Wimbledon Chase Primary School – Language Skills Progression

	Year 3	Year 4	Year 5	Year 6
Listening	Listen and show understanding of single words through physical response.	Listen and show understanding of short phrases through physical response.	Listen and show understanding of more complex familiar phrases and sentences.	Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.
	Listen and identify rhyming words and particular sounds in songs and rhymes.	Listen and identify words in songs and rhymes.	Follow the text of familiar rhymes and songs identifying the meaning of words.	Read aloud the text of familiar rhymes and songs.
	Recognise a familiar question and respond with a simple rehearsed response.	Ask and answer several simple and familiar questions with a rehearsed response.	Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.	Engage in a short conversation using familiar questions and express opinions.
Speaking	Name objects and actions in a simple rehearsed statement.	Use familiar vocabulary to say simple sentences to give information using a language scaffold.	Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.	Manipulate familiar language to present own ideas and information in more complex sentences
	Join in with actions to accompany familiar songs, stories and rhymes.	Join in with words of a song or storytelling, sometimes from memory.	Follow the simple text of a familiar song or story and sing or read aloud.	Understand the gist of an unfamiliar text using some familiar language.
Reading	Start to recognise the sounds of some letter strings.	Read and recognise some letter strings in familiar words and pronounce when modelled and observing silent letter rules.	Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.	Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.
	Read and show understanding of familiar single words.	Read and show understanding of simple familiar phrases and short sentences.	Read and show understanding of a complex sentence using familiar language.	Read and show understanding of a series of complex sentences using familiar language.
Writing	Identify and use strategies for memorising and decoding new vocabulary.	Use a bi-lingual dictionary to find the meaning of a word or its translation.	Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement.	Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.
	Write simple familiar words to describe people, places, things and actions using a model.	Write a simple phrase to describe people, places, things and actions using a language scaffold.	Write a more complex sentence to describe people, places, things and actions using a language scaffold.	Write a complex sentence manipulating familiar language, using a dictionary for new language.
	Write single familiar words from memory with understandable accuracy.	Write simple familiar short phrases from memory with understandable accuracy.	Write familiar complex sentences from memory with understandable accuracy. (GD)	Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy. (GD)
Grammar	Awareness of noun gender.	Begin to apply rules of agreement of adjectives in singular and plural.	Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.	Apply the rules of the agreement of adjectives in the singular and plural accurately.
	Awareness of position of most adjectives.	Demonstrate understanding of the position of the majority of adjectives	Use coordinating and subordinating conjunctions.	Use prepositions.
	Use 1st person pronouns with high frequency verbs	Use 3rd person pronouns with high frequency verbs.	Produce positive and negative sentences with high frequency verbs.	Demonstrate understanding of the present tense of *avoir*, *être* and regular *–er* verbs.