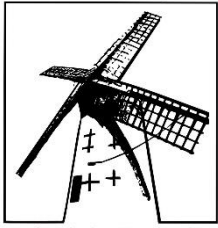


Skills & Knowledge Progression: Languages

Year group	Listening	Speaking	Reading	Writing	Grammar
Y3	<p>Listen and respond to familiar spoken words and phrases:</p> <ul style="list-style-type: none"> • Recognise numbers 1-20 and begin to understand numbers from 20 – 31. • Understand and respond to simple classroom instructions (e.g. hands up, listen carefully, show me, close your eyes, do an action...) • Listen carefully and identify familiar words in songs and simple stories. • Know own birthday date (e.g. 22 April) • Learn about Dragon Festival. • Begin to understand and identify pinyin, tone and alphabet. 	<p>Communicate with others using simple words, phrases and short sentences:</p> <ul style="list-style-type: none"> • Use simple greetings (e.g. saying hello and goodbye, saying how you are and asking others how they are.) • Ask and answer simple questions about self, e.g. name and age, birthday • Express simple likes and dislikes for colour and pets. • Pronounce very familiar language with good pronunciation and intonation. • Discuss New Year and traditions. • Discuss and learn about Christmas in China. 	<p>Recognise and understand some familiar written words and phrases:</p> <ul style="list-style-type: none"> • Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives (e.g. size, colour, family, number) • Read aloud familiar words and phrases from songs and rhymes with reasonable accuracy. • Read aloud, as a class or group, a chorus or refrain from a familiar text. • Show awareness of sound - spelling links. 	<p>Write some familiar simple words using a model and some from memory:</p> <ul style="list-style-type: none"> • Write one or two simple sentences, using a model (e.g. name and age to introduce themselves, member of family, clothes) • Label an animal they have drawn (e.g. a black cat.) • Begin to write a few familiar words from memory in pinyin. • Write a simple Chinese character. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • Match the correct definite/indefinite to a series of familiar nouns (e.g. number, colours, family members) with increasing accuracy. • Build phrases to show position of a few adjectives of colour (e.g. a red dog, a yellow cat.) • Begin to understand how the negative is formed. Use 'de' particle to modify another noun, verb or adjective.
Y4	<p>Listen for specific phonemes, words and phrases:</p> <ul style="list-style-type: none"> • Pick out phonemes, words and phrases in songs and text. • Understand higher numbers including multiples of 10. • Listen to up to 3 simple sentences using familiar vocabulary and answer questions on them. • Respond to a wider range of classroom instructions (e.g. Open the door, come and sit down, repeat after me, put your hand up) • Understand and identify pinyin, tone and alphabet. 	<p>Communicate by asking and answering a wider range of questions and presenting short pieces of information:</p> <ul style="list-style-type: none"> • Use a wider range of familiar nouns and adjectives to talk about themselves, animals, characters etc. • Ask and answer questions using a wider range of question forms (e.g. time, date, food, hobbies.) • Express preference about foods, animals, colours etc. 	<p>Read and understand familiar written words, phrases and short texts made of simple sentence:</p> <ul style="list-style-type: none"> • Understand key points in simple texts using familiar language (e.g. hobbies, food, drink) • Follow a text or song and answer questions. • Use strategies to work out the meaning of new words. 	<p>Write a short text using a model and write a few simple sentences from memory:</p> <ul style="list-style-type: none"> • Write a few simple sentences using a word bank to describe things and people they know, transport, nationality. • Experiment with writing new words • Begin to use pronouns. • Write 2 or 3 simple sentences from memory and know how to apply strategies to help with memorisation. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • Understand that the definite article/ indefinite article changes according to the gender of noun and whether it is singular or plural. • Show an understanding of 1st, 2nd and 3rd person when asking and answering questions (Do you like reading? Does he like listening to music? He likes listening to music.) • Use of conjunctions such as also, and, or.



Skills & Knowledge Progression: Languages

Year group	Listening	Speaking	Reading	Writing	Grammar
Y5	<p>Listen attentively and understand more complex phrases and sentences:</p> <ul style="list-style-type: none"> • Identify key points in a new context in a text. • Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 (e.g. months, dates) • Follow instructions and directions. • Confidently use pinyin, tone and alphabet. 	<p>Take part in short conversations using familiar language and use simple conjunctions to build more complex sentences:</p> <ul style="list-style-type: none"> • Seek help and clarification (e.g. I don't understand, can you repeat that.) • Give simple instructions (e.g. directions.) • Begin to understand and express future intentions • Express likes and dislikes. • Give a description from a known topic. • Express and justify opinions 	<p>Read a variety of short simple texts in different formats and in different contexts:</p> <ul style="list-style-type: none"> • Practise reading aloud a text to perform in front of an audience. • Read a variety of short simple texts (e.g. stories, online texts, nonfiction texts) that contain familiar and new vocabulary. • Understand a short text containing familiar and unfamiliar language and answer questions • Apply phonic knowledge when meeting new words. 	<p>Write simple sentences and short texts using a model:</p> <ul style="list-style-type: none"> • Write three or four sentences using a word/ phrase bank linked to a recent area of learning such as a meal, the weather, place where you live. • Use simple conjunctions such as and, but, because to form more complex sentences. • Change elements in a given text (e.g. family member, colours) • Use word banks to check spelling. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • Begin to know how to form the future tense (e.g. I am going swimming on Monday.) • Time adverbials such as yesterday • Begin to see how possessive articles (e.g. my, his, her) change according to gender. • Correct use of the present tense of commonly used verbs (e.g. to be, to have, to eat, to go.)
Y6	<p>Understand the main points and simple opinions in spoken sources:</p> <ul style="list-style-type: none"> • Listen to longer texts and answer questions. <p>Begin to understand and identify pinyin, tone and alphabet.</p> <p>Identify key points and some detail.</p> <ul style="list-style-type: none"> • Understand numbers in context (e.g. the year, 24-hour clock, quantities.) • Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. 	<p>Use spoken language to open and sustain simple conversations, describe incidents or tell stories:</p> <ul style="list-style-type: none"> • Understand and begin to use the past tense to describe events • Understand and use numbers in context (e.g. saying the year, 24-hour clock, quantities.) • Give a description (e.g. jobs.) • Express and justify opinions (e.g. I like netball because...) 	<p>Read aloud from a text with good expression and understand the main points of a short passage:</p> <ul style="list-style-type: none"> • Read in groups, in partners and individually. <p>Read own work to check understanding and content.</p> <ul style="list-style-type: none"> • Read and understand the main points and some detail from a short-written passage (e.g. extract from a story, song words). • Find the meaning of new words by using a word bank or website. 	<p>Write sentences and construct short texts using a model and write a few descriptive sentences from memory:</p> <ul style="list-style-type: none"> • Use adjectives to add interest and detail to a description. • Use some simple adverbs to make sentences more interesting. • Make statements in response to reading a text. • Have some understanding of how to use the past, present and future tense. • Write a short text on a familiar topic. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • Begin to use past tense/future tense in spoken and written work. • Identify tenses from a selection of sentences written in the present, past and future tense. • Understand the importance of gender in singular and plural nouns.