



Progression of Knowledge, Skills and Vocabulary: Languages

Early Languages Progression: Understanding the EYFS to KS1 Readiness to Progress

Organisation of Knowledge	Recognising Cognates	Speaking and Listening	Celebrating Languages
Relevant ELG	ELG: Listening, attention and understanding <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding 	ELG: Speaking <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	ELG: People, culture and community <ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate - maps
KS1 Readiness Objective	<ul style="list-style-type: none"> - To know that there are words that sound familiar in English and other languages. - To have the opportunity to explore language and use known cognates in conversation. 	<ul style="list-style-type: none"> - To be able to use words and phrases relevant to classroom experiences from a range of languages. 	<ul style="list-style-type: none"> - To celebrate the range of languages spoken by other pupils. - To have the opportunity to listen to the spoken languages of multilingual pupils in class. - To have the opportunity to learn words and phrases from other pupils who are multilingual.

Languages Progression: National Curriculum Programme of Study

Purpose of study

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.

Aims of the National Curriculum

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

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.

Schools are not required by law to teach the example content in [square brackets].

Languages Progression: Subject Content in KS2

Key stage 2: 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.

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 opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing

- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.

The starred (*) content above will not be applicable to ancient languages.

Unlike other curriculum subjects, the word 'vocabulary' in language learning refers to the building blocks of the subject itself rather than a simple list of relevant vocabulary. In lessons, vocabulary is taught discretely, but always with the aim of moving from simple recall of a word to a deeper understanding of how it is used in the context of sentence structure and grammar. Individual items of vocabulary need to be understood, learned, recalled, re-encountered and recycled in different topics and in different sentence forms as our learners progress in their understanding of language and grammar.

Languages Progression: Speaking and Pronunciation

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking and Pronunciation	Core Knowledge				<ul style="list-style-type: none"> - That French speaking includes negative or positive agreements - That rhymes can be used to learn French words and phrases - That the French language uses adjectives to describe a noun, just like in English 	<ul style="list-style-type: none"> - That French sounds often sound different to English sounds and we need to use our mouth and tongue in a different way 	<ul style="list-style-type: none"> - That by using intonation and gestures, we can alter meaning, as in English 	<ul style="list-style-type: none"> - That we can express an opinion in French, using learnt vocabulary and phrases, just like in English - That some new words can be pronounced in a similar to learnt words if they have similar patterns
	Skills				<ul style="list-style-type: none"> - Asking and/or answering simple questions Forming simple statements with information including the negative - Practising speaking with a partner - Using short phrases to give information Beginning to adapt phrases from a rhyme/song - Repeating short phrases accurately, including liaison of final consonant before vowel Listening and repeating key phonemes with care - Introducing self to a partner with simple phrases - Recognising and using adjectives 	<ul style="list-style-type: none"> - Recognising and answering simple questions which involve giving personal information Beginning to form opinion phrases - Beginning to use conversational phrases for purposeful dialogue - Using a model to form a spoken sentence Speaking in full sentences using known vocabulary - Comparing sounds and spelling patterns with English Listening and repeating further key phonemes with care - Rehearsing and performing a short presentation - Choosing appropriate adjectives from a wider range of adjectives 	<ul style="list-style-type: none"> - Forming a question in order to ask for information - Presenting factual information in extended sentences including justification - Rehearsing and recycling extended sentences orally Planning and presenting a short descriptive text - Using intonation and gesture to differentiate between statements and questions - Making realistic attempts at pronunciation of new, vocabulary Listening and repeating key phonemes with care applying pronunciation rules - Adapting a story and retelling to the class - Using adjectives with correct placement and agreement 	<ul style="list-style-type: none"> - Developing extended sentences to justify a fact or opinion - Planning, asking and answering extended questions - Engaging in conversation and transactional language - Planning and presenting a short text Modifying, expressing and comparing opinions - Discussing strategies for remembering and applying pronunciation rules - Speaking and reading aloud with increasing confidence and fluency - Comparing and applying pronunciation rules or patterns from known vocabulary - Giving a presentation drawing upon learning from a number of previous topics - Recognising and using a wide range of descriptive phrases

	Vocabulary				<p>Cycle A (2022 – 2023) Greetings: salut, bonjour, bonne nuit, ca va bien, ca va mal, au revoir, comment ca va? Comment tu t'appelles? Adjectives of colour, size and shape: cercle, carre, triangle, rectangle, cognates, merci, s'il vous plait, c'est de quelle couleur? Qu'est ce que c'est?, jaune, rouge, vert, bleu Playground games: plus, moins, C'est, J'ai, Quel age In a French classroom: oui, non, Tu as? Je n'ai pas, crayon, stilo, regle, dans mon sac, mais Bon Appetit: aujourd'hui, demain, J'aime, Je n'aime pas, combine, Je voudrais, lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche</p> <p>Cycle B (2023-24) TBC Sept 23: weather, food, calendars and the Eurovision Song Contest</p>	<p>Cycle A (2022 – 2023) Portraits: il a, elle a, fort, cheveux, sportif, yeux, My French family: mon ami, le pere, ma mere, mes grands-parents, J'ai, soeur, frere Clothes: pantalon, jupe, chaussettes, chaussures, J'ai Transport: train, Je fait, achete, bus, automobile Exploring the French speaking world: Il fait, Il ne fait pas, sud, oust, est, nord,etoile, croix, Drapeau, croissant Planning a French holiday: Je vais, nous allons, cette annee, faire du, Dans ma valise, aller</p> <p>Cycle B (2023 – 2024) TBC Sept 23: Monster pets, space, shopping, verbs, French sport and the Olympics, football champions, In my French house, visiting a town in France</p>
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Languages Progression: Listening

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Core Knowledge				<ul style="list-style-type: none"> - That vowel sounds may change depending on the spelling pattern 	<ul style="list-style-type: none"> - That key word and spelling patterns can be predicted using previous knowledge 	<ul style="list-style-type: none"> - That language skills, such as identifying cognates, can help in decoding what a word, sentence or phrase may mean in English 	<ul style="list-style-type: none"> - That understanding of prepositions in French can help us decode a sentence or phrase - That the French language uses different tenses, and that aller in its different forms can change to indicate this
	Skills				<ul style="list-style-type: none"> - Listening and responding to single words and short phrases - Following verbal instructions in French - Responding to objects or images with a phrase or other verbal response - Listening and identifying key words in rhymes and songs and joining in - Beginning to identify vowel sounds and combinations - Listening and noticing rhyming words 	<ul style="list-style-type: none"> - Identifying items by colour and other adjectives - Listening and selecting information - Using language detective skills to decode vocabulary - Listening to songs, joining in with songs and noticing sound patterns - Noticing and beginning to predict key word patterns and spelling patterns 	<ul style="list-style-type: none"> - Listening and gisting information from an extended text using language detective skills such as cognates - Listening and following the sequence of a story, song or text including some unfamiliar language - Matching unknown written words to new spoken words - Recognising blends of sounds and selecting words to recognise common spelling patterns 	<ul style="list-style-type: none"> - Using prepositions to indicate the location of objects relative to something - Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school - Recognising present and near future tense sentences (using aller + infinitive) - Recalling and performing an extended song or rhyme - Listening to stories, songs or texts in French
	Vocabulary				vowel spelling pattern	decode language skills predict	cognates blends	prepositions aller infinitive tense future tense

Languages Progression: Reading and Writing

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading and Writing	Core Knowledge				<ul style="list-style-type: none"> - That French writing can be written in a different script (style of cursive handwriting) - That a bilingual dictionary can be used to identify words and meaning in French and that this is in alphabetical order 	<ul style="list-style-type: none"> - That identifying cognates can be the first step to decoding a word, sentence or phrase - That sentences in French start with a capital letter and end in final punctuation 	<ul style="list-style-type: none"> - That different text types in French can be decoded using learnt knowledge and skills - That adjectives need to be placed correctly next to the noun to form adjectival agreement (sometimes before, sometime after the noun) 	<ul style="list-style-type: none"> - That words in French are often spelt differently than how they sound - That a thesaurus in French can develop vocabulary to use in French sentences and phrases
	Skills				<ul style="list-style-type: none"> - Recognising some familiar words in written form - Reading aloud some words from simple songs, stories and rhymes - Beginning to develop dictionary skills - Identifying cognates and near cognates - Recalling and writing simple words from memory - Experimenting with simple writing, copying with accuracy - Recognising and using adjectives of colour and size 	<ul style="list-style-type: none"> - Noticing and discussing cognates and beginning to identify language detective strategies - Following a short text or rhyme, listening and reading at the same time - Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words - Using cognates and near cognates along with other detective skills to gist information - Selecting and writing short words and phrases - Making short phrases or sentences using word cards - Using adapted phrases to describe an object or person 	<ul style="list-style-type: none"> - Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type - Reading and adapting a range of different format short texts - Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words - Using contextual clues and cues to gist and make predictions about meanings - Gisting information from an extended text - Using existing knowledge of vocabulary and phrases to create new sentences - Completing a gapped text with key words/phrases - Writing a short text using word and phrase cards to model or scaffold - Using different adjectives, with correct positioning and agreement - Using language of metaphor and comparison 	<ul style="list-style-type: none"> - Making increasingly accurate attempts to read unfamiliar words and phrases - Reading and using language detective skills to assess meaning including sentence structure - Reading and responding to an extract from a story, an e-mail message or song - Reading short authentic texts for enjoyment or information - Using a bilingual dictionary to select alternative vocabulary for sentence building - Choosing words, phrases and sentences and writing as a text or captions - Constructing a short text on a familiar topic - Using a wide range of descriptive phrases - Recognising and using verbs in different tenses
	Vocabulary				bilingual alphabetical cognates	bilingual alphabetical cognates near cognates	gist adjectival agreement bilingual	gist adjectival agreement bilingual

Languages Progression: Grammar

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	Core Knowledge				<ul style="list-style-type: none"> - To understand that every French noun is either masculine or feminine - To know that the gender affects the form of the indefinite article un or une - To know that feminine nouns often (but not always) end in e To know that when we turn the statement j'ai un/une ('I have a...') into a negative je n'ai pas de ('I don't have a...') then we change the article from un/une to de - To know that if a word is plural, we cannot use un or une and instead use des (some) - To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural) - To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator - To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle - To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu - To know that placing ne and pas around a verb makes the verb negative - To know that we can use connectives such as et (and) and mais (but) to join clauses - To know that most nouns in French become plural 	<ul style="list-style-type: none"> - To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing - To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement - To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine - To know that most adjectives go after the noun in French - To know that if the noun in a sentence is plural then the adjective describing it also becomes plural - To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte heureux/heureuse - To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f.) and mes (pl.) - To know that some adjectives do not change when describing a feminine noun (orange, marron, à pois) - To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune / rose) - To know that 'je aime' becomes 'j'aime' and 'je ne aime pas' becomes 'je n'aime pas' to help with pronunciation 	<ul style="list-style-type: none"> - To know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les) - To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine - To revise that adjectives of size go before the noun and adjectives of colour go after the noun - To know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie) - To understand that French verbs take different forms. - To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run') - To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re - To know that the ending of regular -er verbs changes to go with the subject pronoun. - To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) To know how to conjugate 	<ul style="list-style-type: none"> - To know that different prepositions are used to say going to a country: en if the country is feminine singular (en France) au if the country is masculine singular (au Canada) aux if the country is plural (aux États-Unis d'Amérique) - To know a range of prepositions to describe the position of objects When using the prepositions à côté de, près de or loin de, the de may change if followed by le or les: de+le = du, de + les = des - To know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine - To know that we use the verb jouer (to play) with some sports and faire (to make) with other sports - To know that the way verbs change to match the pronoun is called conjugation - To know each part of the verb aller - to go, depending on the pronoun - To know that the near future tense is formed by using the present tense of the verb aller + the infinitive, eg je vais manger - I am going to eat - To know how to distinguish between the present and the near future tense - To understand that existing written sentences in French can be adapted

				<ul style="list-style-type: none"> - by adding an 's' at the end, as in English - To know that 'en' is usually used as a preposition when the mode of transport is something you get into e.g. 'en train', whereas 'à' is usually used when you are not getting into a form of transport e.g. 'à vélo' (a bicycle) - To understand that I can use a model sentence as a guide for building other sentences - To know that tone of voice can indicate a question - To know that a cedilla is the tail mark under the 'c' changes the pronunciation of the c from a hard sound to a soft 's' sound - To know that a cognate is a word that is the same in both French and English e.g. un triangle - To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle - To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French - To know that sentences are often structured differently in French and English - To know that, in French, a space is needed before and after ? and ! 	<ul style="list-style-type: none"> - To know that some American and English words are borrowed by the French such as le hot-dog and le hamburger - To know that when building 2 digit numbers in French, we say 'twenty and one' or vingt-et-un 	<ul style="list-style-type: none"> - the verbs avoir (to have) and être (to be) - To know some language detective strategies such as: recognising cognates and near cognates, guessing words by the layout of the page and using the words from before and after the unknown word to help - To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say Le père de ma mère (the father of my mother) - To know that the word order is sometimes different in French compared to English - To know that there are clues in the words for the multiples of 10, eg cinquante - 50 - To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, eg soixante-dix (70), soixante-onze, soixante-douze - To know that the word for 80 means 'four twenties' - quatre-vingts, and numbers up to 100 are built by continuing to count on from quatre-vingt, e.g. quatre-vingt-neuf (89) quatre-vingt-dix (90), quatre-vingt-onze (91) - To know that the French use guillemets << >> in the same way that the speech marks are used in English 	<ul style="list-style-type: none"> - To know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine
Skills				<ul style="list-style-type: none"> - Beginning to recognise gender of nouns, definite and indefinite article - Identifying plurals of nouns - Recognising adjectives and placement relative to the noun 	<ul style="list-style-type: none"> - Using indefinite article in the plural form - Recognising and using possessive adjective 'my' and pronouns he/she/it - Recognising and beginning to apply rules 	<ul style="list-style-type: none"> - Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some' 	<ul style="list-style-type: none"> - Accurately applying placement and agreement rules for adjectives - Recognising and beginning to form some verbs in near future tense using aller

					<ul style="list-style-type: none"> - Beginning to understand that verbs have patterns - Noticing the negative form 	<ul style="list-style-type: none"> - for placement and agreement of adjectives - Recognising and using the negative form - Using prepositions - Making comparisons of word order in French and English 	<ul style="list-style-type: none"> - Applying placement and agreement rules for adjectives - Recognising and applying verb endings for present regular 'er' verbs - Exploring verbs in infinitive form Learning and using some high frequency irregular verbs e.g. to have, to be, to go - Using comparative language 	<ul style="list-style-type: none"> - Recognising and applying verb endings for present regular 'er' verbs - Learning and using some common irregular verbs, e.g. faire 'to make/do' - Understanding how word order differs between French and English - Identifying word classes within a sentence
Vocabulary					<ul style="list-style-type: none"> - cognates - near cognates - ne pas - masculine and feminine nouns 	<ul style="list-style-type: none"> - adjectival agreement - indefinite article 	<ul style="list-style-type: none"> - singular masculine - singular feminine - plural masculine - plural feminine - gender - placement agreement - infinite form of verbs 	<ul style="list-style-type: none"> - aller in its different forms - word classes in French - standalone adjectives

Languages Progression: Intercultural Understanding

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intercultural Understanding	Core Knowledge				<ul style="list-style-type: none"> - To know that in French there are formal and informal greetings and when it is appropriate to use each one - To know the names of some Parisian landmarks - To know some French playground games - To know that there are French speaking countries around the world 	<ul style="list-style-type: none"> - To know some similarities and differences between French and English schools - To know some French festivals that happen throughout the year - To know some similarities and differences between French and English birthday celebrations - To know that the abbreviation R.S.V.P, which is often used in English stands for 'Répondez s'il vous plaît' which translates as 'Reply, if you please' - To know that the currency used in France is Euros and to recognise some of the notes and coins - To know that the Louvre is a famous French art gallery 	<ul style="list-style-type: none"> - To know the French word for countries around the world - To know that the Tour de France is a world-famous cycling race that takes place in France each year - To know that pétanque is a popular French game sometimes known as boules - To know different ways to travel to and around France 	<ul style="list-style-type: none"> - To know the French word for countries around the world - To know that the Tour de France is a world-famous cycling race that takes place in France each year - To know that pétanque is a popular French game sometimes known as boules - To know different ways to travel to and around France
	Skills				<ul style="list-style-type: none"> - Showing awareness of the capital and identifying some key cultural landmarks - Recognising cultural similarities and differences between customs and traditions in France and England 	<ul style="list-style-type: none"> - Comparing schools and celebrations between France and the UK - Comparing shops and high streets of France and UK - Recognising and using the Euro currency - Identifying some French-speaking countries 	<ul style="list-style-type: none"> - Recognising and using the Euro currency - Identifying some French-speaking countries - Learning about France's sporting culture and events - Asking question and making insightful commentary on cultural differences, including some understanding of stereotype 	<ul style="list-style-type: none"> - Learning about France's sporting culture and events - Asking question and making insightful commentary on cultural differences, including some understanding of stereotype
	Vocabulary				formal informal greetings Paris Parisian	RSVP currency The Louvre	Tour de France pétanque boules	Tour de France pétanque boules Angleterre France Anglais Français

What will our pupils go on to learn?

Languages Progression: Programme of Study KS3

Purpose of study

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.

Aims of the National Curriculum

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied. Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

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Languages Progression: Subject Content KS3

Key stage 3: Modern foreign language

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.