

<b>Year 4 Languages Progression Overview</b>		
<b>Skills and knowledge</b>	<b>Example contexts and language</b>	<b>Arriving in Year 5 able to...</b>
<p><b>Listening</b> L1 Listen for specific phonemes, words and phrases</p> <p><b>Speaking</b> S1 Communicate by asking and answering a wider range of questions and presenting short pieces of information S2 Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p><b>Reading</b> R1 Read and understand familiar written words, phrases and short texts made of simple sentences R2 Read a wider range of words, phrases and sentences aloud R3 Follow text while listening and reading at the same time. R4 Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p> <p><b>Writing</b> W1 Write a short text using a model W2 Write a few simple sentences from memory W3 Apply phonic knowledge to support writing</p>	<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. in prices, dates, numeracy activities, telling the time.</li> <li>• Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole?</li> <li>• Respond to a wider range of classroom instructions e.g. 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 .....</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing.</li> <li>• Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand.</li> <li>• Express preference about what they like e.g. food, animals, colours</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Understand key points in simple texts using familiar language e.g. How many animals are</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• L1 Continue to enjoy listening to songs, rhymes and stories.</li> <li>• L2 Identify specific phonemes, words and phrases.</li> <li>• L3 Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations.</li> <li>• L4 Listen to a short text using familiar vocabulary and answer simple questions in English.</li> <li>• L5 Respond to a wide range of classroom instructions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• S1 Join in speaking activities willingly and confidently.</li> <li>• S2 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 have brown eyes,</li> <li>• S3 Begin to use simple conjunctions e.g. I have brown eyes and black hair</li> <li>• S4 Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like .... Can also use a wider range of verbs to express opinion such as love, hate, adore, detest.</li> <li>• S5 Ask and answer questions in 1st, 2nd, 3rd person singular.</li> <li>• S6 Begin to use pronouns</li> <li>• S7 Recite a few lines from a story, poem or song with good pronunciation</li> <li>• S8 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>Grammar</b>  G1 Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• gender – masculine, feminine 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>in the story? What colour is the dog? What is the weather like in Paris?</p> <ul style="list-style-type: none"> <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 e.g. When it rains, you need an umbrella.</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 e.g. .... lives in London. She is 22 years old. She likes dancing.</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 e.g. size and colour 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 e.g. ask and answer questions Do you like cheese? Yes I like</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• R1 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>• R2 Follow a text displayed in the classroom at the same as listening to it.</li> <li>• R3 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>• R4 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>• W1 Write a few sentences using words banks and writing frames for support.</li> <li>• W2 Begin to use pronouns.</li> <li>• W3 Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation.</li> <li>• W4 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>• G1 Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.</li> <li>• G2 Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe.</li> <li>• G3 Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like .... with increasing</li> </ul>
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