>• Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li><li>• Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</li><li>• Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li><li>• Express and develop ideas clearly and with</li></ul>
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						<p><b>increasing accuracy, both orally and in writing</b></p> <ul style="list-style-type: none"> <li>• <b>Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, details and important ideas, and provide an accurate English translation of short, suitable material.</b></li> <li>• Read and carefully and show understanding of words, phrases and simple writing (KS2) .</li> </ul>
<p><b>Write imaginatively</b>          (This concept involves using key vocabulary and phrases to write ideas)</p>			<ul style="list-style-type: none"> <li>• Write or copy everyday words correctly.</li> <li>• Y3 –subject, noun, adjective</li> <li>• <b>Convey simple or basic meaning</b></li> <li>• <b>Use glossaries to check words.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Write short texts on familiar and connected topics</li> <li>• Label items and choose appropriate words to complete short sentences</li> <li>• Write one or two short sentences</li> <li>• Write short phrases used in everyday conversations correctly</li> <li>• adverbs, connectives</li> <li>• <b>Include imaginative and adventurous word choices</b></li> <li>• <b>Convey meaning with increasing accuracy</b></li> </ul>	<ul style="list-style-type: none"> <li>• Write short descriptive sentences using familiar expressions.</li> <li>• <b>Express personal experiences and responses.</b></li> <li>• Write short phrases from memory with spelling that is readily understandable</li> <li>• <b>Include imaginative and adventurous word choices</b></li> <li>• prepositions, time connectives</li> <li>• <b>Convey meaning which can be understood with some difficulty</b></li> </ul>	<ul style="list-style-type: none"> <li>• Write long texts on familiar topics</li> <li>• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.</li> <li>• <b>Use dictionaries or glossaries to check words – same order</b></li> <li>• <b>Refer to recent experiences or Y6 future plans, as well as to everyday activities.</b></li> <li>• direct and indirect speech; conversation</li> <li>• <b>Write prose using an increasingly wide range of grammar and vocabulary, write</b></li> </ul>

				<p>but with some mistakes</p> <ul style="list-style-type: none"> <li>• Use translation dictionaries to check words</li> <li>• Describe people. Places, things, and actions orally</li> </ul>	<ul style="list-style-type: none"> <li>• Use translation dictionaries to check words.</li> </ul>	<p>creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p> <ul style="list-style-type: none"> <li>• Write phrases from memory and adapt these to create new sentences, to express ideas clearly (KS2).</li> <li>• Describe people. Places, things and actions orally and in writing(KS2).</li> </ul>
<p><b>Speak Confidently</b>  <small>(This concept involves using key vocabulary and phrases to verbally communicate ideas)</small></p>	<p>Pronounce some words showing a knowledge of sound (or tones in Mandarin) patterns.</p>	<p>Pronounce words accurately showing a knowledge of sound (or tones in Mandarin) patterns.</p>	<ul style="list-style-type: none"> <li>• Engage in conversations (KS2).</li> <li>• Ask and answer simple questions in past tense, where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak and understand a range of spoken phrases, present tense and past tense wherever possible – no future tense</li> <li>• Understand standard language (sometimes asking for words or phrases to be repeated).</li> <li>• Answer simple questions and give basic information.</li> <li>• Give responses to questions about everyday events</li> <li>• Ask others to repeat words or phrases if necessary</li> <li>• Ask and answer questions (KS2).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask and answer questions and talk about interests</li> <li>• Take part in discussions and tasks</li> <li>• Link to genres, identifying fact from opinion</li> <li>• Demonstrate a growing accurate vocabulary</li> <li>• Give a short prepared balanced argument that includes opinions and appreciation of other views or perspectives</li> <li>• Refer to recent experiences, everyday activities and interests.</li> <li>• Be understood with some difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Link to genres, respond to open questions</li> <li>• Take part in conversations to seek and give information</li> <li>• Increase in detail / imagery</li> <li>• Refer to recent experiences, future plans and activities</li> <li>• Vary language and produce extended responses for effect</li> <li>• Be understood with no difficulty</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures (KS2).</li> <li>• Develop accurate pronunciation and</li> </ul>

				<ul style="list-style-type: none"> <li>• <b>Demonstrate a growing vocabulary</b></li> <li>• <b>Refer to recent experiences or everyday activities and interests.</b></li> <li>• <b>Give a short, prepared talk that includes opinions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Express opinions and respond to those of others (KS2).</b></li> </ul>	<p>intonation so that others understand when they are reading aloud or using familiar words and phrases (KS2).</p> <ul style="list-style-type: none"> <li>• Present ideas and information orally to a range of audiences (KS2).</li> </ul>
<p><b>Listen attentively</b> (This concept involves listening to conversations, joining in and responding)</p>			<ul style="list-style-type: none"> <li>• Listen to songs and rhymes and explore sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to songs and rhymes and explore patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and appreciate poems, songs and rhymes and link the spelling, sound and meanings of words (KS2).</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding(KS2)..</li> </ul>
<p><b>Understand the culture of the countries in which the language is spoken</b> (This concept involves the background knowledge and cultural capital needed to infer meaning from interaction)</p>	<ul style="list-style-type: none"> <li>• Celebrate festivals and events</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate festivals and events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Celebrate festivals and events</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify countries and/or communities where the language is spoken</b></li> <li>• <b>Demonstrate some knowledge &amp; understanding of the customs and features of the countries or communities where the language is spoken</b></li> <li>• <b>Show awareness of the social conventions</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe with some interesting details some aspects of countries or communities where the language is spoken</b></li> <li>• <b>Make comparisons between life in countries or communities where the language is spoken &amp; this country</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken</b></li> <li>• <b>Awareness of dialects, regional differences</b></li> <li>• <b>Describe, with interesting detail, similarities and differences between countries and communities where the language is spoken and this country</b></li> </ul>

				<b>when speaking to someone</b>		<ul style="list-style-type: none"> <li>• <b>Compare, contrast, discuss</b></li> <li>• <b>Celebrations, myths and legends, lifestyle, artefacts, games, history</b></li> </ul>
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**A good linguist will have:**

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- Being patient
- Show determination to increase fluency and understanding
- Able to adapt
- Edit and improve and rephrase to suit the listener
- Take feedback, addressing own misconceptions and adapt
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources

National Curriculum National Curriculum Expectations

Steps to National Curriculum

Above and beyond the national curriculum

**Cultural Capital**