
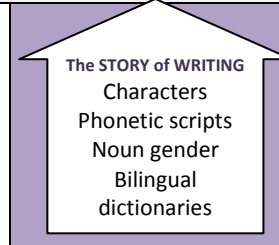
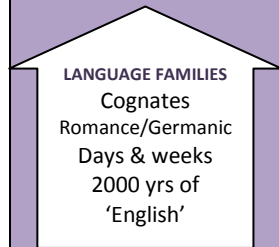
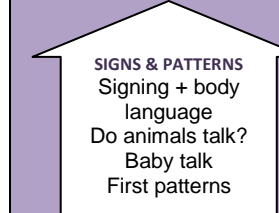


4, 5 or 6 language model: **Discovering Language: Progression from Y3 to Y6**

Note: mixed age classes could create a rolling programme for Y3/4 and Y5/6

Language choices		Suggested progression & content	Discovering Language Focus	Links to KS2 Languages PoS	Curriculum links
Suggestions are guidelines which can change ref: staff expertise, resources, curriculum, community needs. <ul style="list-style-type: none">6 language model: as shown4 language model: choose one language per year		See DL website for suggested resources	Supporting modules coming soon with classroom and assessment activities	Y5/6 include all statements from Y3/4 Y3/4 might include some Y5/6 statements	Grammar words in bold are most likely to recur in KS2 language work
Transferable skills: Pupils move to KS3 with a very strong linguistic foundation, having made 'substantial progress' in the Y6 language					
Y6 French	Choose a language so that pupils can make substantial progress: (NC levels 3-4: CEF: A1) considering: <ul style="list-style-type: none">teacher skills to achieve higher levelsavailable resourcesKS3/cluster expectations	Phrase, sentence, text <ul style="list-style-type: none">greetings, 1-100,colours, gender,negatives, opinions,simple verb forms,phonologyfamiliar & routine topicsIU appropriate to Y6	 WORLD WIDE WORDS Word order Word origins Plurals Polite forms Agreements KAL for KS3	<ul style="list-style-type: none">understand basic grammar appropriate to the language eg. feminine, masculine & neuterdescribe people, places, things and actions, orally and in writingunderstand conjugation of high-frequency verbs; key features, patterns of languagewrite phrases from memory, and adapt these to create new sentences, to express ideas clearly	NC ENGLISH GRAMMAR Note: the year group is when this vocabulary is introduced in English and might be revisited a year or more later in language studies. Y6 subject, object active, passive synonym, antonym Y5 relative pronoun , relative clause, ambiguity Y4 determiner, pronoun possessive pronoun Y3 preposition, conjunction, word family prefix, clause subordinate clause, direct speech consonant, vowel inverted commas Y2 noun, noun phrase statement, question, exclamation, command, suffix compound, adjective, adverb, verb tense (past, present) apostrophe, comma Y1 letter, capital letter word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark
Transferable skills: pupils will be able to transfer all language skills quickly to Y6 studies and be prepared to make substantial progress					
Y5 French	Schools may prefer to begin the Y6 language in Y5 summer term	Sound, word, phrase Content would depend on the complexity of the non-Roman script(s) to include: <ul style="list-style-type: none">phonology,greetings,numbers,colours etc.IU appropriate to Y5	 The STORY of WRITING Characters Phonetic scripts Noun gender Bilingual dictionaries	<ul style="list-style-type: none">broaden vocabulary & develop ability to understand new words in familiar written material, including using a dictionaryspeak in sentences, using familiar vocabulary, phrases and basic structurespresent ideas and information orally to a range of audiences	
Y5 Japanese Or Mandarin	Study one or two languages with non -Roman scripts eg. <ul style="list-style-type: none">Mandarin, JapaneseRussian, Arabica community languagesee website for resources				
Y5 Russian or community language					
Transferable skills: pupils will now have a strong foundation in 2 or 3 new languages and be ready for the extra challenge of unusual scripts					
Y4 Latin	Study one or two languages to contrast with Y3 Choose languages according to: <ul style="list-style-type: none">curriculum relevanceteacher skillscommunity relevanceavailability of good resources (see website)	Word and phrase level <ul style="list-style-type: none">greetings, numberscolours,gender,simple opinionsQ & A conversationsFamily & animalsphonologyIU appropriate to Y4	 LANGUAGE FAMILIES Cognates Romance/Germanic Days & weeks 2000 yrs of 'English'	<ul style="list-style-type: none">engage in conversations; ask and answer questions; express opinions, respond to those of othersread carefully, show understanding of words, phrases and simple writingdevelop accurate pronunciation and intonation LATIN: Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English	
Y4 German					
Transferable skills: pupils will have a basic knowledge of one language and will be eager to 'discover' new languages					
Y3 Spanish	Choose one phonically regular language considering: <ul style="list-style-type: none">curriculum relevanceteacher skillscommunity relevanceavailability of good resources (see website)	Sound, word, and short phrase level with emphasis on a song and story based approach <ul style="list-style-type: none">greetings, 1-12,colours, cognates,phonologyIU appropriate to Y3	 SIGNS & PATTERNS Signing + body language Do animals talk? Baby talk First patterns	<ul style="list-style-type: none">listen attentively to spoken language show understanding by joining in & respondingexplore the patterns and sounds of language through songs and rhymes and link: spelling, sounds, meaning of wordsappreciate stories, songs, poems and rhymes in the language	LITERATURE Read appropriate classic texts from countries, eg traditional tales, perhaps learning an original language title and 'refrain'. GEOGRAPHY & HISTORY Use NC guidelines for regions and periods ART & MUSIC Use NC guidelines for key names and styles
Transferable skills: pupils moving up from a linguistically strong KS1 will already have good listening and communication skills					