

# An Daras Trust: Modern Foreign Language Curriculum Knowledge: Vertical Progression Map

Subject: Modern Foreign Languages		Trust Subject Skills Progression
Checked by School Leader/Key Stage Leader	<i>J Phillipotts</i>	
Checked by School Curriculum Leader	<i>J Phillipotts</i>	
<b>Monitoring</b>	<p>The individual school is responsible for ensuring the delivery of the National Curriculum intentions within the school. The school is required to regularly monitor the delivery of this Vertical Skills Progression Map. The school must complete an annual review of its School Vertical Progression Map to check the implementation of curriculum documentation.</p> <p>Ongoing monitoring of planning, learning evidence and pupil knowledge will take place as part of good practice by subject and school leaders. Information from monitoring will be used to inform in school/ Trust CPD Subject Training.</p>	
<b>Curriculum Statement</b>  <b>National Curriculum 2014</b>	<p><b>Purpose of Study page 193- 195</b></p> <p>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. 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.</p> <p><b>Aims</b></p> <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• 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</li> <li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• discover and develop an appreciation of a range of writing in the language studied.</li> </ul>	

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### Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Key Stage Two

#### Subject Content

#### Key Stage Two: Foreign Language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. 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.

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 2014

#### Key Stage Two

Learning Intentions  
Pupils should be taught about:

Non Statutory

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express

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<p>opinions and respond to those of others; seek clarification and help*</p> <ul style="list-style-type: none"> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages.</p>				
<b>Learning Progression Year Three</b>				
Skills and Knowledge	Progression Statement	Working Towards	Working at	Working Beyond

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<p>Listening</p>	<p>Listen and respond to familiar spoken words and phrases</p>	<p>Enjoy listening to songs and stories.</p> <p>Listens carefully to songs, poems and simple stories.</p> <p>Recognise numbers to 20 and know own birthday date e.g. <i>22 April</i></p> <p>Begin to respond to simple greetings.</p> <p>Understands very short passages e.g. three or four short utterances (approximately 20 words) on a familiar topic spoken slowly and with clear articulation.</p> <p>Understand passages which do not contain unexpected elements or unpredictable information).</p> <p>Start to apply phonics knowledge spelling activities.</p>	<p>Enjoy listening to songs, poems and stories.</p> <p>Listens carefully and can identify familiar words in songs, poems and simple stories.</p> <p>Recognise, with confidence, numbers to 20 and know own birthday date e.g. <i>22 April</i></p> <p>Respond to simple greetings and follow classroom instructions.</p> <p>Understand passages containing some utterances of more than one clause, plus a wider range of vocabulary and structures drawn from several familiar topics.</p> <p>Apply phonics knowledge to tongue twisters, phonics cards, pronunciation and spelling activities.</p>	<p>Enjoy listening and join in with songs, poems and stories.</p> <p>Listens carefully and can identify familiar words and phrases in songs, poems and simple stories.</p> <p>Recognise, with confidence, numbers to 20 and beyond and know own and others' birthday dates</p> <p>Respond to a variety of greetings and follow more complex classroom instructions.</p> <p>Cope with a limited amount of unfamiliar language, with meaning to be inferred from context and other non-linguistic clues such as tone of voice.</p> <p>Confidently apply phonics knowledge to tongue twisters, phonics cards, pronunciation and spelling activities</p>
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Speaking	<p>Communicate with others using simple words, phrases and short sentences</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Take risks when practising new language.</p> <p>Pronounce very familiar language with some correct pronunciation and intonation.</p> <p>Ask and answer questions on a topic which they have practised regularly.</p> <p>Express likes.</p> <p>Begin to use language to signal a problem to the teacher.</p> <p>Start to participate in choral re-telling of stories, pair work, group work, assemblies.</p>	<p>Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements.</p> <p>Pronounce very familiar language with good pronunciation and intonation.</p> <p>Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.</p> <p>Express likes and begin to express dislikes.</p> <p>Able to use language to signal a problem to the teacher.</p> <p>Participate in choral re-telling of stories, pair work, group work, assemblies.</p>	<p>Confident to take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements.</p> <p>Pronounce familiar language with accurate pronunciation and intonation.</p> <p>Confident to ask and answer questions on a range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.</p> <p>Express likes and dislikes.</p> <p>Confidently able to use language to signal a problem to the teacher.</p> <p>Leads and participates in choral re-telling of stories, pair work, group work, assemblies.</p>
Reading	Recognise and understand	Identify some familiar words	Identify familiar words in a	Identify many familiar words

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	<p>some familiar written words and phrases</p> <p>Show awareness of sound-spelling links</p>	<p>in a sentence and give their meaning in English.</p> <p>Start to match sound to text with familiar words.</p> <p>Start to read familiar words with improving pronunciation.</p> <p>Begin to use decoding as a strategy to read words in simple sentences</p> <p>Read aloud, as a class, a chorus or refrain from a familiar text displayed on the board.</p> <p>Read aloud a simple conversation with a partner that uses very familiar language.</p> <p>Attempts to understand new words that are introduced into familiar written material through the enjoyment of stories, rhymes, songs, videos..</p>	<p>short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English.</p> <p>Understand texts composed mainly of simple sentences (e.g. one or two clauses), in which the vocabulary is generally limited to words of phrases which they have already encountered.</p> <p>Match sound to text with familiar words.</p> <p>Read familiar words with good pronunciation.</p> <p>Decode words in simple sentences.</p> <p>Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.</p> <p>Read aloud and understand a simple conversation with a partner that uses familiar</p>	<p>in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English.</p> <p>Understand texts which include a wider range of vocabulary and structures, drawn from several familiar topics.</p> <p>Cope with a limited amount of unfamiliar language, requiring them to infer meanings from the surrounding language and context.</p> <p>Confidently match sound to text with familiar words.</p> <p>Read familiar words with accurate pronunciation.</p> <p>Accurately decode words in sentences.</p> <p>Confident to read aloud, as a class or group, a chorus or refrain from a familiar text</p>
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			<p>language.</p> <p>Understands new words that are introduced into familiar written material through the enjoyment of stories, rhymes, songs, videos with language beyond the level of active production.</p>	<p>displayed on the board.</p> <p>Confident to read aloud and understand a simple conversation with a partner that uses familiar language.</p> <p>Understands new words that are introduced into written material through the enjoyment of stories, rhymes, songs, videos with language beyond the level of active production.</p>
Writing	Write some familiar simple words using a model and some from memory	<p>Write a sentence on a familiar topic using a writing frame and word bank.</p> <p>Can produce short (taught) sentences (Subject-Verb-Object).</p> <p>Begin to write some familiar words from memory</p> <p>Start to adapt phrases to create new sentences.</p> <p>Begin to simply describe people, places, things and actions in writing e.g. the</p>	<p>Write two or three sentences on a familiar topic using a writing frame and word bank.</p> <p>Can produce short (taught) sentences (Subject-Verb-Object) on a limited range of topics as appropriate to genre and contexts (e.g. short emails, postcards; text messages).</p> <p>Begin to write a few familiar words from memory</p> <p>Start to adapt phrases to</p>	<p>Write a paragraph on a familiar topic using a writing frame and word bank</p> <p>Able to write many familiar words from memory</p> <p>Confident to adapt phrases to create new sentences such as substitute and adapt adjectives in simple sentences and include a range of conjunctions.</p> <p>Describe people, places, things and actions in writing with more specific and</p>

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		colour of animals.	create new sentences such as substitute and adapt adjectives in simple sentences and include some simple conjunctions.  Describe people, places, things and actions in writing e.g. the colour of animals.	considered vocabulary.
Grammar	Understand some basic grammar appropriate to the language being studied: <ul style="list-style-type: none"> <li>gender – masculine, feminine – nouns (singular)</li> <li>word order of adjectives</li> <li>how to form the negative</li> </ul>	Begin to notice (where relevant) that the definite/indefinite article changes according to gender of noun.  Begin to notice differences in word order.  Begin to understand how to form the negative.  Start to form plural nouns.  Consider adjectival positioning and adjectival agreement (active use of regular singular forms)  Start to use simple conjunctions.	Can notice (where relevant) that the definite/indefinite article changes according to gender of noun.  Can notice differences in word order.  Can understand how to form the negative.  Form plural nouns.  Learn adjectival positioning and adjectival agreement (active use of regular singular forms)  Use simple conjunctions.	Often notice (where relevant) that the definite/indefinite article changes according to gender of noun.  Often notice differences in word order.  Confidently understands how to form the negative.  Form plural nouns.  Apply adjectival positioning and adjectival agreement (active use of regular singular forms)  Use a wider range of conjunctions.
<b>Learning Progression Year Four</b>				



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	Progression Statement	Working Towards	Working at	Working Beyond
Listening	Listen for specific phonemes, words and phrases	<p>Continue to enjoy listening to songs, rhymes and stories.</p> <p>Start to identify specific phonemes and words.</p> <p>Recognise numbers 1 – 31 and multiples of 10 up to one hundred.</p> <p>Listen to a short text using familiar vocabulary.</p> <p>Respond to some classroom instructions.</p> <p>Begin to listen more attentively and show understanding by starting to ask and answer questions e.g. about birthdays, ages, dates, time</p> <p>Start to develop phonics knowledge and confidence through e.g. days in the month rhyme, Christmas songs, birthday songs.</p>	<p>Continue to enjoy listening to songs, rhymes and stories.</p> <p>Identify specific phonemes, words and phrases.</p> <p>Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations.</p> <p>Listen to a short text using familiar vocabulary and answer simple questions in English.</p> <p>Respond to a range of classroom instructions.</p> <p>Listen attentively and show understanding by asking and answering questions e.g. about birthdays, ages, dates, time</p> <p>Develop phonics knowledge and confidence through e.g. days in the month rhyme,</p>	<p>Join in with and continue to enjoy listening to songs, rhymes and stories.</p> <p>Confidently identify specific phonemes, words and phrases.</p> <p>Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to accurately work out age appropriate calculations.</p> <p>Listen to a text using familiar vocabulary and answer more complex questions in English.</p> <p>Respond to a wide range of classroom instructions. Listen with careful attentiveness and show deeper understanding through asking and answering questions e.g. about birthdays, ages, dates, time</p>

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			Christmas songs, birthday songs.	Widen phonics knowledge and confidence through e.g. days in the month rhyme, Christmas songs, birthday songs.
Speaking	<p>Communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Begin to join in speaking activities.</p> <p>Recall simple vocabulary such as colours, parts of the body, animals.</p> <p>Begin to use simple conjunctions e.g. <i>I have brown eyes</i></p> <p>Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like .....</p> <p>Begin to use pronouns.</p> <p>Recite a few lines from a story, poem or song.</p> <p>Starting to use language to ask for clarification and help.</p> <p>Beginning to speak in</p>	<p>Join in speaking activities willingly and confidently.</p> <p>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>I have brown eyes,</i></p> <p>Begin to use simple conjunctions e.g. <i>I have brown eyes and black hair</i></p> <p>Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like</p> <p>Start to use a wider range of verbs to express opinion such as love, hate, adore, detest.</p> <p>Ask and answer questions in</p>	<p>Join in speaking activities willingly and confidently.</p> <p>Recall vocabulary such as colours, parts of the body, animals and confidently to use this vocabulary to build sentences, e.g. <i>I have brown eyes,</i></p> <p>Begin to use a wider range of conjunctions.</p> <p>Use the negative to give answers to questions about likes/dislikes e.g. I don't like</p> <p>Use a wider range of verbs to express opinion such as love, hate, adore, detest.</p> <p>Confidently ask and answer questions in 1st, 2nd, 3rd person singular.</p> <p>Begin to use pronouns.</p>

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		<p>sentences with support from sentence structures.</p> <p>Able simply describe people, places, things and actions orally.</p>	<p>1st, 2nd, 3rd person singular.</p> <p>Begin to use pronouns.</p> <p>Recite a few lines from a story, poem or song with good pronunciation.</p> <p>Able to give a short presentation in a small group or with a partner on a topic e.g. a brief weather report, presentation about themselves, families, and hobbies.</p> <p>Able to use language to ask for clarification and help and signal a problem.</p> <p>Able to speak in sentences using sentence structures.</p> <p>Able to describe people, places, things and actions orally e.g. Describe pictures in terms of shapes and their position/ Describe hair / eyes of self and others.</p>	<p>Recite a story, poem or song with good pronunciation.</p> <p>Confident to give a presentation in a small group or with a partner to show their knowledge of a topic e.g. a brief weather report, presentation about themselves, families, and hobbies.</p> <p>Confidently able to use language to ask for clarification and help and signal a problem.</p> <p>Confidently able to speak in sentences often without sentence structures.</p> <p>Confidently able to describe people, places, things and actions orally e.g. Describe pictures in terms of shapes and their position/ Describe hair / eyes of self and others.</p>
Reading	Read and understand	Understand a short text	Understand a short text	Understand a text using

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	<p>familiar written words, phrases and short texts made of simple sentences</p> <p>Read a wider range of words, phrases and sentences aloud</p> <p>Follow text while listening and reading at the same time.</p> <p>Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p>	<p>using familiar language.</p> <p>Follow a short and simple text displayed in the classroom at the same as listening to it.</p> <p>Read familiar words aloud with some accurate pronunciation and begin to apply phonic knowledge when meeting new words.</p> <p>Start to appreciate stories, songs, poems and rhymes in the language e.g. Numbers song, birthday and Christmas songs, months / days rhymes</p>	<p>using familiar language and be able to extract information to give simple answers and more complex answers in English.</p> <p>Follow a text displayed in the classroom at the same as listening to it.</p> <p>Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words.</p> <p>Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.</p> <p>Begin to use a bilingual dictionary to check the meaning of new words</p> <p>Appreciate stories, songs, poems and rhymes in the language e.g. Numbers song, birthday and</p>	<p>familiar language and be able to extract information to give answers and more complex answers in English.</p> <p>Follow a more complex text displayed in the classroom at the same as listening to it.</p> <p>Read familiar words, phrases and short sentences aloud with accurate pronunciation and apply phonic knowledge when meeting new words.</p> <p>Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.</p> <p>Confidently use a bilingual dictionary to check the meaning of new words</p> <p>Appreciate and learn stories, songs, poems and rhymes in the language e.g. Numbers song, birthday and Christmas songs, months / days rhymes</p>
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			Christmas songs, months / days rhymes	
Writing	<p>Write a short text using a model</p> <p>Write a few simple sentences from memory</p> <p>Apply phonic knowledge to support writing</p>	<p>Write phrases using word banks and writing frames for support.</p> <p>Begin to use pronouns.</p> <p>Starting to have more willingness to have a go at writing new words using phonic knowledge.</p> <p>Begin to use basic description to describe people, places, things and actions in writing.</p>	<p>Write a few sentences using words banks and writing frames for support.</p> <p>Begin to use pronouns.</p> <p>Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation.</p> <p>Show willingness to have a go at writing new words using phonic knowledge</p> <p>Describe people, places, things and actions in writing e.g. describe shapes/ pictures/ emotions/ self and others/ house and home.</p>	<p>Confident write sentences using words banks and writing frames for support.</p> <p>Confidently able to use pronouns.</p> <p>Write sentences from memory and apply strategies to help them with memorisation.</p> <p>Confident to use phonic knowledge to have a go at writing new words.</p> <p>Accurately describe people, places, things and actions in writing e.g. describe shapes/ pictures/ emotions/ self and others/ house and home.</p>
Grammar	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns</li> </ul>	<p>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.</p> <p>Able to answer simple</p>	<p>Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.</p> <p>Place high frequency adjectives e.g. colour and</p>	<p>Confidently understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.</p> <p>Place high frequency</p>

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	<ul style="list-style-type: none"> <li>verbs - 1st, 2nd 3rd persons in questions and answers</li> <li>how to form the negative</li> </ul>	<p>questions about likes/dislikes e.g. <i>I don't like</i></p> <p>Starting to ask and answer questions in 1st, 2nd, 3rd person singular.</p> <p>Begin to use Pronouns.</p>	<p>size in the correct order and see that endings can change according to gender of the nouns they describe.</p> <p>Form the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like ....</i> with increasing accuracy.</p> <p>Ask and answer questions in 1st, 2nd, 3rd person singular.</p> <p>Begin to use Pronouns.</p>	<p>adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe.</p> <p>Form the negative to give answers to questions about likes/dislikes e.g. <i>I don't like ....</i> with accuracy.</p> <p>Accurately ask and answer questions in 1st, 2nd, 3rd person singular.</p> <p>Confidently able to use pronouns.</p>
<b>Learning Progression Year Five</b>				
	Progression Statement	Working Towards	Working at	Working Beyond
Listening	Listen attentively and understand more complex phrases and sentences	<p>Start to listen and show some basic understanding by joining in and responding.</p> <p>Identify specific sounds in familiar words.</p> <p>Identify numbers to 50.</p>	<p>Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points</p> <p>Listen attentively and show understanding by joining in and responding e.g. respond to a specific range of</p>	<p>Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out many key points.</p> <p>Listen attentively and show understanding by joining in and responding to a range of topic familiar and unfamiliar.</p>

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			<p>classroom instructions /Understand essential likes / dislikes relating to food and sports / Understand and respond to movement instructions</p> <p>Identify specific sounds in familiar and unfamiliar words.</p> <p>Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge.</p> <p>Identify numbers confidently to 50 and beginning to become familiar with numbers to 100.</p> <p>Enjoy the challenge of meeting unfamiliar language.</p>	<p>Identify specific sounds in familiar and unfamiliar words.</p> <p>Know and apply with accuracy the spelling of new words they hear, by applying their phonics knowledge.</p> <p>Identify numbers confidently to 100.</p> <p>Enjoy the challenge of meeting unfamiliar language.</p>
Speaking	<p>Take part in short conversations using familiar structures and vocabulary</p> <p>Use simple conjunctions to build more complex sentences and present information to others</p>	<p>Begin to ask and answer questions about a known topic.</p> <p>Pronounce and use the alphabet with some accuracy.</p>	<p>Use spontaneously, a limited range of phrases and sentences to seek clarification and help.</p> <p>Ask and answer questions about a range of topics e.g. sports/ food/ music.</p>	<p>Use spontaneously, a range of phrases and sentences to seek clarification and help.</p> <p>Ask and answer questions about a wider range of topics e.g. sports/ food/ music.</p>

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	<p>Understand and express more complex opinions</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Use simple conjunctions so that they can create more complex sentences.</p> <p>Beginning to use vocabulary to give the opinions they want to express.</p> <p>Start to use simple description to describe people, places, things and actions orally based on a known topic.</p>	<p>Pronounce and use the alphabet with increasing accuracy.</p> <p>Use simple conjunctions so that they can create more complex sentences.</p> <p>Have the vocabulary to give the opinions they want to express.</p> <p>Begin to understand and use future tense in spoken language.</p> <p>Describe people, places, things and actions orally (to a range of audiences) based on a known topic.</p> <p>Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation.</p>	<p>Confidently pronounce and use the alphabet with increasing accuracy.</p> <p>Use a range of conjunctions so that they can create more complex sentences.</p> <p>Have a wide vocabulary to give the opinions they want to express.</p> <p>Understands and uses future tense in spoken language.</p> <p>Accurately describe people, places, things and actions orally (to a range of audiences) on different topics.</p> <p>Perform and organise a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation.</p>
Reading	Read a variety of short simple texts in different formats and in different	Work with a partner to work out a short sentence containing familiar and	Work well with a partner to work out a short text containing familiar and	Work confidently with a partner to work out a short text containing familiar and



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	<p>contexts</p> <p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</p>	<p>unfamiliar language.</p> <p>Read familiar words and phrases and some accurate pronunciation and good intonation.</p> <p>Begin to apply phonic knowledge when meeting new words.</p> <p>Start to appreciate stories, songs, poems and rhymes in the language e.g. using film clips.</p> <p>Begin to use a dictionary: Know the parts of the dictionary.</p>	<p>unfamiliar language.</p> <p>Enjoy the challenge of working out the meaning of unfamiliar language.</p> <p>Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation.</p> <p>Apply phonic knowledge when meeting new words.</p> <p>Appreciate stories, songs, poems and rhymes in the language e.g. using film clips.</p> <p>Use a dictionary: Know the parts of the dictionary, confident with alphabetical order and can find the meanings of new words.</p>	<p>unfamiliar language.</p> <p>Confidently able to work out the meaning of unfamiliar language.</p> <p>Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and intonation.</p> <p>Securely apply phonic knowledge when meeting new words.</p> <p>Have a greater appreciation for a range of stories, songs, poems and rhymes in the language.</p> <p>Confidently use a dictionary: Know the parts of the dictionary, confident with alphabetical order and can find the meanings of new words.</p>
Writing	<p>Write simple sentences and short texts using a model</p> <p>Use a dictionary to check the</p>	<p>Write phrases using a word/phrase bank.</p> <p>Adapt phrases to create new</p>	<p>Write three or four sentences using word/phrase bank.</p>	<p>Write sentences using a word/phrase bank.</p> <p>Confidently write sentences</p>

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	<p>spelling of words.</p>	<p>sentences. Begin to personalise a text by changing one or two elements.</p> <p>Start to use word banks to check spelling.</p> <p>Start to use simple description to describe people, places, things and actions based on a known topic.</p>	<p>Attempt to write two or three sentences from memory using familiar language.</p> <p>Write more interesting sentences by adding one or two simple conjunctions</p> <p>Adapt phrases to create new sentences. Personalise a text by changing one or two elements.</p> <p>Use a bilingual dictionary and word banks to check spelling.</p> <p>Describe people, places, things and actions based on a known topic.</p>	<p>from memory using familiar language.</p> <p>Write more interesting sentences by adding conjunctions.</p> <p>Adapt phrases to create new sentences. Personalise a text by changing elements.</p> <p>Confidently use a bilingual dictionary and word banks to check spelling.</p> <p>Accurately describe people, places, things and actions on different topics.</p>
Grammar	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>gender – masculine, feminine, neuter –</li> <li>adjectives, possessive pronouns</li> <li>verbs – how to form the future tense, conjugation of present tense</li> </ul>	<p>Begin to explain the word order for familiar adjectives</p> <p>Start to adapt endings to familiar adjectives</p> <p>Start to apply correct endings to a few possessive articles</p> <p>Begin to create simple</p>	<p>Explain confidently the word order for familiar adjectives</p> <p>Adapt endings to familiar adjectives with increasing accuracy</p> <p>Start to apply correct endings to some possessive articles</p>	<p>Explain confidently the word order for familiar adjectives</p> <p>Adapt endings to familiar adjectives with accuracy</p> <p>Apply correct endings to a possessive articles</p> <p>Create sentences about the future.</p>

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	verbs	<p>sentences about the future.</p> <p>Start to have some understanding of the term 'conjugation' e.g. <b>Conjugation</b> is the change that takes place in a verb to express tense, mood, person.</p> <p>Start to explain how to form the negative in simple sentences.</p> <p>Start to use conjunctions and qualifiers, adverbs of time, prepositions of place e.g. days of the week.</p>	<p>Create simple sentences about the future.</p> <p>Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</p> <p>Explain with confidence how to form the negative in simple sentences.</p> <p>Use conjunctions and qualifiers, adverbs of time, prepositions of place e.g. days of the week.</p>	<p>Have an understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</p> <p>With confidence explain how to form the negative in sentences.</p> <p>Accurately use conjunctions and qualifiers, adverbs of time, prepositions of place e.g. days of the week.</p>
<b>Learning Progression Year Six</b>				
	Progression Statement	Working Towards	Working at	Working Beyond
Listening	<p>Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage</i></p> <p>Understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions</i></p>	<p>Start to understand that some sounds and letter combinations need to be said and written differently from in English</p> <p>Listen to spoken foreign language for details and gist.</p> <p>Listen and show some</p>	<p>Understand that some sounds and letter combinations need to be said and written differently from in English</p> <p>Listen to spoken foreign language for details and gist. Identify key points and some detail.</p>	<p>Know and understand that some sounds and letter combinations need to be said and written differently from in English</p> <p>Listen to spoken foreign language for details and gist. Identify key points and detail.</p>

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		<p>understanding by joining in and responding to understand a spoken opinion heard in sentences.</p> <p>Begin to understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</p> <p>Follow some classroom instructions.</p> <p>Be open to understanding very familiar language spoken by someone other than their teacher</p>	<p>Listen attentively and show understanding by joining in and responding to understand a range of spoken opinions heard in sentences and short texts</p> <p>Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</p> <p>Follow a wide range of classroom instructions.</p> <p>Be confident and open to understanding very familiar language spoken by someone other than their teacher.</p>	<p>Listen attentively and show understanding by joining in and responding to understand a range of spoken opinions heard in texts.</p> <p>Understand the main spoken points of a text on a topic that contains familiar and unfamiliar language.</p> <p>Follow a wider range of classroom instructions.</p> <p>Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7</p>
Speaking	<p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience</p> <p>Understand and begin to use the past tense to describe</p>	<p>Take part in a simple conversation, ask and answer simple questions.</p> <p>Retrieve numbers up to 50 with accuracy and numbers up to 100 with some accuracy.</p>	<p>Take part in a simple conversation, ask and answer questions and express opinions.</p> <p>Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy.</p>	<p>Take part in conversation, ask and answer questions and confidently express opinions.</p> <p>Retrieve numbers up to 100 with accuracy.</p>

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	<p>events Present to an audience e.g. <i>role-play, presentation, performance,</i></p>	<p>Start to use spoken language to initiative and sustain a simple conversation.</p> <p>Start to present simple information on a familiar topic to the class.</p> <p>Start to recite a short piece of narrative from memory with some accuracy and expression.</p> <p>Use questions and statements to seek clarification and help.</p> <p>Understand the term 'conjugation'.</p>	<p>Use spoken language confidently to initiative and sustain a simple conversation.</p> <p>Present simple information on a familiar topic to the class.</p> <p>Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.</p> <p>Use a range of questions and statements spontaneously to seek clarification and help.</p> <p>Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense .</p>	<p>Use spoken language confidently to initiative and sustain a conversation.</p> <p>Confidently present information on a topic to the class.</p> <p>Recite a piece of narrative from memory with increasing confidence, accuracy and expression.</p> <p>Use a range of questions and statements spontaneously to seek clarification and help.</p> <p>Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</p>
Reading	<p>Read aloud from a text with good expression</p> <p>Read and understand the main points and some detail from a short written passage.</p>	<p>Start to identify different text types and read short, authentic texts for enjoyment or information</p> <p>Read aloud with some accuracy and expression and</p>	<p>Identify different text types and read short, authentic texts for enjoyment or information.</p> <p>Read aloud with increasing confidence, accuracy and</p>	<p>Accurately identify different text types and read short, authentic texts for enjoyment or information</p> <p>Read aloud with confidence, accuracy and expression and</p>

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		<p>know that symbols such as accents, cedillas and umlauts exist in the foreign language.</p> <p>Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</p> <p>Understand key points and some <i>detail</i> in short written texts in familiar contexts and be able to give simple answers.</p> <p>Understand key points in short written texts in familiar contexts.</p> <p>Appreciate stories, songs, poems and rhymes in the language: Explore traditional and classic literature.</p> <p>Start to find the meaning of new words by using a bilingual dictionary.</p>	<p>expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.</p> <p>Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</p> <p>Understand key points and some <i>detail</i> in short written texts in familiar contexts and be able to give simple answers and more complex answers in English.</p> <p>Understand key points in short written texts in unfamiliar contexts.</p> <p>Appreciate stories, songs, poems and rhymes in the language: Explore traditional and classic literature.</p> <p>Find the meaning of new words by using a bilingual dictionary.</p>	<p>know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.</p> <p>Confident to tackle the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</p> <p>Understand key points and <i>detail</i> in short written texts and be able to give answers and more complex answers in English.</p> <p>Understand both the key points and detail in short written texts in unfamiliar contexts.</p> <p>Appreciate stories, songs, poems and rhymes in the language: Explore traditional and classic literature.</p> <p>Find the meaning of new words by using a bilingual dictionary accurately and quickly.</p>
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Writing	Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.	<p>Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing to starting to reflect some understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives.</p> <p>Start to write words and phrases from memory using known vocabulary.</p> <p>Begin to adapt phrases to create new sentences e.g. Write a short text about a known topic.</p> <p>Start to describe people, places, things and actions in writing.</p>	<p>Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense.</p> <p>Write words and phrases from memory using known vocabulary.</p> <p>Adapt phrases to create new sentences e.g. Write a short text about a topic.</p> <p>Describe people, places, things and actions in writing. Express opinions and give reasons (from memory) / Compare locations (from memory).</p>	<p>Confident to write a text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects a confident understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing also shows understanding of past and future tense.</p> <p>Write words and phrases from memory using a wide vocabulary.</p> <p>Adapt phrases to create new sentences e.g. Write a short text about a new topic.</p> <p>Accurately describe people, places, things and actions in writing. Express opinions and give reasons (from memory) / Compare locations (from memory).</p>
Grammar	Understand some basic grammar appropriate to the language being studied:	Understand the importance of gender in singular and plural nouns and begin to	Understand the importance of gender in singular and plural nouns and check	Understand the importance of gender in singular and plural nouns and confidently

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	<ul style="list-style-type: none"> <li>verbs –begin to use the past tense, reinforce understanding of future tense</li> <li>adverbs</li> <li>gender - – masculine, feminine, neuter -nouns and adjectives</li> </ul>	<p>check gender in a bilingual dictionary.</p> <p>Show some understanding of past and future tense in spoken and written work.</p> <p>Start to use high frequency adjectives with reasonable accuracy e.g. word order and endings.</p> <p>Start to apply some understanding of conjugation to two or three familiar verbs in the present tense.</p> <p><i>Start to use a broader range of conjunctions and qualifiers, adverbs of time, prepositions of place.</i></p>	<p>gender in a bilingual dictionary.</p> <p>Show some understanding of past and future tense in spoken and written work.</p> <p>Use high frequency adjectives with reasonable accuracy e.g. word order and endings</p> <p>Apply understanding of conjugation to two or three familiar verbs in the present tense.</p> <p><i>Use conjunctions and qualifiers, adverbs of time, prepositions of place.</i></p>	<p>check gender in a bilingual dictionary accuracy and quickly.</p> <p>Show good understanding of past and future tense in spoken and written work.</p> <p>Use high frequency adjectives with accuracy e.g. word order and endings.</p> <p>Apply understanding of conjugation to two or three familiar verbs in the present tense with accuracy.</p> <p><i>Use and apply a wider range of conjunctions and qualifiers, adverbs of time, prepositions of place.</i></p>
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