



Appleton Wiske Community Primary School Languages Progression



| Year | Knowledge | Skills | Key Vocabulary |
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| Year 3 | <ul style="list-style-type: none">- Introduction to basic greetings, classroom instructions, numbers 1-20, colours, and simple nouns (people, places, objects)- Recognition of common phonemes and simple sound-spelling links- Basic sentence structures: subject + verb + object | <ul style="list-style-type: none">- Listen attentively to short, clear phrases and respond with simple rehearsed expressions- Join in songs and rhymes to explore sounds and rhythm- Begin to ask and answer simple questions about self and immediate environment- Speak in short sentences using familiar vocabulary | Hello, goodbye, please, thank you, numbers (1-20), colours, simple nouns, verbs like “to be” and “to have” |
| Year 4 | <ul style="list-style-type: none">- Expand vocabulary to include family members, days of the week, weather, and common adjectives- Develop understanding of gender (masculine/feminine) in nouns- Explore patterns in pronunciation and intonation through songs and rhymes- Introduction to high-frequency verb conjugations in the present tense | <ul style="list-style-type: none">- Engage in simple conversations, asking and answering questions about familiar topics- Develop accurate pronunciation and intonation in familiar phrases- Begin to read simple words and short phrases with comprehension- Write short phrases from memory and adapt them to create new sentences | Family terms, days, weather words, adjectives (big, small, happy), present tense verbs, question words |
| Year 5 | <ul style="list-style-type: none">- Broaden vocabulary to include food, hobbies, school subjects, and places- Deepen understanding of sentence structure, including negation and simple conjunctions- Introduce past tense of common verbs- Recognise patterns in spelling and meaning through dictionary use | <ul style="list-style-type: none">- Participate confidently in conversations expressing opinions and responding to others- Present short oral descriptions of people, places, and actions- Read and demonstrate understanding of short texts, stories, and poems- Write phrases and simple sentences from memory, adapting language to express ideas clearly | Food and drink, hobbies, school subjects, prepositions, negation words, past tense verbs |
| Year 6 | <ul style="list-style-type: none">- Develop knowledge of more complex grammar: plural forms, agreement of adjectives, and key irregular verbs- Understand and apply patterns of language in longer texts, including stories and descriptive writing | <ul style="list-style-type: none">- Engage in extended conversations, asking for clarification and expressing opinions with increasing accuracy- Present information orally to different audiences | Plurals, adjective agreement, irregular verbs, cultural |

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| | <ul style="list-style-type: none"> - Explore cultural elements linked to the language | <ul style="list-style-type: none"> - Read and understand longer texts, appreciating stories, songs, and poems - Write coherent sentences and short paragraphs describing people, places, actions, and experiences | <ul style="list-style-type: none"> vocabulary (festivals, traditions), linking words |
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This progression framework is designed to build systematically on pupils' prior knowledge and skills from Year 3 through Year 6, ensuring incremental development of linguistic competence aligned with Appleton Wiske Community Primary School's vision of a deep and rich curriculum. It supports the school's priorities by embedding high-quality language teaching that fosters resilience, independence, and confidence, while addressing the needs of all learners including SEND and disadvantaged pupils. The framework also reflects the school's commitment to cultural awareness and community engagement, preparing pupils effectively for future learning.