



## MODERN FOREIGN LANGUAGES PROGRESSION: Disciplinary and Substantive knowledge

Listening					
	KS1	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
<b>Recognising familiar words and phrases</b>		<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Recognise familiar words and short phrases covered in the units taught.</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units</p> <p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p> <p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>



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Speaking					
	KS1	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
<b>Basic Communication</b>		<p>Communicate with others using simple words and short phrases covered in the units.</p> <p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p>	<p>Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p>
<b>Having a conversation</b>			<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p>	<p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p>
<b>Presenting to others</b>			<p>Present short pieces of information to another person.</p>	<p>Present to another person or group of people using sentences and authentic pronunciation, gesture and</p>	<p>Present to an audience about familiar topics (e.g. role-play, presentation or</p>



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				intonation to convey accurate meaning.	read / repeat from a text or passage).  Use connectives to link together what they say so as to add fluency.
<b>Pronunciation</b>		Use correct pronunciation when speaking and start to see links between pronunciation and spelling.	Apply phonic knowledge to support speaking (also reading and writing).		

Reading					
	KS1	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
<b>Reading aloud</b>			Read aloud short pieces of text applying knowledge learnt.  Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.		Read aloud with expression and accurate pronunciation.
<b>Reading familiar words and phrases</b>		Read familiar words and short phrases accurately.  Understand the meaning in English of short words I read in the foreign language.	Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt so far, including awareness of accents, silent letters etc.  Decode unknown language using bilingual dictionaries.



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<b>Reading in wider contexts</b>			Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).	Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).	Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).
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Writing					
	KS1	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
<b>Writing words, phrases and simple sentences</b>		Write familiar words & short phrases from memory or using supported written materials (using a model or vocabulary list). EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.  Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).	Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	
<b>Writing paragraphs</b>				Write simple sentences and short paragraphs from memory or using supported	Write a piece of text using language from a variety of units covered and learn to



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				<p>written materials (e.g. using a word bank).</p> <p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</p>	<p>adapt any models provided to show solid understanding of any grammar covered.</p> <p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p>
<b>Ensuring grammar is accurate</b>				<p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)</p>	<p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p> <p>Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they</p>



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					and other people do, like etc.)
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Grammar					
	KS1	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
<b>Gender and articles</b>		Start to understand the concept of noun gender and the use of articles.	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).	Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.
<b>Verb conjugation</b>		Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Begin to look at what a fully conjugated verb looks like.	Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat').	Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.  Become more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do'
<b>Adjectival agreement</b>			Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative	Understand better the rules of adjectival agreement and possessive adjectives.	Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand



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			form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'		the concept of adjectival agreement (where relevant).
<b>Conjunctions</b>					Become familiar with a wider range of connectives/conjunctions

By the end of the year, Children should be able to:					
	KS1	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
		<p>Understand numbers 1-10 and be able to say, read and write them.</p> <p>Be familiar with the days of the week and be able to say them and recognise them in written form.</p> <p>Use simple greetings (e.g. saying hello and goodbye, saying how they are).</p> <p>Ask and answer simple questions about name and age.</p> <p>Understand and communicate familiar nouns (e.g. animals, musical instruments) including the</p>	<p>Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).</p> <p>Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)</p> <p>Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical</p>	<p>Understand and use the alphabet to assist in correct spelling and pronunciation.</p> <p>Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).</p> <p>Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.</p> <p>Take part in conversations and be able to make simple statements and present</p>	<p>Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).</p> <p>Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.</p> <p>Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they</p>



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		<p>correct article (dependent on gender).</p> <p>Use simple adjectives (e.g. colours).</p> <p>Use some simple verbs in the first person “I” form (e.g. I am and I play).</p> <p>Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.</p>	<p>instruments, food and drink).</p> <p>Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).</p> <p>Understand and use verbs in the first person “I” form (perhaps also have a look at a fully conjugated regular verb and show where the first person “I” form is).</p> <p>Write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article. (NB: Be careful if introducing adjectives at this early stage as in most languages these will have to agree with the gender of the noun. <i>Adjectival agreement should be covered in year 5 and in more detail again in year 6 as it requires a certain amount of linguistic maturity from the pupils).</i></p>	<p>information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).</p> <p>Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather).</p> <p>Be able to read longer passages of text and answer questions (orally or in writing about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions).</p> <p>Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country).</p>	<p>like, foods they don’t like etc.)</p> <p>Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).</p> <p>Understand and use transactional language (e.g. in a café role play “I would like”, “how much” etc.)</p> <p>Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.</p> <p>Use connectives to make sentences more descriptive and fluent (e.g. “after”, “also”, “and”, “later on”, “finally” etc.)</p> <p>Be able to read or listen to longer passages of text and</p>
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				<p>Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”. This can be done using familiar verbs such as “to wear” regarding clothes and they can then build sentences about what they and their friends are wearing).</p>	<p>answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are).</p> <p>Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages.</p> <p>Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms</p>
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					<p>“he”, “she”, “you” and plural forms “we” and “they”). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.</p>
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To ensure all of the above skills progression points are covered, the following units must be taught (as a minimum) in each year group and in this order. Units can be added in between.					
	KS1	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
		I Am Learning ..... Instruments/Animals Ice-cream/Fruits/Vegetables I m Able...	Presenting Myself My Family My Home/In the Classroom At the Tea Room	Do you have a pet? The Date Clothes	At School The Weekend Me in the World/Vikings

2023/2024 – no previous language learning assumed for any year group