

Year 6 Languages Progression Overview		
Skills and knowledge	Example contexts and language	Arriving in Year 7 able to...
<p>Listening L1 Understand the main points and simple opinions in spoken sources e.g. story, song or passage L2 Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions</p> <p>Speaking S1 Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience S2 Understand and begin to use the past tense to describe events Present to an audience e.g. role-play, presentation, performance,</p> <p>Reading R1 Read aloud from a text with good expression R2 Read and understand the main points and some detail from a short written passage.</p> <p>Writing W1 Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.</p> <p>Grammar G1 Understand some basic grammar</p>	<p>Listening</p> <ul style="list-style-type: none"> • Listen to longer texts NB In Y6, children should be listening to texts read by people other than their teacher. • Understand numbers in context e.g. the year, 24 hour clock, quantities <p>Speaking</p> <ul style="list-style-type: none"> • Understand and use numbers in context e.g. saying the year, 24-hour clock, quantities. • Understand and use transactional language e.g. in a café • Give a description e.g. of a town, geographical features in a country • Seek clarification of meaning How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly? • Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather • Express and justify opinions e.g. I like netball because it's fun <p>Reading</p> <ul style="list-style-type: none"> • Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town • Read and understand the main points and some detail from a 	<p>Listening</p> <ul style="list-style-type: none"> • L1 Understand that some sounds and letter combinations need to be said and written differently from in English • L2 Listen to spoken foreign language for details and gist. Identify key points and some detail. • L3 Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. • L4 Follow a wide range of classroom instructions. • L5 Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7 <p>Speaking</p> <ul style="list-style-type: none"> • S1 Take part in a simple conversation, ask and answer questions and express opinions. • S2 Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy • S3 Use spoken language confidently to initiative and sustain a simple conversation. • S4 Present simple information on a familiar topic to the class. • S5 Use peer- and self-assessment strategies to support language learning • S6 Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. • S7 Use a range of questions and statements spontaneously to seek clarification and help. • S8 Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense

<p>appropriate to the language being studied:</p> <ul style="list-style-type: none"> • verbs –begin to use the past tense, reinforce understanding of future tense • adverbs • gender -- masculine, feminine, neuter -nouns and adjectives 	<p>short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article</p> <p>Writing</p> <ul style="list-style-type: none"> • Use adjectives to add interest and detail to a description • Use some simple adverbs to make sentences more interesting • Make statements about what they read e.g. about sections in a newspaper (weather, what’s on TV) a story, an email • Have some understanding of how to use the past tense <p>Grammar</p> <ul style="list-style-type: none"> • Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat. • Identify tenses from a selection of sentences written in the present, past and future tense 	<p>Reading</p> <ul style="list-style-type: none"> •R1 Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do. • R2 Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. •R3 Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. • R4 Understand key points in short written texts in unfamiliar contexts • R5 Find the meaning of new words by using a bilingual dictionary. <p>Writing</p> <ul style="list-style-type: none"> •W1 Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense. • W2 Use peer and self-assessment strategies to support language learning. <p>Grammar</p> <ul style="list-style-type: none"> • W3 Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary • W4 Show some understanding of past and future tense in spoken and written work • W5 Use high frequency adjectives with reasonable accuracy ie word order and endings • W6 Apply understanding of conjugation to two or three familiar verbs in the present tense
---	---	---

		<p>Intercultural Understanding</p> <p>IU 1 Talk about, discuss and present information about a particular country's culture.</p> <p>IU 2 Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.</p>
--	--	---