



The T-RF Languages Progression



| Year 3 | Year 4 | Year 5 | Year 6 | Year 6 |
|------------------------|--|---|--|---|
| Speaking and Listening | NC: Pupils should be taught to <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and responding.engage in conversation; 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 using familiar words and phrases.present ideas and information orally to a range of audiences.describe people, places, things and actions orally. | | | |
| | Speaking: <ul style="list-style-type: none">ask and answer simple questions, for example about personal informationrepeat sentences heard and make simple adaptations to themuse mostly accurate pronunciation and speak clearly when addressing an audience Listening: <ul style="list-style-type: none">show understanding of a range of familiar spoken phraseslisten to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings | Speaking: <ul style="list-style-type: none">ask and answer a range of questions on different topic areasusing familiar sentences as models, make varied adaptations to create new sentencesread aloud using accurate pronunciation and present a short-learned piece for performance Listening: <ul style="list-style-type: none">show understanding of a range of familiar spoken phraseslisten to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellingsnotice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English | Speaking: <ul style="list-style-type: none">take part in conversations and express simple opinions giving reasonsadapt known complex sentences to reflect a variation in meaningbegin to use intonation to differentiate between sentence types Listening: <ul style="list-style-type: none">gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target languageidentify different ways to spell key sounds, and select the correct spelling of a familiar word | Speaking: <ul style="list-style-type: none">engage in longer conversations, asking for clarification when necessarycreate their own sentences using knowledge of basic sentence structureuse pronunciation and intonation effectively to accurately express meaning and engage an audience Listening: <ul style="list-style-type: none">understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heardapply knowledge of phonemes and spelling to attempt the reading of unfamiliar words |
| Reading | NC: Pupils should be taught to <ul style="list-style-type: none">develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.read carefully and show understanding of words, phrases and simple writing | | | |
| | <ul style="list-style-type: none">recognise some familiar words and phrases in written formread some familiar words aloud using mostly accurate pronunciationlearn and remember new words encountered in reading | <ul style="list-style-type: none">write words and short phrases from memoryfollow a text such as a song or poem whilst listening to it at the same timeuse strategies to work out meaning of new words. | <ul style="list-style-type: none">enjoy the challenge of working out the meaning of unfamiliar languagepractise reading aloud a poem to perform e.g. in assemblyuse dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words | <ul style="list-style-type: none">read aloud and understand a short text containing unfamiliar words, using accurate pronunciationattempt to read a range of texts independently, using different strategies to make meaninguse vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words |
| Writing | NC: Pupils should be taught to <ul style="list-style-type: none">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 clearlydescribe people, places, things and actions in writing. | | | |
| | <ul style="list-style-type: none">write some single words from memoryuse simple adjectives such as colours and sizes to describe things orallyrecord simple descriptive sentences using a word bank | <ul style="list-style-type: none">write words and short phrases from memoryuse a range of adjectives to describe things in more detail, such as describing someone's appearancewrite short descriptive sentences using a model but supplying some words from memoryexperiment with writing new words | <ul style="list-style-type: none">write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bankuse a dictionary to check the spelling of words.use a bilingual dictionary and word banks to check spelling | <ul style="list-style-type: none">write a range of phrases and sentences from memory and adapt them to write their own sentences on a similar topicselect appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actionsuse a dictionary to check the spelling of words.use a bilingual dictionary and word banks to check spelling |
| Grammar | NC: Pupils should be taught to <ul style="list-style-type: none">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. | | | |
| | <ul style="list-style-type: none">recognise the main word classes e.g nouns, adjectives and verbsunderstand that nouns may have different genders and can recognise clues to identify this, such as the difference in articleshave a basic understanding of the usual order of words in sentences in the target language | <ul style="list-style-type: none">recognise a wider range of word classes including pronouns and articles, and use them appropriatelyunderstand that adjectives may change form according to the noun they relate to, and start to select the appropriate formrecognise questions and negative sentences | <ul style="list-style-type: none">know how to start to conjugate some high frequency verbsunderstand how to make changes to an adjective in order for it to 'agree' with the relevant nounadapt sentences to form negative sentences and begin to form questions | <ul style="list-style-type: none">know how to conjugate some high frequency verbsunderstand how to use some adverbs in sentenceshave an awareness of similarities and differences in grammar between different languages |