



Kingsholm C of E Primary School and Nursery – Languages Progression Ladder

[illegible]



Kingsholm C of E Primary School and Nursery – Languages Progression Ladder

Writing (including Grammar)							To begin to write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). To begin say and write some familiar <u>simple adjectives</u> from memory or using supported written materials to describe nouns and proper nouns. To begin to understand the concept of gender (masculine/feminine) and how this is shown	To write some familiar words, phrases and simple/extended sentences from memory or using supported written materials (e.g. using a word bank). To say and write some familiar words, phrases and simple sentences from memory or using supported written materials to describe nouns and proper nouns. A dictionary/thesaurus can be used to find adjectives. To understand the concept of gender (masculine/feminine) and which article (direct or indirect) to use correctly with different nouns. -Begin to look at what a fully conjugated verb looks like	To be able to write phrases from memory, and adapt these to create new sentences, to express ideas as clearly. To be able to describe people, places, things and actions orally and in writing To be able to understand basic grammar (feminine, masculine, neuter forms including conjugation of verbs)	To write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). -Check spellings with a dictionary. -Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their speaking and writing to express what they and other people do, like etc.) To say and write some familiar phrases and simple/extended sentences from memory or using supported written materials to describe nouns and proper nouns. A dictionary/thesaurus to be used to find a range of alternative adjectives. To use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their speaking and writing to express what	To write simple sentences and short paragraphs from memory with greater accuracy -Check spellings with a dictionary. -Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their speaking and writing to express what they and other people do, like etc.) To confidently say and write some familiar phrases and extended sentences from memory to describe nouns and proper nouns. A dictionary/thesaurus to be used to find a range of alternative adjectives. To use verbs in the correct form with greater accuracy (e.g. first person "I" or third person "he", "she", "you" in their speaking and writing to	To be able to confidently write phrases from memory, and adapt these to create new sentences, to express ideas as clearly. To confidently be able to describe people, places, things and actions orally and in writing To have a greater understanding of basic grammar (feminine, masculine, neuter forms including conjugation of verbs)
--------------------------------	--	--	--	--	--	--	--	---	--	--	--	--



Kingsholm C of E Primary School and Nursery – Languages Progression Ladder

										they and other people do, like etc.) -Understand the concept of gender (masculine/feminine) and which article (direct or indirect) to use correctly with different nouns. -Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	express what they and other people do, like etc.) -Understand the concept of gender (masculine/feminine) and which article (direct or indirect) to use correctly with different nouns. -Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	
Vocabulary												
Depth of Learning												
Speaking							To begin to speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). To begin to speak aloud familiar words or short phrases in chorus. To begin to use correct pronunciation when speaking and start to see links between	To communicate by asking and answering a wider range of questions, using longer phrases and sentences To speak using longer phrases and sentences, thinking about basic sentence structures. To apply phonic knowledge with increasing accuracy to support correct pronunciation	To be able to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. To be able to speak in sentences, using familiar vocabulary, phrases and basic language structures. To be able to develop accurate pronunciation and intonation so that others understand when	To understand and express simple opinions using familiar topics and vocabulary To take part in short conversations using sentences and familiar vocabulary. -Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their speaking and writing to express what	To have a greater understanding and be able to express opinions using familiar topics and vocabulary To take part in extended conversations using sentences and familiar vocabulary. -Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their speaking and writing to express what	To confidently engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. To be able to speak in sentences, using familiar vocabulary, phrases and basic language structures with greater confidence. To be able to have a greater proficiency of accurate pronunciation and i



Kingsholm C of E Primary School and Nursery – Languages Progression Ladder

							pronunciation and spelling	and developing intonation when speaking (also when reading and writing).	n they are read ing aloud or using familia r words and phr ases.	they and other people do, like etc.)	they and other people do, like etc.)	ntonation so that others u nderstand whe n they are read ing aloud or using familia r words and phr ases.
							To begin to speak aloud with familiar words or short phrases in chorus to a peer	To present longer phrases and sentences to a small peer group.		To apply phonic knowledge with accuracy to support correct pronunciation and increasing intonation when pronunciation (also when reading and writing).	To apply phonic knowledge with greater accuracy to enhance correct pronunciation and increasing intonation when pronunciation (also when reading and writing).	
										To present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.	To present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning and greater accuracy.	
Vocabulary												
Depth of Learning												
Listening	Not compulsory but early exposure To begin to listen to familiar words	Not compulsory but early exposure To begin to listen to familiar words		Not compulsory but early exposure To begin to listen to familiar words	Not compulsory but early exposure To begin to listen to familiar words	To be able to explore the pat terns and soun ds of language through songs and rhymes	To begin to listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). To develop understanding of the sounds of individual letters and groups of letters (phonics).	To follow a text accurately whilst listening to it being read. To listen for and identify specific words and phrases in instructions, stories and songs.	To be able to listen attentivel y to spoken lan guage and sho w understanding by joining in an d responding. To be able to explore the pat terns and soun ds of language through songs and rhy mes and link th e spelling, sou nd and	To listen attentively and understand more phrases and sentences in extended passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).	Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).	To be able to listen attentivel y to spoken lan guage and sho w a greater understanding by joining in an d responding. To be able to explore the pat terns and soun ds of language through songs and rhy mes and link th e spelling, sou nd and

