



**CURRICULUM PROGRESSION GRID: MODERN FOREIGN LANGUAGES**

**UPPER KEY STAGE 2**

Speaking and Listening / Oracy	Reading	Writing	Grammar
<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>-speak in sentences, using familiar vocabulary, phrases and language structures</li> <li>- listen attentively to spoken language and show understanding by joining in and responding</li> <li>- develop accurate pronunciation and intonation so that others understand</li> <li>- present ideas and information orally to a range of audiences</li> <li>-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>-appreciate poems, songs, stories and rhymes</li> </ul>	<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>- read carefully and show understanding of words, phrases and simple writing</li> <li>- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a bilingual dictionary</li> </ul>	<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>- describe people, places, things and actions in writing</li> <li>- write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>-understand basic grammar appropriate to the language including: feminine and masculine and neuter forms; 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><b>Theme links</b></p> <p>'Egypt' Cycle B, Aut 1 'Under the sea' Cycle A, Aut 2</p>	<p><b>Theme links</b></p> <p>'Tudors' Cycle A, Spring 1 'Survivors' Cycle B Spring 1</p>	<p><b>Theme links</b></p> <p>'Sport' Cycle A Summer 2 'Mayans' Cycle B Autumn 2</p>	<p><b>Theme links</b></p>
<p><b>Builds on LKS2</b></p> <ul style="list-style-type: none"> <li>-Pupils will repeat modelled words and short phrases</li> <li>- They listen and show understanding of words and phrases through physical response</li> <li>-Pupils can understand a familiar question and answer with a simple rehearsed response</li> <li>- They express simple opinions such as likes, dislikes and preferences.</li> <li>- Pupils can name objects and actions and link words with a simple conjunction</li> <li>- They can speak about everyday activities and refer to recent experiences or future plans</li> <li>- Pupils can pronounce words accurately when modelled and adapt intonation to ask questions or give</li> </ul>	<p><b>Builds on LKS2</b></p> <ul style="list-style-type: none"> <li>-Pupils can read and show understanding of familiar single words.</li> <li>- They can read and show understanding of simple phrases and sentences containing familiar words.</li> <li>- Pupils use strategies to memorise vocabulary.</li> <li>-They begin to use a bilingual dictionary to find the meaning of individual words.</li> </ul>	<p><b>Builds on LKS2</b></p> <ul style="list-style-type: none"> <li>-Pupils will write single familiar words and phrases from memory with understandable accuracy.</li> <li>-Pupils can copy simple familiar words to describe people, places, things and actions using a model.</li> <li>-They write a simple phrase that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>Builds on LKS2</b></p> <ul style="list-style-type: none"> <li>-Pupils show awareness of word clauses – nouns, adjectives and verbs.</li> <li>-They can name the gender of nouns and say how to make the plural form of nouns.</li> <li>-Pupils can use a simple negative form.</li> <li>-They can use simple prepositions in their sentences.</li> </ul>

<p>instructions.</p> <ul style="list-style-type: none"> <li>- They show awareness of accents, elisions and silent letters and begin to pronounce accordingly.</li> <li>- Pupils can name nouns and present a simple rehearsed statement about themselves, objects and people to a partner.</li> <li>- They can say a simple phrase or sentence that may contain an adjective to describe people, places and things using a language scaffold.</li> </ul>			
<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>-Pupils can listen and show understanding of simple sentences containing familiar words through physical response.</li> <li>-They can listen and understand the main points and some detail from short, spoken material.</li> <li>- Pupils can engage in a short conversation using a range of simple, familiar questions.</li> <li>- They ask and answer more complex questions with a scaffold of responses.</li> <li>-Pupils express a wider range of opinions and begin to provide simple justification.</li> <li>-They can converse briefly without prompts.</li> <li>-Pupils can use familiar vocabulary to say several longer sentences using a language scaffold.</li> <li>- They vary language and produce extended responses.</li> <li>-Pupils understand the impact of accents and elisions on sound and apply confidently when pronouncing words.</li> <li>- They start to predict the pronunciation of unfamiliar words using knowledge of letter strings, liaison and silent letter rules.</li> <li>-Pupils adapt intonation for example to mark questions and exclamations.</li> <li>-They can present a range of ideas and information with</li> </ul>	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>- Pupils will read and show understanding of simple sentences containing familiar and unfamiliar language.</li> <li>-They read and understand the main points and some detail from short, written material.</li> <li>-They use a range of strategies to determine the meaning of new words.</li> <li>-Pupils use a bilingual dictionary to identify word class and to find the meaning of unfamiliar words.</li> </ul>	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>-Pupils will write a simple sentence or several sentences with familiar language with understandable accuracy.</li> <li>-They will write simple sentences containing adjectives to describe people, places, things and actions using a language scaffold.</li> <li>-They will use a wider range of descriptive language.</li> </ul>	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>-Pupils can name and use a range of conjunctions to create compound sentences.</li> <li>-They recognise and use the simple future tense of a high frequency verb and compare with English.</li> <li>-Pupils recognise and use a range of prepositions.-They choose the correct tense of a verb according to context.</li> </ul>

<p>and without prompts to a partner or small group.</p> <ul style="list-style-type: none"> <li>-Pupils can say several simple sentences containing adjectives to describe people, places and things and actions.</li> <li>-They use a dictionary and a wider range of descriptive language.</li> <li>-Pupils listen and identify rhyming words and specific sounds in songs and rhymes.</li> <li>-They follow and read the text of familiar songs and rhymes, identifying the meaning of words.</li> <li>-Pupils can follow the text of a familiar song or story.</li> </ul>			
<p><b>Vocabulary</b>  intonation  pronunciation  adjective  accents  elision  pronounce</p>	<p><b>Vocabulary</b>  noun  verb  adjective  tense</p>	<p><b>Vocabulary</b>  noun  verb  adjective  tense</p>	<p><b>Vocabulary</b>  feminine  masculine  verb  noun  preposition  tense</p>