

Linguastars Education

KS2 Progression of Skills

Year 3	Listening		Speaking			
	<i>listen attentively to spoken language and show understanding by joining in and responding</i>	<i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>	<i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i>	<i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	<i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i>	<i>present ideas and information orally to a range of audiences*</i>
	- I can follow some classroom instructions. - I can accurately listen and repeat words that my teacher says. - I can understand simple phrases .	- I can join in with songs and rhymes with familiar contexts.	- I can ask and answer simple questions using a model to help me. - I can say what I like and I do not like.	- I can say simple learned phrases. - I can express basic information about myself such as my age and who I live with.	- I can listen and repeat accurately. - I can use my knowledge of phonics to say some new words.	- I can draw a picture and describe it using phrases and sentences that I have learned.
	Reading		Writing		Grammar	
	<i>read carefully and show understanding of words, phrases and simple writing</i>	<i>appreciate stories, songs, poems and rhymes in the language</i>	<i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</i>	<i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i>	<i>describe people, places, things and actions orally* and in writing</i>	<i>Understand basic grammar appropriate to the language being studied</i>
	- I can recall most of the key vocabulary in my topics. - I can read phrases and sentences and pick out the details I need.	- I listen to stories, songs and rhymes in the target language.	- I can identify my topic words in a text and use this to gain the gist of the meaning.	- I can use a sentence builder to create familiar sentences. - I can copy simple phrases with accuracy. - I can write simple short phrases on my own	- I can describe nouns using colour and size in their singular, masculine form.	- I am beginning to understand what masculine and feminine means. - I am beginning to extend sentences using simple conjunctions.

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Year 4	Listening		Speaking			
	<i>listen attentively to spoken language and show understanding by joining in and responding</i>	<i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>	<i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i>	<i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	<i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i>	<i>present ideas and information orally to a range of audiences*</i>
	- I can follow a variety of classroom instructions. - I can accurately repeat phrases and sentences. - I can listen for details in spoken language.	- I can apply my knowledge of phonics to a range of familiar vocabulary. - I am beginning to identify silent letters. - I am beginning to understand what a cognate is.	- I ask and answer simple questions without support. - I am beginning to understand that the pitch of my voice can turn a statement into a question. - I can manipulate words to change the meaning of a question.	- I can say my own simple phrases, based on content I have learned. - I can express information, opinions and details about the topics I have learned.	- I can listen and repeat phrases accurately. - I can read aloud simple words and phrases. - I can identify my focus phonics and use this to pronounce new words and phrases.	- I can work in a group to research an aspect of culture and present my findings to my class and teachers.
	Reading		Writing		Grammar	
	<i>read carefully and show understanding of words, phrases and simple writing</i>	<i>appreciate stories, songs, poems and rhymes in the language</i>	<i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</i>	<i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i>	<i>describe people, places, things and actions orally* and in writing</i>	<i>Understand basic grammar appropriate to the language being studied</i>
	- I can read short texts and answer questions. - I can recall the vocabulary in my topics.	- I listen to stories, songs and rhymes in the target language. - I can join in with songs and rhymes with familiar language.	- I am beginning to use a bilingual dictionary to look up unfamiliar words. - I can use my knowledge of cognates to gain the gist of a new text.	- I can use a sentence builder to create extended sentences. - I can translate simple sentences into the target language - I can finish sentence starters with my own ideas.	- I can express quantity with singular and plural nouns. - I can am beginning to understand plural agreement when describing myself and others.	- I am developing my awareness of masculine and feminine nouns. - I am growing my use of conjunctions. - I am beginning to understand that verbs change with different pronouns.

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Year 5	Listening		Speaking			
	<i>listen attentively to spoken language and show understanding by joining in and responding</i>	<i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>	<i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i>	<i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	<i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i>	<i>present ideas and information orally to a range of audiences*</i>
	- I can repeat extended phrases and sentence accurately. - I can understand the majority of words that are spoken to me and provide a response when needed. - I can select key information from spoken phrases.	- I can identify patterns in language such as masculine and feminine endings. - I can write down what I hear using a Sentence Builder to help me make sound-spelling links. (dictation).	- I am beginning to identify phrases that are question starters. - I can ask several questions. - I can justify my opinions with a reason.	- I can say phrases that vary in complexity. - The phrases I speak contain grammatical structures to give more detail. - I can translate simple sentences into the target language (spoken)	- I am beginning to identify how accents change the pronunciation of a word. - I can read aloud extended sentences with little or no errors.	- I can recite poetry as part of a group or retell a story using simple language structure.
	Reading		Writing		Grammar	
	<i>read carefully and show understanding of words, phrases and simple writing</i>	<i>appreciate stories, songs, poems and rhymes in the language</i>	<i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</i>	<i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i>	<i>describe people, places, things and actions orally* and in writing</i>	<i>Understand basic grammar appropriate to the language being studied</i>
	- I can recall the vocabulary in my topics. - I can read longer texts and answer questions. - I can translate simple sentences into English.	- I join in with stories, songs, poems and rhymes in the target language. - I can create simple poems using my target sounds.	- I can understand the majority of different text types and can use a dictionary to look up unfamiliar words. - I can demonstrate knowledge of context by filling selecting the appropriate word.	- I can manipulate sentences and by substituting words for my own ideas. - I can write short paragraphs using a guided translation. - I am beginning to write longer phrases from memory.	- I am developing singular and plural agreement when writing descriptively. - I am beginning to use masculine and feminine agreement in description. - I can describe locations with simple prepositions.	- I can use first and second person verbs. - I am beginning to use gender agreement correctly - I am developing my use of negation in sentences.

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Year 6	Listening		Speaking			
	<i>listen attentively to spoken language and show understanding by joining in and responding</i>	<i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>	<i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i>	<i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	<i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i>	<i>present ideas and information orally to a range of audiences*</i>
	- I can understand a variety of sentences and phrases. - I can translate more complex sentences and use this to provide information. - I can correctly identify errors when listening.	- I can match spoken words to their written form. - I can write down what I hear, using my knowledge of phonics to spell accurately.	- I can participate in conversational language. - I can express opinions and justify them. - I can respond to the opinions of others.	- I can say phrases that use a variety of language structures. - I can talk about myself and others. - I can translate written English into spoken words in the target language.	- I can demonstrate accurate pronunciation and intonation based on what I have learned. - I can use my phonics knowledge to pronounce a range of familiar and unfamiliar vocabulary. - I can read aloud short paragraphs with little or no errors.	- I can talk about why languages are important and what opportunities may arise through learning a language.
	Reading			Writing		Grammar
	<i>read carefully and show understanding of words, phrases and simple writing</i>	<i>appreciate stories, songs, poems and rhymes in the language</i>	<i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</i>	<i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i>	<i>describe people, places, things and actions orally* and in writing</i>	<i>Understand basic grammar appropriate to the language being studied</i>
	- I can read longer text and answer questions. - I can demonstrate knowledge of context by finishing off a sentence with an appropriate phrase. - I can translate more complex sentences.	- I join in with stories, songs, poems and rhymes in the target language. - I can create simple poems using my target sounds.	- I can understand the majority of different text types and can use a dictionary to look up unfamiliar words. - I can identify different language structures within a text to help me understand its meaning.	- I can use my prior knowledge to produce varied sentences around a central topic. - My sentences include grammatical complexities such as agreements and word order.	- I can apply adjectival agreement in both singular and plural forms. - I can describe people, places and things and actions using a range of knowledge I have built on in KS2.	- I can apply grammatical structures that I have learned from across KS2. - I am beginning to understand verb + infinitive. - I am developing my identification of word classes within a sentence.