



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. 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. 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. 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. IU6.3: Present information about an aspect of culture.</p>

	Year 3	Year 4	Year 5	Year 6
<i>Language and Learning Strategies</i>	<ul style="list-style-type: none"> <li>• <i>Recognise words which the teacher mouths silently.</i></li> <li>• <i>Look at the face of the person speaking and listen attentively.</i></li> <li>• <i>Play games to help to remember.</i></li> <li>• <i>Practise saying new words aloud.</i></li> <li>• <i>Practise with a friend.</i></li> <li>• <i>Remember rhyming words.</i></li> <li>• <i>Repeat words rhythmically.</i></li> <li>• <i>Use a physical response.</i></li> <li>• <i>Say words to a rhythm.</i></li> <li>• <i>Analyse and compare new words/the language with known words in English or another language.</i></li> <li>• <i>Use gesture or mime to show understanding.</i></li> <li>• <i>Try to use the language outside of the classroom.</i></li> <li>• <i>Use context to determine meaning.</i></li> <li>• <i>Record themselves.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use context and previous knowledge to determine meaning and pronunciation.</i></li> <li>• <i>Read and memorise words.</i></li> <li>• <i>Practise new language with a friend and outside the classroom.</i></li> <li>• <i>Ask for repetition and clarification.</i></li> <li>• <i>Discuss language learning and share experiences.</i></li> <li>• <i>Plan and prepare for a language activity.</i></li> <li>• <i>Sort words into categories.</i></li> <li>• <i>Use mental associations to help remember words.</i></li> <li>• <i>Apply knowledge about letters and simple grammatical knowledge to experiment with writing.</i></li> <li>• <i>Use a dictionary to look up spellings.</i></li> <li>• <i>Access information sources.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use actions and rhymes to aid memorisation.</i></li> <li>• <i>Pronounce/read aloud unknown words.</i></li> <li>• <i>Apply grammatical knowledge to make sentences.</i></li> <li>• <i>Practise new language with a friend and outside the classroom.</i></li> <li>• <i>Use a dictionary or word list.</i></li> <li>• <i>Integrate new language into previously learnt language.</i></li> <li>• <i>Plan and prepare – analyse what needs to be done to carry out a task.</i></li> <li>• <i>Use context and previous knowledge to help understanding.</i></li> <li>• <i>Look and listen for visual and aural clues.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Plan and prepare – analyse what needs to be done to carry out a task.</i></li> <li>• <i>Use language known in one context or topic in another context or topic.</i></li> <li>• <i>Practise new language with a friend and outside the classroom.</i></li> <li>• <i>Discuss language learning and reflect and share ideas and experiences.</i></li> <li>• <i>Compare and reflect on techniques for memorising language.</i></li> <li>• <i>Use context and previous knowledge to help understanding and reading skills.</i></li> <li>• <i>Make predictions based on existing knowledge.</i></li> <li>• <i>Use a dictionary or word list.</i></li> <li>• <i>Evaluate work.</i></li> <li>• <i>Listen for clues to meaning e.g. tone of voice, key words.</i></li> <li>• <i>Apply a range of linguistic knowledge to create a simple, written production.</i></li> <li>• <i>Ask for repetition and clarification.</i></li> </ul>

<p><i>Knowledge about Language</i></p>	<ul style="list-style-type: none"> <li>• <i>Imitate pronunciation of sounds.</i></li> <li>• <i>Recognise how sounds are presented in written form.</i></li> <li>• <i>Recognise questions and negatives.</i></li> <li>• <i>Recognise different language conventions to express politeness.</i></li> <li>• <i>Recognise the centrality of language in communication.</i></li> <li>• <i>Notice the spelling of familiar words.</i></li> <li>• <i>Identify specific sounds, phonemes and words, linking sounds to meanings.</i></li> <li>• <i>Hear main word classes.</i></li> <li>• <i>Recognise that some words occur in both English and the foreign language although they may sound different – e.g. El chocolate.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Apply phonic knowledge of the language to support reading and writing.</i></li> <li>• <i>Reinforce and extend recognition of word classes and understand their function.</i></li> <li>• <i>Apply question forms.</i></li> <li>• <i>Recognise and apply simple agreements, singular and plural (unos guantes, las manos etc)</i></li> <li>• <i>Develop awareness of communication strategies.</i></li> <li>• <i>Recognise the text in different languages will often have the same conventions of style and layout.</i></li> <li>• <i>Use question forms.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognise patterns in simple sentences.</i></li> <li>• <i>Manipulate language by changing an element in a sentence.</i></li> <li>• <i>Understand and use negatives.</i></li> <li>• <i>Apply knowledge of rules when building sentences.</i></li> <li>• <i>Develop accuracy in pronunciation and intonation.</i></li> <li>• <i>Notice different text types and deal with authentic texts.</i></li> <li>• <i>Understand that words will not always have a direct equivalent in the language.</i></li> <li>• <i>Recognise the typical conventions of word order in the foreign language.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognise patterns in the foreign language.</i></li> <li>• <i>Devise questions for authentic use.</i></li> <li>• <i>Notice and match agreements.</i></li> <li>• <i>Use knowledge of words, text and structure to build simple spoken and written passages.</i></li> <li>• <i>Use knowledge of word order and sentence construction to support the understanding of the written text.</i></li> </ul>
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