

Senacre Wood Primary- Languages Skills Progression

National Curriculum Aim		Y3	Y4
Oracy	Listening	<p>understand and respond to spoken and written language from a variety of authentic sources</p> <p>I understand a few familiar spoken words and phrases – e.g.</p> <ul style="list-style-type: none"> • The teacher’s instructions • A few words and phrases in a song/rhyme • Days of the week • Colours • Numbers • Pets • Food <p>I can listen and respond to familiar spoken words, phrases and sentences.</p>	<p>I understand a range of familiar spoken phrases – e.g.</p> <ul style="list-style-type: none"> • Basic phrases concerning myself, my family, my school, the weather. <p>I can listen to and identify words and short phrases.</p>
	Speaking	<p>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</p> <p>I can communicate with others using simple words and phrases and short sentences. – e.g.</p> <ul style="list-style-type: none"> • Greeting someone • Saying oui, non, s’il vous plait, merci • Naming some classroom objects • Days of the week • Saying what the weather is like • Naming some animals. <p>I understand conventions such as taking turns to speak, valuing the contribution of others.</p> <p>I can use correct pronunciation in spoken work.</p>	<p>I can answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> • Saying where I live • Whether I have brothers and sisters • Whether I have a pet • When my birthday is • How old I am • saying the date <p>I can communicate by asking and answering a wider range of questions.</p> <p>I can memorise and present a short text.</p>
Literacy	Reading	<p>understand and respond to spoken and written language from a variety of authentic sources</p> <p>discover and develop an appreciation of a range of writing in the language studied.</p> <p>I can recognise, understand and read out some familiar words and phrases in written form. – e.g.</p> <ul style="list-style-type: none"> • From short stories and rhymes • Labels on familiar objects • The date • The weather <p>I can read aloud in chorus, with confidence and enjoyment, from a known text.</p>	<p>I can read and understand familiar written phrases – e.g.</p> <ul style="list-style-type: none"> • Simple phrases • Weather phrases • Simple description of objects <p>I can follow a short text while listening and reading, saying some of the text</p> <p>I can read a wider range of words, phrases and sentences aloud.</p>
	Writing	<p>can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>discover and develop an appreciation of a range of writing in the language studied.</p> <p>I can copy and write simple words or symbols correctly - e.g.</p> <ul style="list-style-type: none"> • Numbers • Days of the week • Colours • Classroom objects • A shopping list <p>I can write some familiar simple words using a model.</p> <p>I can write some familiar words from memory.</p>	<p>I can write one or two short sentences to a model and fill in the words on a simple form – e.g.</p> <ul style="list-style-type: none"> • Personal information • Where I live • How old I am • Holiday greetings by e-mail or on a postcard <p>I can write some familiar words and phrases without help.</p>
Intercultural Understanding		<p><i>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.</i></p> <p>I enjoy listening to and speaking in the language.</p> <p>I appreciate the diversity of languages spoken within my school.</p> <p>I can talk about the similarities and differences of social conventions between different cultures.</p> <p>I can identify the country or countries where the language is spoken.</p> <p>I have some contact with the country/countries.</p> <p>I recognise a children’s song, rhyme or poem well known to native speakers.</p>	<p>I can talk about celebrations that I have experience of.</p> <p>I know about similar celebrations in other cultures.</p> <p>I can compare and contrasts aspects of everyday life at home and abroad.</p>

Round any number up to 1 million to the nearest 10, 100, 1000, 10000 and 100000