



Bollington St John's CE
Primary School

Bollington St John's Curriculum
World Languages- IPC Progression Document

Milepost 1	Milepost 2	Milepost 3
NA	<p>2.01 Listening: To know the sound of the WL and recognise when it is being spoken</p> <p>2.02 Listening: To be able to identify high frequency words and key vocabulary already taught when spoken by a variety of different voices, including possible regional/national dialect</p> <p>2.03 Listening: To be able to follow simple instruction</p> <p>2.04 Listening: To be able to follow a short set of simple instructions</p> <p>2.05 Listening: To be able to recognise numbers (0-20), colours and days of the week</p> <p>2.06 Listening: To be able to listen and respond to simple songs, rhymes and stories</p> <p>2.07 Listening: To understand the gist of a range of spoken passages containing more complex phrases and sentences such as statements, short stories and songs</p> <p>2.08 Speaking: To know how to greet a variety of people in the WL and know how to respond to introductions</p> <p>2.09 Speaking: To know the numbers (0-20), colours and days of the week</p> <p>2.10 Speaking: To know that word order can vary in different languages</p> <p>2.11 Speaking: To know an identified bank of high frequency and key vocabulary</p> <p>2.12 Speaking: To know simple connectives to join simple short phrases</p> <p>2.13 Speaking: To be able to introduce themselves and respond appropriately to introductions</p>	<p>3.01 Listening: To know the sound of the WL and recognise when it is being spoken</p> <p>3.02 Listening: To be able to identify high frequency words and key vocabulary already taught when spoken by a variety of different voices, including possible regional/national dialect</p> <p>3.03 Listening: To be able to follow simple instruction</p> <p>3.04 Listening: To be able to follow a short set of simple instructions</p> <p>3.05 Listening: To be able to recognise numbers (0-20), colours and days of the week</p> <p>3.06 Listening: To be able to listen and respond to simple songs, rhymes and stories</p> <p>3.07 Listening: To understand the gist of a range of spoken passages containing more complex phrases and sentences such as statements, short stories and songs</p> <p>3.08 Speaking: To know how to greet a variety of people in the WL and know how to respond to introductions</p> <p>3.09 Speaking: To know the numbers (0-20), colours and days of the week</p> <p>3.10 Speaking: To know that word order can vary in different languages</p> <p>3.11 Speaking: To know an identified bank of high frequency and key vocabulary</p> <p>3.12 Speaking: To know simple connectives to join simple short phrases</p> <p>3.13 Speaking: To be able to introduce themselves and respond appropriately to introductions</p> <p>3.14 Speaking: To be able to say out loud pre-taught key</p>

	<p>2.14 Speaking: To be able to say out loud pre-taught key vocabulary to a variety of audiences</p> <p>2.15 Speaking: To be able to say numbers (0-20), colours and days of the week</p> <p>2.16 Speaking: To be able to participate in guided group activities of song, rhymes and games using simple repetitive language</p> <p>2.17 Speaking: To be able to simple questions with pre-taught single words and short phrases</p> <p>2.18 Speaking: To be able to express likes and dislikes in relation to a variety of contexts and topics</p> <p>2.19 Speaking: To be able to ask a simple question using pre-taught vocabulary</p> <p>2.20 Speaking: To be able to pronounce a growing bank of vocabulary accurately</p> <p>2.21 Speaking: To be able to hold a short conversation using appropriate intonation</p> <p>2.22 Speaking: To be able to ask for help using a given framework</p> <p>2.23 Speaking: To understand the differences in spoken language and why these are used when speaking to different audiences such as speaking to a friend and speaking in a formal situation</p> <p>2.24 Reading: To know that word order can vary in different languages</p> <p>2.25 Reading: To be able to read pre-taught high-frequency words and key vocabulary</p> <p>2.26 Reading: To be able be match key vocabulary, including common nouns, to pictures</p> <p>2.27 Reading: To be able to identify key information in simple texts</p> <p>2.28 Reading: To be able to follow a simple written instruction</p> <p>2.29 Reading: To be able to identify key vocabulary in a range of materials such as signs, charts, menus, leaflets and websites</p> <p>2.30 Reading: To understand a short passage of text</p> <p>2.31 Writing: To know the differences of the WL alphabet compared with English including punctuation</p> <p>2.32 Writing: To know an identified set of nouns and adjectives</p> <p>2.33 Writing: To know an identified set of high-frequency words</p> <p>2.34 Writing: To know an identified set of verbs and adverbs</p> <p>2.35 Writing: To know identified grammatical elements of the WL</p> <p>2.36 Writing: To be able to write pre-taught key vocabulary with correct use of any symbols or letters particular to the language being studied</p>	<p>vocabulary to a variety of audiences</p> <p>3.15 Speaking: To be able to say numbers (0-20), colours and days of the week</p> <p>3.16 Speaking: To be able to participate in guided group activities of song, rhymes and games using simple repetitive language</p> <p>3.17 Speaking: To be able to simple questions with pre-taught single words and short phrases</p> <p>3.18 Speaking: To be able to express likes and dislikes in relation to a variety of contexts and topics</p> <p>3.19 Speaking: To be able to ask a simple question using pre-taught vocabulary</p> <p>3.20 Speaking: To be able to pronounce a growing bank of vocabulary accurately</p> <p>3.21 Speaking: To be able to hold a short conversation using appropriate intonation</p> <p>3.22 Speaking: To be able to ask for help using a given framework</p> <p>3.23 Speaking: To understand the differences in spoken language and why these are used when speaking to different audiences such as speaking to a friend and speaking in a formal situation</p> <p>3.24 Reading: To know that word order can vary in different languages</p> <p>3.25 Reading: To be able to read pre-taught high-frequency words and key vocabulary</p> <p>3.26 Reading: To be able be match key vocabulary, including common nouns, to pictures</p> <p>3.27 Reading: To be able to identify key information in simple texts</p> <p>3.28 Reading: To be able to follow a simple written instruction</p> <p>3.29 Reading: To be able to identify key vocabulary in a range of materials such as signs, charts, menus, leaflets and websites</p> <p>3.30 Reading: To understand a short passage of text</p> <p>3.31 Writing: To know the differences of the WL alphabet compared with English including punctuation</p> <p>3.32 Writing: To know an identified set of nouns and adjectives</p> <p>3.33 Writing: To know an identified set of high-frequency words</p> <p>3.34 Writing: To know an identified set of verbs and adverbs</p> <p>3.35 Writing: To know identified grammatical elements of the WL</p> <p>3.36 Writing: To be able to write pre-taught key vocabulary with correct use of any symbols or letters particular to the language being studied</p> <p>3.37 Writing: To be able to combine a noun and an adjective</p> <p>3.38 Writing: To be able to combine a verb and an adverb</p> <p>3.39 Writing: To be able to annotate drawing and diagrams with key vocabulary</p> <p>3.40 Writing: To be able to use high-frequency words and key</p>
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Bollington St John's Curriculum
World Languages- National Curriculum Coverage

*See the NC14 Cross Reference Document which specifies which objectives are covered in each unit

Milepost 1	Milepost 2	Milepost 3
NA	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrase and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing 	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrase and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing

	<ul style="list-style-type: none">• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	<ul style="list-style-type: none">• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
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