



A Guide to Progression in Languages

Years 1-6

(In line with the National Curriculum)



DIGITAL DOWNLOAD

Licensed for Wellington Eagles Primary Academy

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A Progression in Languages

Introduction



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We are in an ever-shrinking world. Our pupils are likely to have already experienced more cultural and ethnic diversity from around the world than many prior generations. With world news and global reporting, we are ever-increasingly informed about what is happening. By learning a language, children can move emotionally closer to other countries, peoples and cultures. Their minds will be stretched into new ways of thinking, and of appreciating the world around us.

This skills progression guide from TT Education is aimed at ensuring teachers have clarity and consistency in how they help pupils learn a foreign language – what does it take to think like a linguist? To work like a translator? To access other subjects through the eyes of a ‘polyglot’? We have taken the National Curriculum for Languages and, having applied our experiences and understanding of learning and progression, provided you with a guide that will help structure learning effectively – and help pupils to add knowledge to their long-term memories... it will help them learn.

The national curriculum states that “Learning a foreign language is a liberation from insularity and provides an opening to other cultures. [It can] foster pupils’ curiosity and deepen their understanding of the world... [enabling] 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.” [National Curriculum 2014]

The following booklet breaks down all of the elements of skills that pupils are required to develop as part of the national curriculum – and beyond, supported by our Path to Success, which we explain in the next few pages.

We hope you enjoy this guide and find it useful in supporting your teachers understand progression in skills in Languages more deeply.

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Skills or Knowledge?

There has been much debate in primary schools about the main focus of 'curriculum'. Is our job to pass on **knowledge** to children, or should we focus on developing **skills**? Our skills progression series should not imply that TT Education is taking sides in this debate; in fact, we believe that skills and knowledge are inseparable at the point of curriculum delivery. The next two pages explore a handful of key quotations which will hopefully clarify our views, and support the rationale for using these high-quality guides.

In their 2019 Framework, Ofsted make it clear that **knowledge** is the starting point for a 'curriculum', which they define as:

"A framework for setting out the aims of a programme of education, including the **knowledge and understanding** to be gained at each stage (intent)...

...for translating that framework over time into a structure and narrative, within an institutional context (implementation)...

...and for evaluating what **knowledge and understanding** pupils have gained against expectations (impact)."

Ofsted presentation on the new EIF (2018), emphasis mine

However, in 2021 they reworded the first bit of this as:

"the framework for setting out the aims of a programme of education, including the **knowledge and skills** to be gained at each stage."

Ofsted presentation on the new EIF (May 2021), emphasis theirs

Knowledge certainly seems to be the priority in Ofsted's definition of 'cultural capital', which draws on the National Curriculum wording of "**essential knowledge** that pupils need to be educated citizens" (EIF Handbook 2019 and NC 2014). To emphasise this further, Ofsted's chief inspector says that

"Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence is... that **the focus on substance, on the knowledge that we want young people to acquire**, is often lost...

"If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study."

Amanda Spielman (2018), emphasis hers

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In May 2021, Ofsted described this last phrase (“a deep body of knowledge”) as the **fundamental principle** of the Quality of Education judgement. But they were keen not to separate it from skills:

“Children make progress by learning, knowing and remembering more of the school’s curriculum... and when they **can use that knowledge** readily and flexibly...

“When we assess, we make sure we know that the pupils have got the **knowledge** they need to be able to draw upon readily, to perform the **skills** we want them to perform, and in doing so, we’re saying they make **progress**.”

Sandra Hayes, Ofsted Specialist Advisor (2021), emphasis mine

You will have also noted that Spielman’s objection, above, was not to skills per se but to “ill-defined” ones - especially where a skills-focus gets in the way of **deep, cumulative knowledge**. All of this confusion arises because neither knowledge nor skills can actually be considered in isolation:

“An unnecessary and divisive debate has emerged... that creates a false dichotomy between skills on the one hand and knowledge on the other, [but] skills and knowledge are intimately connected...

“What it means, for example, to evaluate the result from a scientific experiment is very different from what it means to evaluate the historicity of two sources that appear to come from the middle ages. That evaluation skill is intimately connected with the content and the knowledge being developed in each subject.”

Matthew Purves, Ofsted’s Deputy Director, Schools (2018)

The EIF Handbook echoes this sentiment. It is through skills that knowledge is applied, it says:

“Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned. In order to develop understanding, pupils **connect new knowledge with existing knowledge**. Pupils also need to develop fluency and unconsciously **apply their knowledge as skills**. This must not be reduced to, or confused with, simply memorising... glossaries or long lists of disconnected facts.”

Ofsted Handbook (2019), part-quoting Sweller et al (2011), emphasis mine

In our extensive work with schools, we have found that an effective approach to curriculum design is to start by separating skills and knowledge - that is, at the ‘intent’ stage, to clearly define them - but then ensure that they are brought back together at the ‘implementation’ stage. Neither knowledge nor skills can exist in isolation, and neither will reach a particularly high standard if the other is “ill-defined”. We are therefore publishing this skills progression not as an educational outcome in its own right, but as a **vehicle through which** children can consolidate, apply and deepen their knowledge.

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TT Education's Learning Pathways: The Path to Success

What is it?

A forward thinking, innovative approach to teaching and learning in the 21st century classroom, which can be applied across all subjects to support all schools in achieving outstanding results through engaged learning. Developed by education expert David Maytham, The Path to Success is grounded in the latest educational research and first-hand experience of current teaching of real children in the primary classroom.

How is it different?

We are not advocating a scheme that schools, children and teachers have to follow in a particular order or predetermined way. In our experience, a predetermined scheme is unable to take account of all the various factors at play in any one classroom; including, but not limited to the skill set of the teacher and the ability range of the children.

The Path to Success is a circular methodology with talk, collaboration and active approaches at its heart. Its process can be applied across the curriculum, as the core techniques it embodies can be used to teach any skill or operation. Once teachers internalise this process, it has the potential to transform their practice and have a significant impact on standards.

What does it look like?

Teachers who utilise the Path to Success will develop and enrich children's ability to problem-solve, think creatively, improve their skills as learners and consequently make accelerated progress.

The Power of Talk:

"Talk is thought. It is only when you talk something through that you realise whether you have fully understood it. Talking allows us to develop our thinking, internally question our understanding and, ultimately, learn."

The Power of Active Approaches: Gamification of Learning

"In the natural world, young animals learn through play. We are familiar with this as a concept with babies and toddlers; why, then, do we reject this as children begin to grow? When an idea or concept is made into a game – something which children recognise and respond to – children begin to engage with it and take ownership over it. Gamifying learning allows children to generate ideas for themselves, cultivate their creativity, and lay the foundations for fluent learning."

The Power of Collaboration:

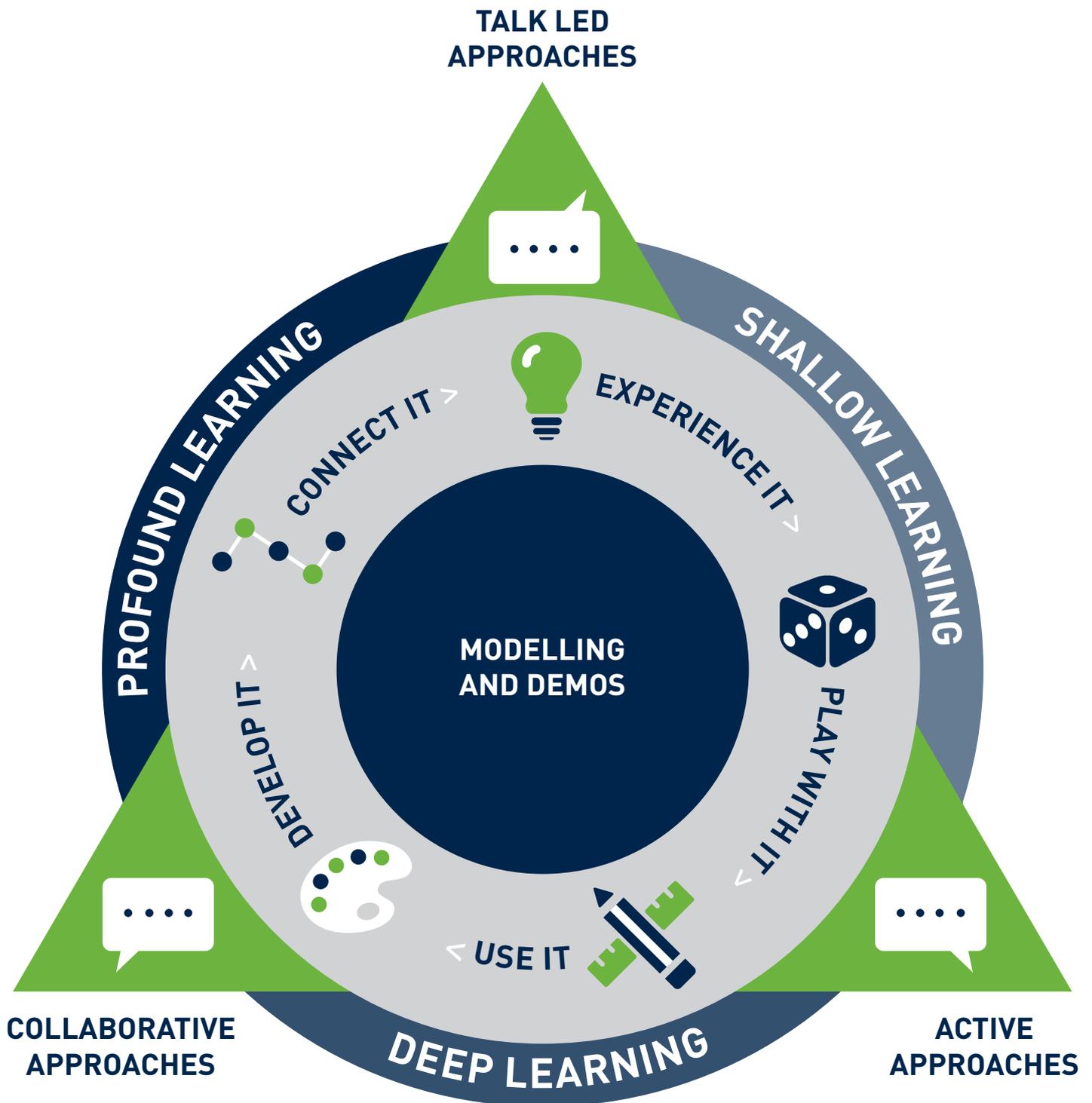
"Creating a classroom climate of collaboration is crucial for the long term sustainability of learning. If we share a common purpose, we are incentivised to work together to develop our collective understanding. The barriers created by fear of personal failure are destroyed and we begin to recognise the power of our own contributions to the learning of the whole group. Not only does this create feelings of self-worth, excitement and engagement with the learning, but it also stimulates creativity and, in the discussion and development of ideas with peers, creates a deeper level of understanding."

David Maytham
Founder, Managing Director



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TT Education's Learning Pathways: The Path to Success



TT Education's Learning Pathways: The Path to Success

Stage 1: Experience it

Children need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect children to learn to appreciate rhymes and poems if they have never experienced these rhymes and poems in a meaningful, exciting and interesting context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.

“Hook, Experience, Context and Purpose” is a mantra we use a lot when working with schools. We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your children? What experiences did children bring to the activity, or how were you able to replicate experiences to make the learning link to the real world? Did you choose a context which was relevant and did all the children have a clear purpose for their learning, or was it simply ‘complete the activities on page 10’?

Stage 2: Play with it

This, in a sense, refers to the **Gamification of Learning**. The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the children but they also support children in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

Stage 3: Use It

Once children have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for children.

“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.” Chinese proverb

Stage 4: Develop it

Children continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the children as learners, actively engaging in the learning process. High-quality modelling and demonstration should be underpinned by **an active, talk-led, collaborative learning climate**, in which children move from learners to teachers. If a child can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our children into becoming teachers. If a child can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another child, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface level learning to deeper learning and understanding.

Step 5: Connect It

This refers to children making connections across the curriculum. With a deeper understanding, children will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the child from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.

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Applying the Path to Success to Languages

Connect it...

- Use FL to inform English spelling (etymology), GPS (e.g. development), writing (formality, vocabulary) and reading comprehension
- Look at variations in words, Music, Art, Sport etc
- Develop your children's cultural capital
- Find out about/discuss news and current affairs in (or history of) the FL country
- Link back to the experience/context that is informing your unit/topic

Experience it...

- Inviting in FL speakers, watching clips, listening to audio, role-play and (if possible) trips
- Choose words, phrases and texts that coincide with topics in other subjects
- Use research, technology and apps that allow pupils to access FL in more engaging ways
- Listen to and read real literature (and in translation)
- Use Vocabulary Walls and displays to enhance the language learning environment
- Find out about famous people from the FL country

Develop it...

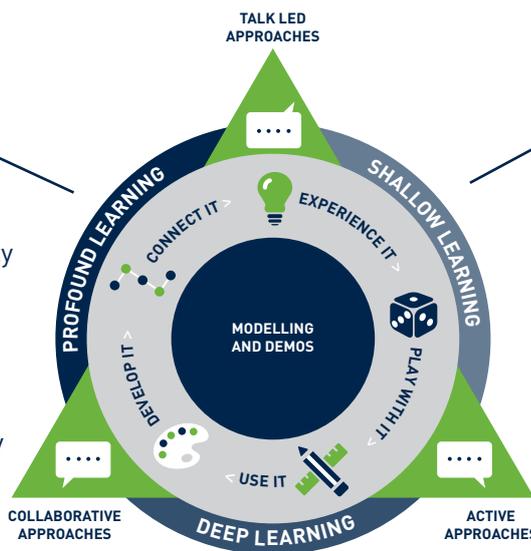
- Collaborate!
- Discuss how linguistic skills can inform problem solving and creativity
- Discuss texts, audio and video, pushing for high-level Blooms thinking skills (e.g. analysis and evaluation)
- Use activities to enhance vocabulary application and use of language features
- Challenge, setting tasks that require pupils to 'teach' each other in an FL, or talking about it in English

Play with it...

- Word association and other games
- Role play
- Learn games from the FL country
- 'Hot-seat' interviews
- Apply 'how would a linguist...' thinking across the curriculum
- Play travel games – where would you go, or like to live, and why?
 - Language 'flash' – one day a week, share something interesting

Use it...

- With literacy requirements as a vehicle, and language exploration as a stimulus, explore how pupils can evidence their learning and thinking 'as linguists'
- (Playful) repetition to internalise words, phrases and language structures
- Use pictures, videos, scripts, diaries, posters, recounts – variety is the key



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How to Use This Guide

(1) In Languages it is often hard to distinguish content from skills; it is also difficult to provide a one-size-fits-all progression because schools do such a variety (modern and ancient; European and other). This progression will cater to a range of approaches, but it may need adapting to the content of your provision. It is important that you think carefully about your rationale for this content, and its structure:

- (a) Is your MFL linked to topics/themes in other subjects, or is it a stand-alone programme? The risk with the former is that the connections are sometimes a bit tenuous or inappropriate; the risk with the latter is that children lose the connectivity that is so important for long-term retention; Ofsted are likely to ask about cross-curricularity, too. **This progression links to the skills in other subjects, but not their content.**
- (b) Do you teach one language throughout, or give children samples of different languages (perhaps one per year, from a range of language families)? It is easier to show progression in a one-language approach, and children will achieve much higher standards by Yr6; but some children and parents might feel that the learning was 'wasted' if they go on to do a different language at secondary school. (We know that this isn't the case, of course.) The many-language approach will 'fit' better with other subject content (in particular geography, PSHE, RE, music, art and design), and it is flexible in terms of the Yr7 language; but there is less progression and sophistication in language competence. **This progression is designed for a one-language approach. However, it can also help show progression for a multi-language approach if you focus on the range of 'accompanying' skills that we have included (for instance evaluation, appreciation, pronunciation).**

(2) Languages are statutory from Yr3, but many schools start earlier (sometimes even in the EYFS). We cater to both approaches here, so there is necessarily some repetition in the Yr3 criteria to cater to those schools who start 'from scratch' at that stage. Schools that start FL tuition earlier should adapt these criteria accordingly. If you start FL tuition in Yr3, you may find that you are still providing some of the KS1 criteria, for instance with door signs or greetings at registration.

(3) Although most schools teach a modern foreign language, you can also teach an ancient one. There are lots of benefits in the latter approach (controversially, one might even say 'advantages'!) which we cover in our short-course **There's No M in MFL**, details of which you can find at tteducation.co.uk. It is important to note that the aims are quite different:

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How to Use This Guide (continued)

“The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.” [National Curriculum for Languages 2014]

Schools who teach an ancient language should complement the criteria here with our other guides (for Reading, History and Geography) to ensure they meet the full requirements. Our interpretation is that ancient FL students should be working at a higher level of comprehension (particularly analysis and evaluation) than their MFL peers; of course, there is nothing to stop you pushing for equally impressive comprehension skills in a modern language! In the guide below, entries **in blue** are non-statutory (or otherwise not appropriate) for ancient languages.

(4) The word ‘vocabulary’ obviously has a different meaning in FL tuition, compared to other subjects, and it would be neither practical nor helpful to supply you with FL vocab for every possible language. Instead, we provide some useful English-language vocabulary here, and there is an **appendix** outlining a suggested progression in types of word/phrase, and genres. References to this appendix are written **in red**.

ENGLISH TALK ABOUT THE FL

Intercultural understanding

(adapted from our SMSC progression)

Show awareness that some people speak a different language

Recount some facts (that have been given to them) about towns, cities and countries beyond their own

Appreciation

...of foreign stories, songs, poems & writing

Ask and answer simple questions about foreign stories that they have seen or heard (in a translation or retelling)

Evaluation

Listen to (some) people's opinions

Dictionary use

...for reading, writing and spelling

With help, use a bilingual dictionary to look up words they are reading

English vocabulary for FL analysis & discussion

(note: this is occasionally a 'year out' from the English NC)

letter, word

phonics, phoneme, grapheme, digraph, trigraph, consonant, vowel, syllable, consonant cluster

full stop, sentence, punctuation, question mark, exclamation mark

single, double, triple, number, digit

WORKING FROM THE FL

Listening

Listen to basic FL words (Set 1-2), e.g. at registration

Reading

Recognise that some signs around the school are not in English, e.g. Set 1

WORKING INTO THE FL

Speaking

Respond to simple greetings, e.g. Set 1 words, at registration

...incl. singing & pronunciation

Some FL singing

Writing

Write/copy occasional words/symbols in e.g. Set 1

ENGLISH TALK ABOUT THE FL

Intercultural understanding

(adapted from our SMSC progression)

Show an interest in different languages and culture

Independently recount facts about towns, cities and countries beyond their own

Appreciation

...of foreign stories, songs, poems & writing

Show curiosity by voluntarily asking questions about foreign stories that they have seen, heard or read (ideally in a relatively close translation, not just a loose retelling)

Evaluation

Politely listen to people's opinions (e.g. even if they disagree)

Dictionary use

...for reading, writing and spelling

Use a bilingual dictionary to look up words they are reading

English vocabulary for FL analysis & discussion

(note: this is occasionally a 'year out' from the English NC)

noun, verb, adjective, adverb, singular, plural, suffix, apostrophe, comma, grammar

symbol, translate, root, silent letter, exception, meaning

WORKING FROM THE FL

Listening

Listen to and identify basic FL phrases (Set 2) in some foreign languages

Reading

Identify and explain the use of FL phrases, e.g. Set 2

WORKING INTO THE FL

Speaking

Respond to more complex greetings e.g. Set 2, or in more than one FL

...incl. singing & pronunciation

Join in with more words/phrases in FL singing

Writing

Write simple words or symbols in Set 1-2

NOTES

ENGLISH TALK ABOUT THE FL

Intercultural understanding

(adapted from our SMSC progression)

Make comparisons between languages and cultures, but start to recognize the difference between location, ethnicity and language

Appreciation

...of foreign stories, songs, poems & writing

Start to ask/answer questions about cultural nuances in a story/text (e.g. difference between English and foreign versions)

Evaluation

Make choices about whether to follow advice

Dictionary use

...for reading, writing and spelling

Find simple words in dictionaries, to help them with the meaning of the words they read

English vocabulary for FL analysis & discussion

(note: this is occasionally a 'year out' from the English NC)

Revise:

letter, word, phonics, phoneme, grapheme, digraph, trigraph, consonant, vowel, syllable, consonant cluster, full stop, sentence, punctuation, grammar, question mark, exclamation mark, single, double, triple, number, digit

New:

past tense, present tense, preposition, conjunction, word family, prefix, preposition, clause

word origin, stress, contraction, emphasis, feminine, masculine, neuter (if appropriate)

accent (grave, acute, cedilla, circumflex, umlaut, eszett, tilde etc, as appropriate)

character, hanzi, kanji, pinyin, hepburn, romanisation (etc, as appropriate)

WORKING FROM THE FL

Listening

Understand a few familiar spoken words and phrases (Set 3-4)

Reading

Read and understand occasional words or phrases, e.g. Set 2-3, perhaps with visual clues to help

WORKING INTO THE FL

Speaking

Say and/or repeat a few words and short simple phrases (Set 3)

...incl. singing & pronunciation

Sing whole FL songs

Imitate correct pronunciation with some success

...incl. phonics (also for writing (spelling) & reading new vocabulary)

Know how to pronounce most single-letter graphemes in the FL

Writing

Write or copy simple words and/or symbols Set 1-3

Select appropriate words to complete Set 3 phrases or sentences

ENGLISH TALK ABOUT THE FL

Intercultural understanding

(adapted from our SMSC progression)

Explain how language can sometimes disguise ethnicity, faith and culture

Link work in other subjects (e.g. DT) to its cultural context

Appreciation

...of foreign stories, songs, poems & writing

Identify and suggest reasons for cultural nuances in foreign stories and texts

Describe things they (dis)like about a piece of FL literature, and verbalise the opinions of others

Evaluation

Start suggesting improvements to other people's work (e.g. pronunciation, spelling)

Dictionary use

...for reading, writing and spelling

Use the first two or three letters of FL words to check spellings for writing

English vocabulary for FL analysis & discussion

(note: this is occasionally a 'year out' from the English NC)

subordination, coordination, direct speech, **inverted commas** ('speech marks', **angle quotes**, **chevrons**), reporting clause, determiner, article, pronoun, adverbial, possessive, auxiliary verb, reflexive verb, verb form, modifier

long/short, hard/soft, voiced/unvoiced

morpheme, (in)formal, spoken, written, audience, purpose, negative, positive, simplify, connotation, nuance

WORKING FROM THE FL

Listening

Understand a range of familiar spoken phrases, e.g. **Set 5**

Respond confidently to a clear model of speech, e.g. from the teacher or quality video

Reading

Understand a few familiar written words and phrases, e.g. **Set 4-5**

WORKING INTO THE FL

Speaking

Ask simple questions and give some basic information (**Set 4**)

...incl. singing & pronunciation

Accurate speech pronunciation (e.g. compared to word use in song, or when applying words learnt from songs)

...incl. phonics (also for writing (spelling) & reading new vocabulary)

Know all single-letter graphemes, and some awareness of digraphs, trigraphs etc

Writing

Write one or two short sentences with less support (**Set 4**)

Spell some commonly used words correctly

ENGLISH TALK ABOUT THE FL

Intercultural understanding

(adapted from our SMSC progression)

Start to understand how language and culture shape heritage

Start to understand how the 'emerging world culture of shared experiences' (e.g. film and internet) is changing communities around the world

Appreciation

...of foreign stories, songs, poems & writing

Talk about nuance, perspective and interpretation, but also start to identify specifics like grammar, punctuation and word order

Be able to talk about one or two authors or poets (etc) from the language studied

Respond sensitively to other people's tastes

Evaluation

Be constructive and sensitive in suggesting improvements to their peers' speech or writing

Dictionary use

...for reading, writing and spelling

Find unknown words that they want for their writing

Start to use four or more letters to check for the spelling of more complicated words

English vocabulary for FL analysis & discussion

(note: this is occasionally a 'year out' from the English NC)

modal verb, relative pronoun, relative clause, subordinate clause, **parenthesis, bracket, dash**

(ir)regular verb, agreement, inflection, diacritic, etymology, approximate

appropriate names for tenses in the FL studied

degrees, accurate, syntax

WORKING FROM THE FL

Listening

Understand the main points from a spoken passage made up of familiar language (**Set 6**)

Respond confidently to less-perfect models of speech, e.g. from classmates

Reading

Understand a range of familiar written phrases, e.g. **Set 5-6**

WORKING INTO THE FL

Speaking

Ask and answer simple questions – e.g. in **Set 5** genres

Talk about personal interests

...incl. singing & pronunciation

Pronunciation is clear enough for other children to understand - in speech and singing

...incl. phonics (also for writing (spelling) & reading new vocabulary)

Know how to pronounce most GPCs in the FL, and some letter strings

Writing

Write sentences in short formats (**Set 4-5**)

Spell words that are readily understandable

ENGLISH TALK ABOUT THE FL

Intercultural understanding

(adapted from our SMSC progression)

Explain how language and culture shapes heritage, in context and in the abstract

Explain how the 'emerging world culture of shared experiences' is affecting language, culture and society

Appreciation

...of foreign stories, songs, poems & writing

Explain and critique the way stories and texts might inform or be informed by their language/culture

Show an interest in an author or poet (etc) from the language studied (e.g. by expressing preferences)

Evaluation

Help improve their peers' speech or writing where that offer is welcomed

Dictionary use

...for reading, writing and spelling

Use a range of material (dictionaries, thesauruses, vocab books etc) to find alternatives to improve their writing

Start to use four or more letters to check for the spelling of more complicated words

English vocabulary for FL analysis & discussion

(note: this is occasionally a 'year out' from the English NC)

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, cohesion, ambiguity, register

WORKING FROM THE FL

Listening

Understand the main points and some detail from a short spoken passage (Set 7)

Show some ability in responding to unclear models of speech e.g. from younger children

Reading

Understand the main points (Set 7) and some of the detail (Set 6) from a short written text

Begin to read independently (Set 5-6)

WORKING INTO THE FL

Speaking

Take part in a more extended conversation (Set 6)

Express an opinion

Start to use synonyms and alternatives for variety, cohesion and formality etc

...incl. singing & pronunciation

Pronunciation is precise and intonation is being developed

Some awareness of different accents / dialects

...incl. phonics (also for writing (spelling) & reading new vocabulary)

Use phonic and morphemic knowledge in the FL to pronounce new words confidently

Writing

Write a short text (Set 4-5) on a familiar topic, adapting language already learnt

Spell commonly used words correctly

Progression in languages, knowledge and understanding

English talk about the FL

Year 1	Year 2	Year 3
<p>Intercultural understanding (adapted from our SMSC progression)</p> <p>Show awareness that some people speak a different language</p> <p>Recount some facts (that have been given to them) about towns, cities and countries beyond their own</p>	<p>Intercultural understanding (adapted from our SMSC progression)</p> <p>Show an interest in different languages and culture</p> <p>Independently recount facts about towns, cities and countries beyond their own</p>	<p>Intercultural understanding (adapted from our SMSC progression)</p> <p>Make comparisons between languages and cultures, but start to recognize the difference between location, ethnicity and language</p>
<p>Appreciation ...of foreign stories, songs, poems & writing</p> <p>Ask and answer simple questions about foreign stories that they have seen or heard (in a translation or retelling)</p>	<p>Appreciation ...of foreign stories, songs, poems & writing</p> <p>Show curiosity by voluntarily asking questions about foreign stories that they have seen, heard or read (ideally in a translation)</p>	<p>Appreciation ...of foreign stories, songs, poems & writing</p> <p>Start to ask/answer questions about cultural nuances in a story/text (e.g. difference between English and foreign versions)</p>
<p>Evaluation</p> <p>Listen to (some) people's opinions</p>	<p>Evaluation</p> <p>Politely listen to people's opinions (e.g. even if they disagree)</p>	<p>Evaluation</p> <p>Make choices about whether to follow advice</p>
<p>Dictionary use ...for reading, writing and spelling</p> <p>With help, use a bilingual dictionary to look up words they are reading</p>	<p>Dictionary use ...for reading, writing and spelling</p> <p>Use a bilingual dictionary to look up words they are reading</p>	<p>Dictionary use ...for reading, writing and spelling</p> <p>Find simple words in dictionaries, to help them with the meaning of the words they read</p>

Year 4	Year 5	Year 6
<p>Intercultural understanding (adapted from our SMSC progression)</p> <p>Explain how language can sometimes disguise ethnicity, faith and culture</p> <p>Link work in other subjects (e.g. DT) to its cultural context</p>	<p>Intercultural understanding (adapted from our SMSC progression)</p> <p>Start to understand how language and culture shape heritage</p> <p>Start to understand how the 'emerging world culture of shared experiences' (e.g. film and internet) is changing communities around the world</p>	<p>Intercultural understanding (adapted from our SMSC progression)</p> <p>Explain how language and culture shapes heritage, in context and in the abstract</p> <p>Explain how the 'emerging world culture of shared experiences' is affecting language, culture and society</p>
<p>Appreciation ...of foreign stories, songs, poems & writing</p> <p>Identify and suggest reasons for cultural nuances in foreign stories and texts</p> <p>Describe things they (dis)like about a piece of FL literature, and verbalise the opinions of others</p>	<p>Appreciation ...of foreign stories, songs, poems & writing</p> <p>Talk about nuance, perspective and interpretation, but also start to identify specifics like grammar, punctuation and word order</p> <p>Be able to talk about one or two authors or poets (etc) from the language studied</p> <p>Respond sensitively to other people's tastes</p>	<p>Appreciation ...of foreign stories, songs, poems & writing</p> <p>Explain and critique the way stories and texts might inform or be informed by their language/culture</p> <p>Show an interest in an author or poet (etc) from the language studied (e.g. by expressing preferences)</p>
<p>Evaluation</p> <p>Start suggesting improvements to other people's work (e.g. pronunciation, spelling)</p>	<p>Evaluation</p> <p>Be constructive and sensitive in suggesting improvements to their peers' speech or writing</p>	<p>Evaluation</p> <p>Help improve their peers' speech or writing where that offer is welcomed</p>
<p>Dictionary use ...for reading, writing and spelling</p> <p>Use the first two or three letters of FL words to check spellings for writing</p>	<p>Dictionary use ...for reading, writing and spelling</p> <p>Find unknown words that they want for their writing</p> <p>Start to use four or more letters to check for the spelling of more complicated words</p>	<p>Dictionary use ...for reading, writing and spelling</p> <p>Use a range of material (dictionaries, thesauruses, vocab books etc) to find alternatives to improve their writing</p>

Progression in languages, knowledge and understanding

English talk about the FL (continued)

Year 1	Year 2	Year 3
<p>English vocabulary for FL analysis & discussion (note: this is occasionally a 'year out' from the English NC)</p>	<p>English vocabulary for FL analysis & discussion (note: this is occasionally a 'year out' from the English NC)</p>	<p>English vocabulary for FL analysis & discussion (note: this is occasionally a 'year out' from the English NC)</p>
<ul style="list-style-type: none"> • letter • word • phonics • phoneme • grapheme • digraph • trigraph • consonant • vowel • syllable • consonant cluster • full stop • sentence • punctuation • question mark • exclamation mark • single • double • triple • number • digit 	<ul style="list-style-type: none"> • noun • verb • adjective • adverb • singular • plural, suffix • apostrophe • comma • grammar • symbol • translate • root • silent letter • exception • meaning 	<p>Revise:</p> <ul style="list-style-type: none"> • letter • word • phonics • phoneme • grapheme • digraph • trigraph • consonant • vowel • syllable • consonant cluster • full stop • sentence • punctuation • question mark • exclamation mark • single • double • triple • number • digit <p>New:</p> <ul style="list-style-type: none"> • past tense • present tense • preposition • conjunction • word family • prefix • preposition • clause • word origin • stress • contraction • emphasis • feminine/masculine/neuter (if appropriate) • accent (grave, acute, cedilla, circumflex, umlaut, eszett, tilde, as appropriate) • character • hanzi, kanji, pinyin, hepburn, romanisation (etc, as appropriate)

NOTES

Year 4

English vocabulary for FL analysis & discussion

(note: this is occasionally a 'year out' from the English NC)

- subordination
- coordination
- direct speech
- inverted commas (and/or speech marks, angle quotes, chevrons)
- reporting clause
- determiner
- article
- pronoun
- adverbial
- possessive
- auxiliary verb
- reflexive verb
- verb form
- modifier
- long/short
- hard/soft
- voiced/unvoiced
- morpheme
- (in)formal
- spoken
- written
- audience
- purpose
- negative
- positive
- simplify
- connotation
- nuance

Year 5

English vocabulary for FL analysis & discussion

(note: this is occasionally a 'year out' from the English NC)

- modal verb
- relative pronoun
- relative clause
- subordinate clause
- parenthesis
- bracket
- dash
- (ir)regular verb
- agreement
- inflection
- diacritic
- etymology
- approximate
- appropriate names for tenses in the FL studied
- degrees
- accurate
- syntax

Year 6

English vocabulary for FL analysis & discussion

(note: this is occasionally a 'year out' from the English NC)

- subject
- object
- active
- passive
- synonym
- antonym
- ellipsis
- hyphen
- colon
- semi-colon
- bullet points
- cohesion
- ambiguity
- register

NOTES

A Progression in Languages

Working into the FL

Year 1	Year 2	Year 3
Speaking Respond to simple greetings, e.g. Set 1 words, at registration	Speaking Respond to more complex greetings (e.g. Set 2), or respond to Set 1 greetings in more than on FL	Speaking Say and/or repeat a few words and short simple phrases (Set 3)
...incl. singing & pronunciation	...incl. singing & pronunciation	...incl. singing & pronunciation
Some FL singing	Join in with more words/phrases in FL singing	Sing whole FL songs Imitate correct pronunciation with some success
		...incl. phonics (also for writing (spelling) & reading new vocabulary) Know how to pronounce most single-letter graphemes in the FL
Writing Write/copy occasional words/symbols in e.g. Set 1	Writing Write simple words or symbols in Set 1-2	Writing Write or copy simple words and/or symbols (Set 1-3)

NOTES

A Progression in Languages

Year 4	Year 5	Year 6
Speaking	Speaking	Speaking
Ask simple questions and give some basic information (Set 4)	Ask and answer simple questions – e.g. in Set 5 genres Talk about personal interests	Take part in a more extended conversation (Set 6) Express an opinion Start to use synonyms and alternatives for variety, cohesion and formality etc
...incl. singing & pronunciation	...incl. singing & pronunciation	...incl. singing & pronunciation
Accurate speech pronunciation (e.g. compared to word use in song, or when applying words learnt from songs)	Pronunciation is clear enough for other children to understand - in speech and singing	Pronunciation is precise and intonation is being developed Some awareness of different accents / dialects
...incl. phonics (also for writing (spelling) & reading new vocabulary)	...incl. phonics (also for writing (spelling) & reading new vocabulary)	...incl. phonics (also for writing (spelling) & reading new vocabulary)
Know all single-letter graphemes, and some awareness of digraphs, trigraphs etc	Know how to pronounce most GPCs in the FL, and some letter strings	Use phonic and morphemic knowledge in the FL to pronounce new words confidently
Writing	Writing	Writing
Write one or two short sentences with less support (Set 4)	Write sentences in short formats (Set 4-5) Spell words that are readily understandable	Write a short text (Set 4-5) on a familiar topic, adapting language already learnt

NOTES

A Progression in Languages

Appendix: word/phrase difficulty

This suggested progression is our own, and not from the National Curriculum. For each age-group, we recommend trying to be one set further along when 'working from the FL' (listening and reading) than when 'working into the FL' (speaking and writing), as outlined in red type in the main progression grids, above. Thus we have used the word 'Set' so each group can be flexibly applied to year groups in a best-fit format for your own school context.

Any underlined words/phrases below are a suggested progression in **genre**. We have tried to keep this appendix mostly descriptive (i.e. in English) rather than in any FL; however, there are occasional examples in French.

Set 1

Very basic greetings, e.g. single words at registration, possibly in a range of languages.

Simple door signs around the school, e.g. *M. / Mme / Mlle* and surname, *Vestiaire, Toilette*.

Singing bits of songs, e.g. repeating some words in the FL

Set 2

Simple greetings phrases, e.g. at registration, probably now in the chosen language.

Door signs in full e.g. *Le vestiere, Salle des professeurs, La Classe de Mlle. Lewis*

Singing more of a song e.g. key lines in the FL

Set 3

Words for familiar objects, and simple phrases concerning them e.g. pen/pencil, book, toilet, water - see our *MFL phrases for connectivity* resource, available at tteducation.co.uk

Basic time words and phrases, including days of the week

Numbers to 20; 'first' colours (e.g. red-blue in rainbow, black, white, grey)

Some descriptive words (e.g. tall, small, old, happy)

Some food words, e.g. in a shopping list

Able to sing from memory a short FL song

Set 4

Time phrases in a context (e.g. conversational, and including age, birthdays etc)

Numbers to 100 and beyond; wider range of colours

Basic words and phrases about myself, my family (pets), favourite food, my school, e.g. in cloze procedure sentences or short paragraphs

Words for food, weather, transport, directions, clothes, hobbies (e.g. on an identity card)

Conversational sentences in isolation e.g. to build towards postcards in Set 5

Some common phrases e.g. idioms like *il pleu cordes*

Set 5

Phrases (in isolation, for instance in survey/questionnaire form) about the weather, transport/tourism (including directions), clothes, hobbies

Introduce myself and give some description (building on Set 4, e.g. a very short bio)

Putting Set 4 sentences into conversations e.g. short telephone call, postcard, text, note for a housemate

Idioms from your chosen language regularly used in English, like *au contraire, éminence grise, joie de vivre* (continue with increasing complexity through Set 6-7)

Phrases from real literature, e.g. famous quotes like *je pense, donc je suis, or l'état, c'est moi* (continue with increasing complexity through Set 6-7)

Set 6

Phrases (e.g. in context/conversation) about the weather, transport/tourism (including directions), clothes, hobbies Bio or factfile on myself, or a celeb, using range of information

Clarity in directions / instructions / information e.g. telephone call, railway announcement, short weather forecast, diary

Expressing basic opinions in the FL, e.g. likes dislikes

Starting to use synonyms for previous 'Set' words to avoid repetition / for variety

Sentences and paragraphs from real literature

Set 7

Longer texts e.g. letters, emails

Use alternative vocabulary / phrases for previous 'Set' words, including for more advanced purposes like formality/register, audience, reference

Expressing more abstract opinion (e.g. beliefs, abstract ideas)

Paragraphs and up to chapters in real literature

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