

# Athersley South Primary School

## MFL - KS2 Languages Progression and Assessment



### The progression framework for KS2 languages

For each year group in Key Stage 2 there is a progression overview, which includes:

- **Skills and knowledge** - this expands what is in the KS2 programme of study in order to identify expectations for each year group and to support teaching and learning. It identifies what children should cover in terms of listening, speaking, reading and writing as well as phonology and grammar.
- **Example contexts and language** - this shows how the skills can be developed in different contexts with examples of language learning activities. The example contexts and language are based on the revised schemes of work produced for the new KS2 national curriculum; however they can be mapped to any scheme of work and support teachers in planning for what suits their children's needs.
- **Arriving in year... able to** - this describes the likely achievement of children in each year group and supports reporting as well as transition from year to year. It helps teachers identify what children can do at the end of each year and to assess whether their pupils are in line with these expectations, exceeding them or below. It also helps to identify gaps when planning for the next stage.

## Year 3 Languages Progression Overview

Skills and knowledge	Example contexts and language	Arriving in Year 4 able to...
<p><b>Listening</b> Listen and respond to familiar spoken words and phrases</p> <p><b>Speaking</b> Communicate with others using simple words, phrases and short sentences Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p><b>Reading</b> Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links</p>	<p><b>Listening</b></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. <i>Hands up, listen carefully, show me, close your eyes, do an action.</i></li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use simple greetings e.g. <i>saying hello and goodbye, saying how you are and asking others how they are.</i></li> <li>• Ask and answer simple questions about self e.g. <i>name and age, birthday</i></li> <li>• Express simple likes and dislikes e.g. <i>food and drink.</i></li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read and understand familiar nouns e.g. <i>parts of the body, animals,</i> and simple adjectives e.g. <i>size, colour</i> and a few high frequency verbs e.g. <i>I like, I play.</i></li> <li>• Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to songs, poems and stories.</li> <li>• Listen carefully and identify familiar words in songs, poems and simple stories.</li> <li>• Recognise, with confidence, numbers to 20 and know own birthday date e.g. <i>22 April</i></li> <li>• Follow simple classroom instructions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• 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>• Pronounce very familiar language with good pronunciation and intonation.</li> <li>• 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>• Express likes and begin to express dislikes.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• 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>• Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.</li> <li>• Read aloud and understand a simple conversation with a partner that uses familiar language.</li> </ul>
<p><b>Writing</b> Write some familiar simple words using a model and some from memory</p> <p><b>Grammar</b> 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><b>Writing</b></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. <i>a black cat.</i></li> <li>• Complete a simple gapped text such as a party invitation or passport.</li> </ul> <p><b>Grammar</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Complete a simple gapped text by adding three or four familiar words.</li> <li>• Write two or three sentences on a familiar topic using a writing frame and word bank</li> <li>• Begin to write a few familiar words from memory and know that all attempts will be valued</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Notice (where relevant) that the definite/indefinite article changes according to gender of noun.</li> </ul>

- Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.
- Use picture cards to build phrases to show position of a few adjectives of colour e.g. *a red dog, a yellow cat*.
- Begin to understand how the negative is formed in the new language e.g. make a human sentence for *I don't like chocolate*.

- Notice differences in word order
- Begin to understand how to form the negative.

## Year 3 assessment opportunities

### Listening:

- Throughout the year, play the game *Show Me* as a whole class activity and give each child a set of digit cards. Call out a selection of numbers in random order from 1 - 5, 1 - 10, 11 – 20 and finally 1 – 20. Children show understanding by holding the correct number in the air.
- Play Simon Says as a whole class activity using instructions such as: *sit down, stand up, put your hand up*.
- Ask children to give an action or hold up a picture when they hear a specific word in a familiar song, rhyme or simple story.

### Speaking

- Play some music and ask children to walk around the room. When the music stops, they find a partner. They greet their partner, introduce themselves and ask how their partner is.
- In pairs, children practise questions and answers to find out e.g. the name, age and birthday of their partner and perform their conversation to the whole class. Look for correct pronunciation. Another child or adult could record the presentation.
- Children work in pairs. Display up to six familiar items of food on the board. Children take it in turns to ask their partner e.g. *Do you like milk?* The partner replies *I like milk/I don't like milk*.

### Reading:

- Working with a group of up to 10 children, give each child a selection of no more than six text cards for e.g. food. Hold up a picture card for an item of food and children show you the correct word.
- Give each child a simple description of e.g. a snowman. Ask children to underline the parts of the body in one colour and clothing in another
- Display extracts from a familiar song, story or poem. Divide the class into groups. Each group takes it in turn to chorus part of a familiar song, story or poem.
- Give pairs of children cut-up strips of paper with familiar written language e.g. *Hello, How are you? What's your name? Goodbye*. Ask each pair to order the strips correctly to make a simple conversation and read it aloud to each other. Some children may like to read their conversation to the class. Look for correct pronunciation.

### Writing:

- Children create a simple party invitation using a writing frame.
- Children draw a portrait of themselves. They write a simple description using a model and word bank e.g. *My name is .... I am 7 years old. I live in Manchester*. Encourage children to write familiar words e.g. numbers from memory.

### Grammar:

- Children make a model of an animal using playdough or clay. They write a simple description using a model and word bank, selecting correct indefinite article and placing adjective of colour after the noun e.g. *Here is a dog. He is red*.
- Using word cards, children build a simple sentence to show some understanding of the negative.

## Year 4 Languages Progression Overview

Skills and knowledge	Example contexts and language	Arriving in Year 5 able to...
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen for specific phonemes, words and phrases</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Communicate by asking and answering a wider range of questions and presenting short pieces of information</li> <li>• Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Pick out phonemes, words and phrases in songs, stories and rhymes.</li> <li>• Understand higher numbers including multiples of 10 e.g. <i>in prices, dates, numeracy activities, telling the time.</i></li> <li>• Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. <i>How old is Nicole?</i></li> <li>• Respond to a wider range of classroom instructions e.g. <i>Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound .....</i></li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of familiar <b>nouns and adjectives</b> to talk about themselves, animals, story characters e.g. <i>I have brown eyes. I have two sisters and I like dancing.</i></li> <li>• Ask and answer questions using a wider range of question forms e.g. <i>the time, the date, food, hobbies</i> and to seek help in the classroom e.g. <i>Can you say that again please. I don't understand.</i></li> <li>• Express preference about what they like e.g. <i>food, animals, colours</i></li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Continue to enjoy listening to songs, rhymes and stories.</li> <li>• Identify specific phonemes, words and phrases.</li> <li>• Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations.</li> <li>• Listen to a short text using familiar vocabulary and answer simple questions in English.</li> <li>• Respond to a wide range of classroom instructions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Join in speaking activities willingly and confidently.</li> <li>• Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. <i>I have brown eyes,</i></li> <li>• Begin to use simple conjunctions e.g. <i>I have brown eyes and black hair</i></li> <li>• Use the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like ....</i> Can also use a wider range of verbs to express opinion such as love, hate, adore, detest.</li> <li>• Ask and answer questions in 1st, 2nd, 3rd person singular.</li> <li>• Begin to use pronouns</li> <li>• Recite a few lines from a story, poem or song with good pronunciation</li> <li>• Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.</li> </ul>

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read and understand familiar written words, phrases and short texts made of simple sentences</li> <li>• Read a wider range of words, phrases and sentences aloud</li> <li>• Follow text while listening and reading at the same time.</li> <li>• Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write a short text using a model</li> <li>• Write a few simple sentences from memory</li> <li>• Apply phonic knowledge to support writing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Understand some basic grammar appropriate to the language being studied:</li> <li>• gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns</li> <li>• verbs - 1st, 2nd 3rd persons in questions and answers</li> <li>• how to form the negative</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Understand key points in simple texts using familiar language <i>e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris?</i></li> <li>• Follow a text such as a song or poem whilst listening to it at the same time</li> <li>• Link phrases to make a sentence <i>e.g. When it rains, you need an umbrella.</i></li> <li>• Use strategies to work out meaning of new words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write a few simple sentences using a word bank to describe for example a sports star <i>e.g. .... lives in London. She is 22 years old. She likes dancing.</i></li> <li>• Experiment with writing new words</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Match correctly definite/indefinite article to singular and plural familiar nouns</li> <li>• Place familiar adjectives <i>e.g. size and colour</i> in correct order.</li> <li>• Select the correct colour adjective to describe masculine and feminine nouns</li> <li>• Show an understanding of 1st, 2nd and 3rd person in present tense singular <i>e.g. ask and answer questions Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming.</i></li> <li>• Begin to use pronouns <i>e.g. The prince is handsome. He loves the princess.</i></li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English.</li> <li>• Follow a text displayed in the classroom at the same as listening to it.</li> <li>• Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.</li> <li>• Begin to use a bilingual dictionary to check the meaning of new words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write a few sentences using words banks and writing frames for support.</li> <li>• Begin to use pronouns.</li> <li>• Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation.</li> <li>• Show willingness to have a go at writing new words using phonic knowledge</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.</li> <li>• Place high frequency adjectives <i>e.g. colour and size</i> in the correct order and see that endings can change according to gender of the nouns they describe.</li> <li>• Form the negative to give answers to simple questions about likes/dislikes <i>e.g. I don't like ....</i> with increasing accuracy.</li> <li>• Ask and answer questions in 1st, 2nd, 3rd person singular.</li> </ul>
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## Year 4 assessment opportunities

### Listening:

- Choose a poem or a song, which practises a phoneme/ word/ phrase children have learnt. Ask the children to listen to the song/poem and to keep a tally, every time they hear the phoneme/word/phrase.
- Throughout the year, play the game Show Me as a whole class activity and give each child a set of digit cards. Call out a selection of numbers in random order from 1 – 20, 21 – 31 and finally 1 – 31. Children show understanding by holding the correct number in the air. This activity can be adapted to show understanding of multiples of 10 up to 100.
- Give children mental calculations to solve using digit cards and working with numbers up to 31 and multiples of 10.
- Dictate a selection of numbers for children to write down.

### Speaking:

- Ask children to draw their portrait and describe it to a partner e.g. I have blue eyes. I have brown hair. Alternatively children could draw an imaginary animal and describe it. My animal has six legs. It has a big head.
- Display e.g. a selection of familiar items of food on the board or pictures to represent sports/hobbies. Working in pairs, children ask their partner e.g. Do you like milk/cycling? Look for children who reply using a wider range of verbs such as adore, hate, love and who are able to use the negative correctly i.e. I don't like cycling. NB This activity also shows children's knowledge of grammar.
- In pairs or small groups, and with the support of props/picture cards, prepare and present a short weather report to include day, date, month and weather.

### Reading:

- Play 'Pass the Word Parcel'. Put cards showing familiar words and short phrases from recent work into a bag. Children pass the bag around. When the music stops, the child holding the bag takes out one card and reads it aloud. For additional challenge, ask children to perform an action to show understanding.
- Distribute phrases or sentences from a familiar story, cut into strips. Re-read the story and, when children hear their phrase or sentence they wave it in the air.
- Give children an extract from a song, story or poem, which practises a phoneme/grapheme children have learnt. Read the extract aloud and ask children to circle the grapheme (corresponding to the selected phoneme) each time they can hear it.
- Give children a short text e.g. email, simple weather report, description of an animal and ask children to extract simple information.

### Writing:

- In pairs or small groups, ask children to design a poster to show what they have been learning in a recent series of lessons. They use a word bank to support writing but write some words and phrases from memory.
- Children create a minibook with illustrations using familiar language about their family, hobbies, favourite foods.

### Knowledge of Grammar:

- Children work in groups. Give each group a large foam dice labelled with a selection of definite/indefinite article (singular and plural) and picture cards of nouns from current area of learning. Children throw the dice and match e.g. feminine article with correct noun.
- In pairs, children order word cards to make a sentence, which includes an adjective. Repeat the above activity but include colour adjectives in their masculine and feminine form.
- In groups, children make a Human Sentence to show understanding of how to form the negative.

## Year 5 Languages Progression Overview

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



<p><b>Grammar</b> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• gender – masculine, feminine, neuter – adjectives, possessive pronouns</li> <li>• verbs – how to form the future tense, conjugation of present tense verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Write three or four sentences using a word/phrase bank linked to a recent area of learning such as <i>a meal, a scene, the weather, a planet</i>.</li> <li>• Use simple conjunctions such as <i>and, but, because</i> to form more complex sentences.</li> <li>• Change elements in a given text e.g. <i>ingredients, colour and size of a planet</i></li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Begin to know how to form the future tense e.g. <i>I am going swimming on Wednesday; tomorrow it is going to rain.</i></li> <li>• Begin to see how possessive articles e.g. <i>my, his, her</i> change according to gender e.g. <i>Jane is my sister.</i></li> <li>• Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy</li> <li>• Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. <i>to be, to have, to eat, to play, to go</i></li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write three or four sentences using word/phrase bank.</li> <li>• Write more interesting sentences by adding one or two simple conjunctions</li> <li>• Personalise a text by changing one or two elements</li> <li>• Use a bilingual dictionary and word banks to check spelling</li> <li>• Attempt to write two or three sentences from memory using familiar language.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Explain confidently the word order for familiar adjectives</li> <li>• Adapt endings to familiar adjectives with increasing accuracy</li> <li>• Start to apply correct endings to a few possessive articles</li> <li>• Create simple sentences about the future.</li> <li>• Have some understanding of the term ‘conjugation’ and what it means when looking at familiar verbs in the present tense</li> <li>• Explain with confidence how to form the negative in simple sentences</li> </ul>
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## Year 5 assessment opportunities

### Listening

- The teacher reads or plays a recording of a text containing familiar and some unfamiliar vocabulary e.g. a description of a person, place or event. Children show understanding by: selecting picture or text cards and putting them in the correct order; drawing a sketch to show the information they hear; answering questions in English and French.
- Repeat the above activity but this time children listen for a specific phonemes. (Children could keep a tally of number of times they hear the phoneme).
- Dictate a selection of numbers for children to write down which could include telephone numbers.

### Speaking

- Give pairs of children photos, flashcards or real items linked to a recent area of learning. They take it in turns to select one of the above and give some basic information including an opinion. Look for correct use of the negative and encourage children to use as wide a range as possible of verbs e.g. *I love, I detest*.
- Encourage children to use phrases to seek clarification and help e.g. *Can you repeat that? I'm sorry I don't understand? How is that written in French/German/Spanish?* during language lessons.
- Children take part in a brief interview asking and answering up to six familiar questions. They extend their range of conjunctions to include e.g. *because* and try to include elements of the future tense.
- Revise previously learnt conversational language. Children work in pairs to develop their own conversations. Puppets can be used to create new characters to give opportunities to include a wider range of questions and answers. Other members of the class use '2 stars and a wish' approach to give feedback on performance
- Working in pairs, children practise and perform a poem to the class.
- Working with a partner, children take it in turns to choose a familiar word for the other partner to spell aloud. The word is written down according to the partner's spelling, and then both children check the word in a bilingual dictionary.

### Reading

- Children work in pairs on a text of 80 – 100 words. For example, an email from their partner school. They summarise its meaning in English orally or in writing.
- Give each child a text of 80 – 100 words, which describes e.g. *an animal, person or place*. Children complete a fact file in English, recording key information.

### Writing

- Display a familiar text on the board. Children work in pairs to create new sentences, substituting alternatives for selected words.
- Children prepare a booklet based on a recent area of learning such as the planets based on an example that they have discussed as a class. Encourage children to add interest to their writing by including adjectives. Children seek support from word and phrase bank and check their spelling in a bilingual dictionary.

### Grammar

- Prepare a worksheet with a few sentences which express opinions e.g. *I like art, I like swimming, I like milk* and ask children to rewrite the sentences so that they express the opposite e.g. *I don't like art*.
- Children work in pairs. They each have a grid to record what their partner is going to eat for lunch during the school week. They complete their grid by asking their partner e.g. *What are you going to eat on Wednesday?* They listen to the reply and draw the food on their grid.
- Divide a worksheet into two columns with a limited selection of nouns (with definite/indefinite articles) in one column the same number of adjectives jumbled up in the second column. Ask children to match the nouns with the correct adjective.

## Year 6 Languages Progression Overview

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

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read aloud from a text with good expression</li> <li>• Read and understand the main points and some detail from a short written passage.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.</li> </ul> <p><b>Grammar</b></p> <p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• verbs –begin to use the past tense, reinforce understanding of future tense</li> <li>• adverbs</li> <li>• gender - – masculine, feminine, neuter -nouns and adjectives</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read in groups, simple play scripts, poems, their own written work such as <i>geographical features in a country, description of a town</i></li> <li>• Read and understand the main points and some detail from a short written passage e.g. <i>extract from a story, weather report, poem, instructional texts, simple newspaper article</i></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use adjectives to add interest and detail to a description</li> <li>• Use some simple adverbs to make sentences more interesting</li> <li>• Make statements about what they read e.g. <i>about sections in a newspaper (weather, what's on TV) a story, an email</i></li> <li>• Have some understanding of how to use the past tense</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Begin to use past tense/future tense in spoken work e.g. <i>when giving a weather report, when describing what they had to eat that day/what they are going to eat.</i></li> <li>• Identify tenses from a selection of sentences written in the present, past and future tense.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</li> <li>• Understand key points and some <i>detail</i> in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English.</li> <li>• Understand key points in short written texts in unfamiliar contexts</li> <li>• Find the meaning of new words by using a bilingual dictionary.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use peer and self-assessment strategies to support language learning.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary</li> <li>• Show some understanding of past and future tense in spoken and written work</li> <li>• Use high frequency adjectives with reasonable accuracy ie word order and endings</li> <li>• Apply understanding of conjugation to two or three familiar verbs in the present tense</li> </ul>
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## Year 6 assessment opportunities

### Listening

- Children listen to a conversation between two people and extract information to show understanding. This could be in response to questions, a fact file to complete, true or false statements (all in English). NB In Y6, children should be listening to texts read by people other than their teacher.
- Children listen to a new story containing familiar language and extract information to show understanding.
- Dictate quantities of ingredients for a recipe, using numbers up to 100.
- Understand a wide range of classroom instructions such as Please get into groups of 6. Find a partner to work with. Clear up your things. Can someone on each table collect the cards/books etc.

### Speaking

- Children work in small groups and plan a role-play e.g. buying food in a market, ordering drinks in a café, arriving at a new school, meeting up with friends on a playground. Allow sufficient time for each group to practise and prepare their role-play for a performance to the class. Other class members give feedback.
- Children prepare individual presentations to describe e.g. a school day. They express opinions and use statements that make reference to the past. They film their presentations and use self-assessment strategies to recognise progress and make suggestions for improvement.
- Children re-tell, from memory, part of a story.
- Encourage children to use a range of questions and statements in languages lessons spontaneously to seek help and clarification. For example How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?
- Children work in pairs. They each have a grid to record what their partner has eaten at lunchtime during the school week. They complete their grid by asking their partner e.g. What did you eat on Monday? They listen to the reply and draw the food on their grid.

### Reading

- Children read aloud an extract (a paragraph of up to 6 lines) from a new story or non-fiction text containing familiar language. Children could make a recording of their reading.
- Children re-order several sentences from an extract of a familiar story. Alternatively they match paragraphs of three to four sentences to pictures of the story.
- Children read an information leaflet about a place to visit and extract information to show understanding. This could be in response to questions, a fact file to complete, true or false statements (all in English). Set a time limit so that children know when to answer independently and when to use a dictionary.

### Writing

- Children produce a leaflet about their school, town or place to visit. This activity lends itself to group, pair or individual work and peer assessment of first draft.
- Children re-write a 'chapter' of a story adapting language to change eg description of character and setting.

### Grammar

- Children prepare individual presentations to describe e.g. a school day. They express opinions and use statements that make reference to the past. They film their presentations and use self-assessment strategies to recognise progress and make suggestions for improvement.
- Provide children with a list of nouns, plural and singular, together with a list of adjectives. Children use these list to write a sentence e.g. I am wearing a blue coat and red boots choosing an adjective from the list that matches the noun.
- Chant conjugations of two or three familiar verbs with gestures.

## Assessment opportunities as a normal part of teaching and learning languages

The assessment opportunities suggested for each year group outline activities that can take place in the classroom as part of everyday teaching and learning. They match the progression framework and can be used either as they are, or as models for teachers to create their own activities, or they can be adapted to meet the needs of children or schemes of work.

There is no need always to assess children individually. Activities can be used for assessing the whole class or a targeted group of pupils, as well as individual children. Through such activities, teachers can observe whether most children are successful, whether some are exceeding expectations and whether some may be struggling. The activities can provide evidence of achievement, which can be:

- easily recorded
- used to provide information for completing reports to parents
- passed on to the next teacher
- used to provide information to secondary schools at the end of year 6.

### Assessment for learning (AFL)

Through observation of children working in pairs and groups, reviewing children's work in exercise books or on display, and through individual activities, teachers can assess children across the skills.

Assessment in the classroom should support children to:

- know where they are in their learning at any given time;
- understand the criteria for success;
- understand and agree next steps; and
- understand how to get there.

To support this, language teachers can also use AfL strategies you use in other areas of the curriculum, such as:

- peer- and self-assessment
- two stars and a wish
- thumbs up, thumbs down
- traffic lighting
- mini-whiteboard activities
- no hands up
- target setting

These strategies can help to check understanding of structures or target language instructions as well as new language. They can also be used to check for misunderstanding or misconceptions.

### Using the 'Arriving in year... able to' statements to support assessment

Useful assessment information must be manageable, reliable and meaningful for teachers and children, and provide a shared language for discussing progress and improvement.

There is no expectation that **all** children will achieve **all** the statements in the *Arriving in year... able to* column and children may achieve them to different degrees, e.g. with less confidence, better in some skills than others, in a smaller range of language etc.

You can use the statements to develop success criteria, as well as for reporting or noting achievement. They can be used to describe whole class achievement as in *Most children can ... Some children have achieved less well and can.... Some children have exceeded expectations and can....* They can also be used to describe individual pupil achievement if appropriate.

## Effective feedback

A lot of assessment is carried out during teaching and learning time. Most is formative and is used to support teaching and learning and to inform future planning. In lessons the teacher uses AfL strategies to observe and record pupil progress and areas for development, to identify children doing well in language learning and those requiring extra support, and to plan future differentiated learning tasks. AfL is also used to inform children of how they are doing and how to improve.

Assessment methods include self- and peer-assessment as well as teacher assessment. Children can also mark their own work and so understand and apply the success criteria for themselves. Certain pieces of work are well suited to this, and the strategy can be adopted where appropriate.

### To support this:

Share your Learning objectives with the children at the start of the lesson. An example of a learning objective might be:

- To learn about the Epiphany and to describe a crown.

Make the success criteria for a task explicit. They might be:

- identifying accurately the number of times a phoneme/word occurs in a short rhyme or song
- using knowledge of phonemes (or sound spelling system) to pronounce unfamiliar words
- using a conjunction to create a longer sentence in spoken or written work
- identifying familiar adjectives in a short written text
- using correct word order

### Giving feedback

Make feedback for all skills positive and encouraging, in order to foster confidence and enjoyment in using and understanding the target language. Include praise and targets for improvement.

Aspects of children's written and spoken work you might praise include:

- Achievements relevant to a child's ability
- Following instructions in the target language
- Attempting to speak/communicate in the target language
- Showing resilience when completing a task
- Creativity
- Good listening and responding
- Attempts to manipulate language learned to say something different

- Use of a dictionary to enhance work e.g. using new adjectives
- Achievement against the given success criteria and learning objectives. (These should be shared explicitly with the children.)

### **Feedback in writing**

Make marking constructive and motivational, and recognise children's efforts: good feedback includes an acknowledgement of what the child has done well, a target based on something that the child has not yet grasped, or is having difficulty with, and a challenge to take them to the next step.

You might choose to provide a focused prompt to help the child to close the gap between what they have achieved and what they might achieve next. Prompts might be:

- An example
- Can you use a conjunction to make a longer sentence?
- Can you add more detail by including other adjectives?
- A scaffold
- What is ... in (French)?
- A reminder
- What other colours could you include?
- A choice
- Can you choose another word for...?

Ask children to act on these targets when their books are returned to them, to show that they have read and understood them.

### **Reports**

All Key Stage 2 annual reports include information regarding progress in Languages. You can use exercise books to provide evidence of feedback and progress over the Key Stage, by making them available for parents/carers to see. You can also use observations of children's achievement in other skills to describe and provide evidence of what children can do that is not written work.