

Bradfield Primary School – Languages Knowledge Progression Document



Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>I have learnt the SSC and phonics key words and remember them. I can match the French SSC. I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining with simple songs and rhymes.</p> <p>Year 3/4 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes.</p> <p>Year 3/4 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.</p> <p>Year 5/6 units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems.</p> <p>Year 5/6 units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>
Language - Phonics				<p>I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.</p> <p>Year 3/4 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible.</p> <p>Year 3/4 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.</p> <p>Year 5/6 units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily</p> <p>Year 5/6 units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>



Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language - Vocabulary				<p>I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.</p> <p>Year 3/4 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look up words in an alphabetical word list.</p> <p>Year 3/4 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.</p> <p>Year 5/6 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.</p> <p>Year 5/6 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>



Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language - Vocabulary				<p>I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p> <p>Year 3/4 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p> <p>Year 3/4 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures</p> <p>Year 5/6 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p> <p>Year 5/6 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>



	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Language- Grammar				<p>I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)</p> <p>Year 3/4 Units</p> <p>Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)</p> <p>Year 3/4 Units</p> <p>Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)</p> <p>Year 5/6 Units</p> <p>Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)</p> <p>Year 5/6 Units</p> <p>Unit 1, 2, 3, 4, 5, 6 7,8,9</p>



	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Language- Grammar				<p>To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)</p> <p>Year 3/4 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)</p> <p>Year 3/4 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)</p> <p>Year 5/6 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>	<p>To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)</p> <p>Year 5/6 Units Unit 1, 2, 3, 4, 5, 6 7,8,9</p>