



Year R Languages Progression Overview

<i>Skills</i>	<i>Example contexts and language</i>	<i>Arriving in Year 1 able to...</i>
<p>Listen and respond to simple rhymes, stories and songs - repeat rhyming words, perform finger rhymes and sing songs, join in with storytelling.</p> <p>Recognise and respond to sound patterns and words - listen with care, identify phonemes which are the same as or different from English and other known languages</p> <p>Repeat words and phrases clearly and confidently.</p> <p>Perform simple communicative tasks using single words, phrases and short sentences - recall, retain and use vocabulary; ask and answer questions.</p> <p>Listen attentively and understand instructions, everyday classroom language and praise words:</p> <ul style="list-style-type: none">• repeat words and phrases modelled by the teacher• remember a sequence of spoken words• use physical response, mime and gesture to convey meaning and show understanding. <p>Learn about the different languages spoken by children in the school and increase awareness of linguistic and cultural diversity.</p>	<p>Stories, songs and rhymes to teach numbers 0-20, animals, colours, parts of the body.</p> <p>Count people or objects either in chorus or individually.</p> <p>Learn seasonal songs or poems and begin to learn about the culture of the countries.</p> <p>Stories, games and songs to enable pupils to recognise commonly used rhyming sounds, imitate pronunciation of sounds.</p>	<p>Recognise that languages describe familiar things differently.</p> <p>Recognise that many languages are spoken in the UK and across the world.</p> <p>Recognise conventions of politeness.</p> <p>Respond to greetings and basic questions such as name, age, how you are.</p> <p>Count to 10 with confidence and recognise aurally numbers to 20.</p> <p>Understand that nouns in other languages sometimes have different genders.</p> <p>Pronounce familiar words accurately and repeat unfamiliar words confidently.</p>

Year 1 Languages Progression Overview

<i>Skills</i>	<i>Example contexts and language</i>	<i>Arriving in Year 2 able to...</i>
<p>Listen and respond to simple rhymes, stories and songs- identify rhyming words, perform action rhymes and sing songs , join in with storytelling - eg finishing sentences or responding to key vocabulary.</p> <p>Follow the written text of a story and identify key words.</p> <p>Recognise and respond to sound patterns and words - listen with care, identify phonemes which are the same as or different from English and other known languages, speak clearly and confidently.</p> <p>Perform simple communicative tasks using single words, phrases and short sentences, recall, retain and use vocabulary, ask and answer questions.</p> <p>Listen attentively and understand instructions, everyday classroom language and praise words, repeat words and phrases modelled by the teacher, remember a sequence of spoken words</p> <p>Begin to learn the definite article and indefinite article that goes with nouns and that there may be several possibilities according to gender or number.</p> <p>Locate country/countries where the language is spoken.</p>	<p>Play games such as matching simple words and pictures to begin to identify the words.</p> <p>Play games such as bingo using numbers, colours, animals in order to identify spoken language.</p> <p>Respond to spoken language using actions - eg put your hand up every time you hear a particular word or type of word.</p> <p>Read a familiar story and 'predict' the part of a sentence using familiar vocabulary. eg the hungry caterpillar - predict days of the week or food items, join in with the key phrase 'he was still hungry'.</p>	<p>Count to 15 with confidence and possibly to 20.</p> <p>Say name, age and how they are feeling in response to questions.</p> <p>Understand that nouns may be masculine or feminine in other languages.</p> <p>Produce key sounds consistently.</p> <p>Give a simple opinion - eg I like (it), I don't like (it)</p>

Year 2 Languages Progression Overview

<i>Skills</i>	<i>Example contexts and language</i>	<i>Arriving in Year 3 able to...</i>
<p>Focus on pronunciation of key sounds and aim to reproduce them accurately and consistently.</p> <p>Ask and answer questions on familiar topics - practise asking and answering questions with a partner</p> <p>Understand and express simple opinions - agree and disagree with statements</p> <p>Listen for sounds, rhyme and rhythm - identify specific sounds e.g. rhymes, letters, phonemes, words, compare different sounds.</p> <p>Recognise some familiar words in written form - eg understand words displayed in the classroom or on the board or in books.</p> <p>Discuss language learning and share ideas and experiences.</p> <p>Use actions and rhymes and play games to aid memorisation.</p> <p>Remember rhyming words.</p> <p>Use the context of what they see/read to determine some of the meaning.</p> <p>Practise new language with a friend and outside the classroom.</p>	<p>Practise tongue twisters and memorise short rhymes.</p> <p>Devise and perform with a partner a simple role play using a model - eg asking name, asking if you like, asking how you feel, the weather etc.</p> <p>Learn playground games and encourage pupils to adapt hand clapping games using key vocabulary such as numbers.</p>	<p>Play language games independently with a partner.</p> <p>Practise key vocabulary and phrases either independently or with a partner.</p> <p>Ask and answer key questions such as name, age, how you feel.</p> <p>Count to 20.</p> <p>Express a simple opinion.</p> <p>Identify and reproduce key sounds.</p>

<i>Strands</i>	<i>Core objectives Year 3</i>	<i>Core objectives Year 4</i>	<i>Core objectives Year 5</i>	<i>Core objectives Year 6</i>
Oracy	<p>O 3.1 Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> • identify rhyming words • perform finger rhymes and sing songs • join in with storytelling. <p>O 3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. <p>O 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. <p>O 3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p> <ul style="list-style-type: none"> • repeat words and phrases modelled by the teacher • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding. 	<p>O 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>O 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>O 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. <p>O 4.4 Ask and answer questions on several topics</p> <ul style="list-style-type: none"> • practise asking and answering questions with a partner • devise and perform simple role-plays. 	<p>O 5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> • focus on correct pronunciation and intonation • ask and answer questions • use tone of voice and gesture to help to convey meaning. <p>O 5.2 Understand and express simple opinions</p> <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes. <p>O 5.3 Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language. <p>O 5.4 Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions. 	<p>6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> • listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage. <p>O 6.2 Perform to an audience</p> <ul style="list-style-type: none"> • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly. <p>O 6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. <p>O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice.
Literacy	L 3.1 Recognise some	L 4.1 Read and	L 5.1 Re-read	6.1 Read and

	<p>familiar words in written form</p> <ul style="list-style-type: none"> • understand words displayed in the classroom • identify and read simple words • read and understand simple messages. <p>L 3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <ul style="list-style-type: none"> • pronounce accurately the most commonly used characters, letters and letter strings • read aloud a familiar sentence, rhyme or poem. <p>L 3.3 Experiment with the writing of simple words</p> <ul style="list-style-type: none"> • write simple, familiar words using a model • write some single words from memory. 	<p>understand a range of familiar written phrases</p> <ul style="list-style-type: none"> • match phrases and short sentences to pictures or themes • identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. <p>L 4.2 Follow a short familiar text, listening and reading at the same time</p> <ul style="list-style-type: none"> • make links between spoken and written words • identify common spelling patterns in letter strings. <p>L 4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <ul style="list-style-type: none"> • read aloud words which they use on a regular basis, e.g. numbers, days, weather • pronounce letter strings, words and phrases accurately with good pronunciation. <p>L 4.4. Write simple words and phrases using a model and some words from memory</p> <ul style="list-style-type: none"> • write labels for work on wall displays and in their books • complete a semi-completed e-mail message to someone in a partner school. 	<p>frequently a variety of short texts</p> <ul style="list-style-type: none"> • read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. <p>L 5.2 Make simple sentences and short texts</p> <ul style="list-style-type: none"> • understand that the order of words in a sentence influences the meaning • make a sentence using single word cards • make a short text using word and phrase cards. <p>L 5.3 Write words, phrases and short sentences, using a reference</p> <ul style="list-style-type: none"> • choose words, phrases and sentences and write them into a gapped text or as picture captions • use a bilingual dictionary to check the spelling of familiar words. 	<p>understand the main points and some detail from a short written passage</p> <ul style="list-style-type: none"> • read and respond to eg an extract from a story, an e-mail message or song • give true or false responses to statements about a written passage • read descriptions of people in the school or class and identify who they are. <p>L 6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <ul style="list-style-type: none"> • read for enjoyment an e-mail message, short story or simple text from the Internet • read and understand the gist of a familiar news story or simple magazine article. <p>L 6.3 Match sound to sentences and paragraphs</p> <ul style="list-style-type: none"> • use punctuation to make a sentence make sense • listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. <p>L 6.4 Write sentences on a range of topics using a model</p> <ul style="list-style-type: none"> • apply most words correctly • construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.
Knowledge about language	<ul style="list-style-type: none"> • Identify specific sounds, phonemes and words. • Recognise commonly 	<ul style="list-style-type: none"> • Reinforce and extend recognition of word classes and understand their function. 	<ul style="list-style-type: none"> • Recognise patterns in simple sentences. • Manipulate language by changing an element 	<p>Recognise patterns in the foreign language.</p> <ul style="list-style-type: none"> • Notice and match agreements.

	<p>used rhyming sounds.</p> <ul style="list-style-type: none"> • Imitate pronunciation of sounds. • Hear main word classes. • Recognise question forms and negatives. • Recognise how sounds are represented in written form. • Notice the spelling of familiar words. • Recognise that languages describe familiar things differently. • Recognise that many languages are spoken in the UK and across the world. • Recognise conventions of politeness. <p>Recognition of nouns in Spanish and their characteristics (i.e. word for 'a' and concept of gender)</p> <p>How to make plural nouns</p> <p>Placement and agreement of adjectives</p> <p>How Spanish surnames are formed</p> <p>Some typical Spanish first names</p>	<ul style="list-style-type: none"> • Recognise and apply simple agreements, singular and plural. • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. • Identify a different writing system. 	<p>in a sentence.</p> <ul style="list-style-type: none"> • Apply knowledge of rules when building sentences. • Develop accuracy in pronunciation and intonation. • Understand and use negatives. • Appreciate that different languages use different writing conventions. • Recognise the typical conventions of word order in the foreign language. • Understand that words will not always have a direct equivalent in the language. • Notice different text types and deal with authentic texts. 	<ul style="list-style-type: none"> • Use knowledge of words, text and structure to build simple spoken and written passages. • Use knowledge of word order and sentence construction to support the understanding of the written text. • Use knowledge of word and text conventions to build sentences and short texts. • Devise questions for authentic use.
Language learning strategies	<ul style="list-style-type: none"> • Discuss language learning and share ideas and experiences. • Use actions and rhymes and play games to aid memorisation. • Remember rhyming words. • Use the context of what they see/read to determine some of the meaning. • Practise new language with a friend and outside the classroom. • Look at the face of the person speaking and listen attentively. • Use gestures to show 	<ul style="list-style-type: none"> • Discuss language learning and share ideas and experiences. • Use mental associations to help remember words. • Ask for repetition and clarification. • Use context and previous knowledge to determine meaning and pronunciation. • Practise new language with a friend and outside the classroom. • Plan and prepare for a language activity. • Read and memorise words. 	<ul style="list-style-type: none"> • Plan and prepare – analyse what needs to be done to carry out a task. • Integrate new languages into previously learnt language. • Apply grammatical knowledge to make sentences. • Use actions and rhymes to aid memorisation. • Ask for repetition and clarification Use context and previous knowledge to help understanding. • Practise new language 	<ul style="list-style-type: none"> • Discuss language learning and reflect and share ideas and experiences. • Plan and prepare – analyse what needs to be done in order to carry out a task. • Use language known in one context or topic in another context or topic. • Ask for repetition and clarification. • Use context and previous knowledge to help understanding and reading skills. • Practise new language with a friend and outside

	<p>they understand.</p> <ul style="list-style-type: none"> • Recognise words which the teacher mouths silently. • Write new words. • Compare the language with English. 	<ul style="list-style-type: none"> • Sort words into categories. • Apply knowledge about letters and simple grammatical knowledge to experiment with writing. • Use a dictionary to look up spellings. • Use context and previous knowledge to determine meaning and pronunciation. • Access information sources. 	<p>with a friend and outside the classroom.</p> <ul style="list-style-type: none"> • Look and listen for visual and aural clues. • Use a dictionary or a word list. • Pronounce/read aloud unknown words. 	<p>the classroom.</p> <ul style="list-style-type: none"> • Listen for clues to meaning e.g. tone of voice, key words. • Make predictions based on existing knowledge. • Apply a range of linguistic knowledge to create simple, written production. • Evaluate work. • Compare and reflect on techniques for memorising language. • Use a dictionary
Intercultural understanding	<p>IU 3.1 Learn about the different languages spoken by children in the school</p> <ul style="list-style-type: none"> • increase awareness of linguistic and cultural diversity. <p>IU 3.2 Locate country/countries where the language is spoken</p> <ul style="list-style-type: none"> • identify some of the countries where the language is spoken. <p>IU 3.3. Identify social conventions at home and in other cultures</p> <ul style="list-style-type: none"> • know some facts about one country, e.g. climate, main towns, famous landmarks, produce. <p>IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken</p> <ul style="list-style-type: none"> • have contact with a native speaker • view a video or media resource about the country • send an e-mail, letter or postcard to a partner school. 	<p>IU 4.1 Learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none"> • learn how children of different cultures celebrate special days • identify similarities and differences • learn simple phrases to celebrate festivals. <p>IU 4.2 Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> • compare pastimes of children of different cultures and countries • exchange information with a partner school, e.g. sports, hobbies. <p>IU 4.3 Compare traditional stories</p> <ul style="list-style-type: none"> • compare characteristics of simple stories between cultures • look at the writing system of the language. <p>IU 4.4 To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none"> • revise the location of country/countries where the language is spoken • identify a route from own locality to specified destination. 	<p>IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> • consider aspects of everyday life of children in their own and different countries • reflect on cultural issues using empathy and imagination to understand other people's experiences. <p>IU 5.2 Recognise similarities and differences between places</p> <ul style="list-style-type: none"> • identify geographical features of contrasting locality • learn about buildings and places in different countries. <p>IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> • learn about symbols representing their own country • learn about symbols and products from another. 	<p>IU 6.1 Compare attitudes towards aspects of everyday life</p> <ul style="list-style-type: none"> • recognise similarities and differences in attitudes amongst children in different cultures • learn about role models for children in different cultures. <p>IU 6.2 Recognise and understand some of the differences between people</p> <ul style="list-style-type: none"> • discuss similarities and differences between the cultures they have learned about • recognise and challenge stereotypes. <p>IU 6.3 Present information about an aspect of culture</p> <ul style="list-style-type: none"> • perform songs, plays, dances • use ICT to present information.

<i>Strands</i>	<i>Core objectives Year 3</i>	<i>Core objectives Year 4</i>	<i>Core objectives Year 5</i>	<i>Core objectives Year 6</i>
Oracy	<p>O 3.1 Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> • identify rhyming words • perform finger rhymes and sing songs • join in with storytelling. <p>O 3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. <p>O 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. <p>O 3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p> <ul style="list-style-type: none"> • repeat words and phrases modelled by the teacher • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding. 	<p>O 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>O 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>O 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. <p>O 4.4 Ask and answer questions on several topics</p> <ul style="list-style-type: none"> • practise asking and answering questions with a partner • devise and perform simple role-plays. 	<p>O 5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> • focus on correct pronunciation and intonation • ask and answer questions • use tone of voice and gesture to help to convey meaning. <p>O 5.2 Understand and express simple opinions</p> <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes. <p>O 5.3 Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language. <p>O 5.4 Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions. 	<p>6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> • listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage. <p>O 6.2 Perform to an audience</p> <ul style="list-style-type: none"> • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly. <p>O 6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. <p>O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice.
Literacy	L 3.1 Recognise some familiar words in	L 4.1 Read and understand a range of	L 5.1 Re-read frequently a variety of	6.1 Read and understand the main

	<p>written form</p> <ul style="list-style-type: none"> • understand words displayed in the classroom • identify and read simple words • read and understand simple messages. <p>L 3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <ul style="list-style-type: none"> • pronounce accurately the most commonly used characters, letters and letter strings • read aloud a familiar sentence, rhyme or poem. <p>L 3.3 Experiment with the writing of simple words</p> <ul style="list-style-type: none"> • write simple, familiar words using a model • write some single words from memory. 	<p>familiar written phrases</p> <ul style="list-style-type: none"> • match phrases and short sentences to pictures or themes • identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. <p>L 4.2 Follow a short familiar text, listening and reading at the same time</p> <ul style="list-style-type: none"> • make links between spoken and written words • identify common spelling patterns in letter strings. <p>L 4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <ul style="list-style-type: none"> • read aloud words which they use on a regular basis, e.g. numbers, days, weather • pronounce letter strings, words and phrases accurately with good pronunciation. <p>L 4.4. Write simple words and phrases using a model and some words from memory</p> <ul style="list-style-type: none"> • write labels for work on wall displays and in their books • complete a semi-completed e-mail message to someone in a partner school. 	<p>short texts</p> <ul style="list-style-type: none"> • read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. <p>L 5.2 Make simple sentences and short texts</p> <ul style="list-style-type: none"> • understand that the order of words in a sentence influences the meaning • make a sentence using single word cards • make a short text using word and phrase cards. <p>L 5.3 Write words, phrases and short sentences, using a reference</p> <ul style="list-style-type: none"> • choose words, phrases and sentences and write them into a gapped text or as picture captions • use a bilingual dictionary to check the spelling of familiar words. 	<p>points and some detail from a short written passage</p> <ul style="list-style-type: none"> • read and respond to eg an extract from a story, an e-mail message or song • give true or false responses to statements about a written passage • read descriptions of people in the school or class and identify who they are. <p>L 6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <ul style="list-style-type: none"> • read for enjoyment an e-mail message, short story or simple text from the Internet • read and understand the gist of a familiar news story or simple magazine article. <p>L 6.3 Match sound to sentences and paragraphs</p> <ul style="list-style-type: none"> • use punctuation to make a sentence make sense • listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. <p>L 6.4 Write sentences on a range of topics using a model</p> <ul style="list-style-type: none"> • apply most words correctly • construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.
Knowledge about language	<ul style="list-style-type: none"> • Identify specific sounds, phonemes and words. • Recognise commonly used rhyming sounds. 	<ul style="list-style-type: none"> • Reinforce and extend recognition of word classes and understand their function. • Recognise and apply 	<ul style="list-style-type: none"> • Recognise patterns in simple sentences. • Manipulate language by changing an element in a sentence. 	<p>Recognise patterns in the foreign language.</p> <ul style="list-style-type: none"> • Notice and match agreements. • Use knowledge of

	<ul style="list-style-type: none"> • Imitate pronunciation of sounds. • Hear main word classes. • Recognise question forms and negatives. • Recognise how sounds are represented in written form. • Notice the spelling of familiar words. • Recognise that languages describe familiar things differently. • Recognise that many languages are spoken in the UK and across the world. • Recognise conventions of politeness. <p>Recognition of nouns in Spanish and their characteristics (i.e. word for 'a' and concept of gender) How to make plural nouns Placement and agreement of adjectives</p> <p>How Spanish surnames are formed Some typical Spanish first names</p>	<p>simple agreements, singular and plural.</p> <ul style="list-style-type: none"> • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. • Identify a different writing system. 	<ul style="list-style-type: none"> • Apply knowledge of rules when building sentences. • Develop accuracy in pronunciation and intonation. • Understand and use negatives. • Appreciate that different languages use different writing conventions. • Recognise the typical conventions of word order in the foreign language. • Understand that words will not always have a direct equivalent in the language. • Notice different text types and deal with authentic texts. 	<p>words, text and structure to build simple spoken and written passages.</p> <ul style="list-style-type: none"> • Use knowledge of word order and sentence construction to support the understanding of the written text. • Use knowledge of word and text conventions to build sentences and short texts. • Devise questions for authentic use.
Language learning strategies	<ul style="list-style-type: none"> • Discuss language learning and share ideas and experiences. • Use actions and rhymes and play games to aid memorisation. • Remember rhyming words. • Use the context of what they see/read to determine some of the meaning. • Practise new language with a friend and outside the classroom. • Look at the face of the person speaking and listen attentively. • Use gestures to show they understand. 	<ul style="list-style-type: none"> • Discuss language learning and share ideas and experiences. • Use mental associations to help remember words. • Ask for repetition and clarification. • Use context and previous knowledge to determine meaning and pronunciation. • Practise new language with a friend and outside the classroom. • Plan and prepare for a language activity. • Read and memorise words. • Sort words into 	<ul style="list-style-type: none"> • Plan and prepare – analyse what needs to be done to carry out a task. • Integrate new languages into previously learnt language. • Apply grammatical knowledge to make sentences. • Use actions and rhymes to aid memorisation. • Ask for repetition and clarification Use context and previous knowledge to help understanding. • Practise new language with a friend and outside 	<ul style="list-style-type: none"> • Discuss language learning and reflect and share ideas and experiences. • Plan and prepare – analyse what needs to be done in order to carry out a task. • Use language known in one context or topic in another context or topic. • Ask for repetition and clarification. • Use context and previous knowledge to help understanding and reading skills. • Practise new language with a friend and outside the classroom.

	<ul style="list-style-type: none"> • Recognise words which the teacher mouths silently. • Write new words. • Compare the language with English. 	<p>categories.</p> <ul style="list-style-type: none"> • Apply knowledge about letters and simple grammatical knowledge to experiment with writing. • Use a dictionary to look up spellings. • Use context and previous knowledge to determine meaning and pronunciation. • Access information sources. 	<p>the classroom.</p> <ul style="list-style-type: none"> • Look and listen for visual and aural clues. • Use a dictionary or a word list. • Pronounce/read aloud unknown words. 	<ul style="list-style-type: none"> • Listen for clues to meaning e.g. tone of voice, key words. • Make predictions based on existing knowledge. • Apply a range of linguistic knowledge to create simple, written production. • Evaluate work. • Compare and reflect on techniques for memorising language. • Use a dictionary
Intercultural understanding	<p>IU 3.1 Learn about the different languages spoken by children in the school</p> <ul style="list-style-type: none"> • increase awareness of linguistic and cultural diversity. <p>IU 3.2 Locate country/countries where the language is spoken</p> <ul style="list-style-type: none"> • identify some of the countries where the language is spoken. <p>IU 3.3. Identify social conventions at home and in other cultures</p> <ul style="list-style-type: none"> • know some facts about one country, e.g. climate, main towns, famous landmarks, produce. <p>IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken</p> <ul style="list-style-type: none"> • have contact with a native speaker • view a video or media resource about the country • send an e-mail, letter or postcard to a partner school. 	<p>IU 4.1 Learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none"> • learn how children of different cultures celebrate special days • identify similarities and differences • learn simple phrases to celebrate festivals. <p>IU 4.2 Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> • compare pastimes of children of different cultures and countries • exchange information with a partner school, e.g. sports, hobbies. <p>IU 4.3 Compare traditional stories</p> <ul style="list-style-type: none"> • compare characteristics of simple stories between cultures • look at the writing system of the language. <p>IU 4.4 To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none"> • revise the location of country/countries where the language is spoken • identify a route from own locality to specified destination. 	<p>IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> • consider aspects of everyday life of children in their own and different countries • reflect on cultural issues using empathy and imagination to understand other people's experiences. <p>IU 5.2 Recognise similarities and differences between places</p> <ul style="list-style-type: none"> • identify geographical features of contrasting locality • learn about buildings and places in different countries. <p>IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> • learn about symbols representing their own country • learn about symbols and products from another. 	<p>IU 6.1 Compare attitudes towards aspects of everyday life</p> <ul style="list-style-type: none"> • recognise similarities and differences in attitudes amongst children in different cultures • learn about role models for children in different cultures. <p>IU 6.2 Recognise and understand some of the differences between people</p> <ul style="list-style-type: none"> • discuss similarities and differences between the cultures they have learned about • recognise and challenge stereotypes. <p>IU 6.3 Present information about an aspect of culture</p> <ul style="list-style-type: none"> • perform songs, plays, dances • use ICT to present information.