

Progression map for Languages at Chandag Junior School

Intentions: To ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- an write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Implementation: The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. Three progressive strands of teaching and learning, Oracy, Literacy and Intercultural Understanding, should be developed throughout KS2. These are underpinned by Knowledge About Language (KAL) and Language Learning Strategies (LLS).

Impact: A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Skill/knowledge component	Year 3	Year 4	Year 5	Year 6
Oracy	<ul style="list-style-type: none"> - Listen and respond to simple rhymes, stories and songs - Recognise and respond to sound patterns and words - Perform simple communicative 	<ul style="list-style-type: none"> - Memorise and present a short spoken text - Listen for specific words and phrases - Listen for sounds, rhyme and rhythm - Ask and answer questions on several topics 	<ul style="list-style-type: none"> - Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts - Understand and express simple opinions 	<ul style="list-style-type: none"> - Understand the main points and simple opinions in a spoken story, song or passage - Perform to an audience - Understand longer and more complex phrases or sentences - Use spoken language confidently to initiate and sustain conversations and to tell stories

	<p>tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> - Listen attentively and understand instructions, everyday classroom language and praise words 		<ul style="list-style-type: none"> - Listen attentively and understand more complex phrases and sentences - Prepare a short presentation on a familiar topic 	
Literacy	<ul style="list-style-type: none"> - Recognise some familiar words in written form - Make links between some phonemes, rhymes and spellings, and read aloud familiar words - Experiment with the writing of simple words 	<ul style="list-style-type: none"> - Read and understand a range of familiar written phrases - Follow a short familiar text, listening and reading at the same time - Read some familiar words and phrases aloud and pronounce them accurately - Write simple words and phrases using a model and some words from memory 	<ul style="list-style-type: none"> - Re-read frequently a variety of short texts - Make simple sentences and short texts - Write words, phrases and short sentences, using a reference 	<ul style="list-style-type: none"> - Read and understand the main points and some detail from a short written passage - Identify different text types and read short, authentic texts for enjoyment or information - Match sound to sentences and paragraphs - Write sentences on a range of topics using a model
Intercultural Understanding	<ul style="list-style-type: none"> - Learn about the different languages spoken 	<ul style="list-style-type: none"> - Learn about festivals and 	<ul style="list-style-type: none"> - Look at further aspects of their everyday lives from 	<ul style="list-style-type: none"> - Compare attitudes towards aspects of everyday life

	<p>by children in the school</p> <ul style="list-style-type: none"> - Locate country/countries where the language is spoken - Identify social conventions at home and in other cultures - Make indirect or direct contact with the country/countries where the language is spoken 	<p>celebrations in different cultures</p> <ul style="list-style-type: none"> - Know about some aspects of everyday life and compare them to their own - Compare traditional stories - To learn about ways of travelling to the country/countries 	<p>the perspective of someone from another country</p> <ul style="list-style-type: none"> - 2 Recognise similarities and differences between places - Compare symbols, objects or products which represent their own culture with those of another country 	<ul style="list-style-type: none"> - Recognise and understand some of the differences between people - Present information about an aspect of culture
Knowledge About Language	<p>Children reinforce and reinterpret knowledge and understanding gained in learning their first language(s). They develop insights into the nature of language and its social and cultural value. Building on their experience of interaction with and in the new language, they begin to increase their understanding of how language works. They compare the new language with English or another language and reflect on similarities and differences. They become aware of rules or patterns in language and begin to apply their knowledge when creating new language.</p> <p>Knowledge about language supports children in communicating effectively in speech and writing. It helps them to apply their prior knowledge, both to understand and to generate new language. It makes them aware of pronunciation and intonation and how these influence meaning. It helps them investigate how languages work and illustrates how users adapt language in formal and informal contexts.</p>			
Language Learning Strategies	<p>An important aim of language learning in KS2 is to familiarise children with strategies which they can apply to the learning of any language. By selecting and using different strategies, children develop awareness of how they learn and the ability to plan to use specific strategies for particular tasks. Strategies explored in language lessons can also be used for learning in other subjects.</p>			

For further breakdown of each strand of learning – Oracy, Literacy, Intercultural Understanding, Knowledge About Languages and Language Learning Strategies see : The KS2 Framework for Languages