

<b>Year 3 Languages Progression Overview</b>		
<b>Skills and knowledge</b>	<b>Example contexts and language</b>	<b>Arriving in Year 4 able to...</b>
<p><u>Listening</u> L1 Listen and respond to familiar spoken words and phrases</p> <p><u>Speaking</u> S1 Communicate with others using simple words, phrases and short sentences S2 Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p><u>Reading</u> R1 Recognise and understand some familiar written words and phrases R2 Show awareness of sound-spelling links</p> <p><u>Writing</u> W1 Write some familiar simple words using a model and some from memory</p> <p><u>Grammar</u> G1 Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• gender – masculine, feminine – nouns (singular)</li> <li>• word order of adjectives</li> <li>• how to form the negative</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories.</li> <li>• Recognise numbers 1-20 and begin to understand numbers from 20 – 31.</li> <li>• Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</li> <li>• Ask and answer simple questions about self e.g. name and age, birthday</li> <li>• Express simple likes and dislikes e.g. food and drink.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play.</li> <li>• Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal they have drawn or made from playdough – e.g. a</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• L1 Enjoy listening to songs, poems and stories.</li> <li>• L2 Listen carefully and identify familiar words in songs, poems and simple stories.</li> <li>• L3 Recognise, with confidence, numbers to 20 and know own birthday date e.g. 22 April</li> <li>• L4 Follow simple classroom instructions.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• S1 Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements.</li> <li>• S2 Pronounce very familiar language with good pronunciation and intonation.</li> <li>• S3 Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.</li> <li>• S4 Express likes and begin to express dislikes.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• R1 Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English.</li> <li>• R2 Read aloud, as a class or group, a chorus</li> </ul>

	<p>black cat.</p> <ul style="list-style-type: none"> <li>• Complete a simple gapped text such as a party invitation or passport.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.</li> <li>• Use picture cards to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat.</li> <li>• Begin to understand how the negative is formed in the new language e.g. make a human sentence for I don't like chocolate</li> </ul>	<p>or refrain from a familiar text displayed on the board.</p> <ul style="list-style-type: none"> <li>• R3 Read aloud and understand a simple conversation with a partner that uses familiar language.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• W1 Complete a simple gapped text by adding three or four familiar words.</li> <li>• W2 Write two or three sentences on a familiar topic using a writing frame and word bank</li> <li>• W3 Begin to write a few familiar words from memory and know that all attempts will be valued</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• G1 Notice (where relevant) that the definite/indefinite article changes according to gender of noun.</li> <li>• G2 Notice differences in word order</li> <li>• G3 Begin to understand how to form the negative.</li> </ul> <p><u>Intercultural understanding</u></p> <p>IU 1 Understand and respect that there are people and places in the world around me that are different to where I live and play.</p> <p>IU2 Understand that some people speak a different language to my own.</p>
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