

Progression of La Jolie Ronde (based on Languages Framework)

Strand of Framework	Year 3	Year 4	Year 5	Year 6
Oracy	<p>O3.1: To listen and respond to simple stories, finger rhymes and songs.</p> <p>O3.2: To recognise and respond to sound patterns and words.</p> <p>O3.3: To perform simple communicative tasks using single words, phrases and short sentences.</p> <p>O3.4: To listen attentively and understand instructions, everyday classroom language and praise words.</p>	<p>O4.1: Memorise and present a short, spoken text.</p> <p>O4.2: Listen for specific words and phrases (in a song, poem or story).</p> <p>O4.3: Listen for sounds, rhyme and rhythm.</p> <p>O4.4: Ask and answer questions on several topics.</p>	<p>O5.1: Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts.</p> <p>O5.2: Understand and express simple opinions.</p> <p>O5.3: Listen attentively and understand more complex phrases and sentences.</p> <p>O5.4: Prepare a short presentation on a familiar topic.</p>	<p>O6.1: Understand the main points and simple opinions in a story, song or spoken passage.</p> <p>O6.2: Perform to an audience.</p> <p>O6.3: Understand longer and more complex phrases or sentences.</p> <p>O6.4: Use spoken language confidently to initiate and sustain conversations and to tell stories.</p>
Literacy	<p>L3.1: To recognise some familiar words in written form.</p> <p>L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words.</p> <p>L3.3: To experiment with the writing of short words.</p>	<p>L4.1: Read and understand a range of familiar written phrases.</p> <p>L4.2: Follow a short familiar text, listening and reading at the same time.</p> <p>L4.3: Read some familiar words and phrases aloud and pronounce them accurately.</p> <p>L4.4: Write simple words and phrases using a model and some words from memory.</p>	<p>L5.1: Reread frequently a variety of short texts.</p> <p>L5.2: Make simple sentences and short texts.</p> <p>L5.3: Write words, phrases and short sentences, using a reference.</p>	<p>L6.1: Read and understand the main points and some detail from a short, written passage.</p> <p>L6.2: Identify different text types and read short, authentic texts for enjoyment or information.</p> <p>L6.3: Match sound to sentences and paragraphs.</p> <p>L6.4: Write sentences on a range of topics using a model.</p>
Intercultural Understanding	<p>IU3.3: To identify social conventions at home and in other cultures.</p> <p>IU3.4: To make indirect or direct contact with country of the target languages.</p>	<p>IU4.2 Know about some aspects of everyday life and compare them to their own.</p> <p>IU4.3: Compare traditional stories.</p> <p>IU4.4: To learn about ways of travelling to the country/countries.</p>	<p>IU5.1: Look at further aspects of their everyday lives from the perspective of someone from another country.</p> <p>IU5.2: Recognise similarities and differences between places.</p> <p>IU5.3: Compare symbols, objects or products which represent their own culture with those of another country.</p>	<p>IU6.1: Compare attitudes towards aspects of everyday life.</p> <p>IU6.2: Recognise and understand some of the differences between people.</p> <p>IU6.3: Present information about an aspect of culture.</p>

	Year 3	Year 4	Year 5	Year 6
Language and Learning Strategies	<ul style="list-style-type: none"> • Recognise words which the teacher mouths silently. • Look at the face of the person speaking and listen attentively. • Play games to help to remember. • Practise saying new words aloud. • Practise with a friend. • Remember rhyming words. • Repeat words rhythmically. • Use a physical response. • Say words to a rhythm. • Analyse and compare new words/the language with known words in English or another language. • Use gesture or mime to show understanding. • Try to use the language outside of the classroom. • Use context to determine meaning. • Record themselves. 	<ul style="list-style-type: none"> • Use context and previous knowledge to determine meaning and pronunciation. • Read and memorise words. • Practise new language with a friend and outside the classroom. • Ask for repetition and clarification. • Discuss language learning and share experiences. • Plan and prepare for a language activity. • Sort words into categories. • Use mental associations to help remember words. • Apply knowledge about letters and simple grammatical knowledge to experiment with writing. • Use a dictionary to look up spellings. • Access information sources. 	<ul style="list-style-type: none"> • Use actions and rhymes to aid memorisation. • Pronounce/read aloud unknown words. • Apply grammatical knowledge to make sentences. • Practise new language with a friend and outside the classroom. • Use a dictionary or word list. • Integrate new language into previously learnt language. • Plan and prepare – analyse what needs to be done to carry out a task. • Use context and previous knowledge to help understanding. • Look and listen for visual and aural clues. 	<ul style="list-style-type: none"> • Plan and prepare – analyse what needs to be done to carry out a task. • Use language known in one context or topic in another context or topic. • Practise new language with a friend and outside the classroom. • Discuss language learning and reflect and share ideas and experiences. • Compare and reflect on techniques for memorising language. • Use context and previous knowledge to help understanding and reading skills. • Make predictions based on existing knowledge. • Use a dictionary or word list. • Evaluate work. • Listen for clues to meaning e.g. tone of voice, key words. • Apply a range of linguistic knowledge to create a simple, written production. • Ask for repetition and clarification.
Knowledge about Language	<ul style="list-style-type: none"> • Imitate pronunciation of sounds. • Recognise how sounds are presented in written form. • Recognise questions and negatives. • Recognise different language conventions to express politeness. • Recognise the centrality of language in communication. • Notice the spelling of familiar words. • Identify specific sounds, phonemes and words, linking sounds to meanings. • Hear main word classes. • Recognise that some words occur in both English and the foreign language although they may sound different – e.g. El chocolate. 	<ul style="list-style-type: none"> • Apply phonic knowledge of the language to support reading and writing. • Reinforce and extend recognition of word classes and understand their function. • Apply question forms. • Recognise and apply simple agreements, singular and plural (unos guantes, las manos etc) • Develop awareness of communication strategies. • Recognise the text in different languages will often have the same conventions of style and layout. • Use question forms. 	<ul style="list-style-type: none"> • Recognise patterns in simple sentences. • Manipulate language by changing an element in a sentence. • Understand and use negatives. • Apply knowledge of rules when building sentences. • Develop accuracy in pronunciation and intonation. • Notice different text types and deal with authentic texts. • Understand that words will not always have a direct equivalent in the language. • Recognise the typical conventions of word order in the foreign language. 	<ul style="list-style-type: none"> • Recognise patterns in the foreign language. • Devise questions for authentic use. • Notice and match agreements. • Use knowledge of words, text and structure to build simple spoken and written passages. • Use knowledge of word order and sentence construction to support the understanding of the written text.

