

Year 5 Languages Progression Overview		
Skills and knowledge	Example contexts and language	Arriving in Year 6 able to...
<p>Listening L1 Listen attentively and understand more complex phrases and sentences</p> <p>Speaking S1 Take part in short conversations using familiar structures and vocabulary S2 Use simple conjunctions to build more complex sentences and present information to others S3 Understand and express more complex opinions S4 Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Reading R1 Read a variety of short simple texts in different formats and in different contexts R2 Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</p> <p>Writing W1 Write simple sentences and short texts using a model W2 Use a dictionary to check the spelling of words.</p> <p>Grammar G1 Understand some basic grammar appropriate to the language being</p>	<p>Listening</p> <ul style="list-style-type: none"> • Identify key points in a new context e.g. a story, which contains familiar language • Understand higher numbers e.g. in prices, numeracy activities • Follow instructions and directions e.g. a recipe or simple directions • Recognise letters of the alphabet when they hear them <p>Speaking</p> <ul style="list-style-type: none"> • Seek help and clarification e.g. I don't understand, can you repeat that, how is that written? • Give simple instructions and directions e.g. a recipe, directions to a place, the route to school • Begin to understand and express future intentions e.g. I am going swimming on Wednesday • Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk <p>Reading</p> <ul style="list-style-type: none"> • Practise reading aloud a poem to perform in assembly. • Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and 	<p>Listening</p> <ul style="list-style-type: none"> • L1 Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points • L2 Identify specific sounds in familiar and unfamiliar words. • L3 Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 • L4 Enjoy the challenge of meeting unfamiliar language <p>Speaking</p> <ul style="list-style-type: none"> • S1 Use spontaneously, a limited range of phrases and sentences to seek clarification and help. • S2 Pronounce and use the alphabet with increasing accuracy. • S3 Use simple conjunctions so that they can create more complex sentences. • S4 Have the vocabulary to give the opinions they want to express. • S5 Begin to understand and use future tense in spoken language. • S6 Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation. • S7 Give constructive feedback to classmates. <p>Reading</p> <ul style="list-style-type: none"> • R1 Work well with a partner to work out a short text containing familiar and unfamiliar language. • R2 Enjoy the challenge of working out the meaning of unfamiliar language. • R3 Read familiar words, phrases and short sentences aloud confidently and

<p>studied:</p> <ul style="list-style-type: none"> • gender – masculine, feminine, neuter –adjectives, possessive pronouns • verbs – how to form the future tense, conjugation of present tense verbs 	<p>new vocabulary</p> <p>Writing</p> <ul style="list-style-type: none"> • Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. • Use simple conjunctions such as and, but, because to form more complex sentences. • Change elements in a given text e.g. ingredients, colour and size of a planet <p>Grammar</p> <ul style="list-style-type: none"> • Begin to know how to form the future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain. • Begin to see how possessive articles e.g. my, his, her change according to gender e.g. Jane is my sister. <ul style="list-style-type: none"> • Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy • Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. to be, to have, to eat, to play, to go 	<p>with accurate pronunciation and good intonation.</p> <ul style="list-style-type: none"> • R4 Apply phonic knowledge when meeting new words. <p>Writing</p> <ul style="list-style-type: none"> • W1 Write three or four sentences using word/phrase bank. • W2 Write more interesting sentences by adding one or two simple conjunctions • W3 Personalise a text by changing one or two elements • W4 Use a bilingual dictionary and word banks to check spelling • W5 Attempt to write two or three sentences from memory using familiar language. <p>Grammar</p> <ul style="list-style-type: none"> • G1 Explain confidently the word order for familiar adjectives • G2Adapt endings to familiar adjectives with increasing accuracy • G3 Start to apply correct endings to a few possessive articles • G4 Create simple sentences about the future. • G5 Have some understanding of the term ‘conjugation’ and what it means when looking at familiar verbs in the present tense • G6 Explain with confidence how to form the negative in simple sentences <p>Intercultural Understanding</p> <p>IU 1 Respect and understand cultural diversity.</p> <p>IU 2 Understand how symbols, objects and pictures can represent a country.</p>
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