

## Combe Down Progression of Skills - Modern Foreign Languages

	Year Three	Year Four	Year Five	Year Six	End of KS expectations
Listening	<ul style="list-style-type: none"> <li>Children can repeat words modelled by teacher, show understanding with an action.</li> <li>Children can understand and respond to a few familiar spoken words and short phrases, including simple instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Children can listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).</li> <li>Children can pick out known words in an 'authentic' conversation.</li> <li>Children can understand and respond to a range of familiar spoken words and short phrases, including instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Children begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</li> <li>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Children listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</li> <li>Children can understand a short passage made up of familiar words and basic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Children listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Children learn specific vocabulary and develop accuracy in pronunciation by listening to and repeating the utterances of authentic speakers <b>OR</b> recordings of authentic speakers.</li> <li>Children recognise a familiar question and respond with a simple rehearsed response.</li> <li>Children can repeat and recall familiar words and short simple phrases, using understandable pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Children can recall and use common phrases.</li> <li>Children develop accuracy when pronouncing phrases, by listening to and repeating utterances of authentic speakers <b>OR</b> recordings of authentic speakers.</li> <li>Children can produce short pre-prepared phrases on a familiar topic, using secure pronunciation.</li> <li>Children can perform short role plays on a topic, with several exchanges and secure pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Children can ask and answer questions on the current topic.</li> <li>Children can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Children can engage in short scripted conversations.</li> <li>Children can ask and answer simple questions on a few very familiar topics.</li> <li>Children can speak in longer sentences, learning to use particular sentence structures more flexibly to create their own sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Children engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Children describe people, places, things and actions orally.</li> <li>Children present ideas and information orally to a range of audiences.</li> </ul>

## Combe Down Progression of Skills - Modern Foreign Languages

Reading	<ul style="list-style-type: none"> <li>Children begin to recognise written vocabulary/ single words.</li> <li>Children begin to recognise written phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Children begin to recognise simple written phrases.</li> <li>Children recognise simple written phrases and understand a range of familiar written phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Children read and show understanding of more complex written phrases.</li> <li>Children read and show understanding of a piece of writing based on the current topic.</li> <li>Children read short passages and answer questions on what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>Children practice reading longer texts aloud. These will contain taught phrases and vocabulary.</li> <li>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</li> <li>Children can use a dictionary or word list.</li> </ul>	<ul style="list-style-type: none"> <li>Children read carefully and show understanding of words, phrases and simple writing.</li> <li>Children appreciate stories, songs, poems and rhymes in the language.</li> <li>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Children can copy simple vocabulary.</li> <li>Children can write some single words from memory, with plausible spelling.</li> <li>Children can, with support, substitute one element in a simple phrase to vary the meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Children can write simple words and several short phrases from memory.</li> <li>Children use understandable spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Children begin to use dictionaries to find the meaning of unknown words and to translate their own ideas.</li> <li>Children can write words, phrases and short simple sentences from their repertoire from memory with understandable spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Children adapt taught phrases to create new sentences.</li> <li>Children can write short, simple texts from memory, using simple sentences from one familiar topic with reasonable spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>Children describe people, places, things and actions in writing.</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>Children can use indefinite articles in the singular with masculine and feminine nouns.</li> <li>Children can use the high-frequency verb forms (I have, it is, there is/are).</li> </ul>	<ul style="list-style-type: none"> <li>Children can use indefinite and definite articles with singular and plural nouns.</li> <li>Children can use prepositions of place and sequencers.</li> </ul>	<ul style="list-style-type: none"> <li>Children can use all persons of several regular verbs in the present tense (with the support of a frame).</li> </ul>	<ul style="list-style-type: none"> <li>Children can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>