

Rise Park Primary and Nursery Languages Skills Progression: Listening and Understanding



EYFS		KS1		KS2			
		<ul style="list-style-type: none"> ➤ Understand simple classroom commands. ➤ Understand clearly spoken short statements. ➤ Understand simple questions. 		<ul style="list-style-type: none"> ➤ Understand short passages made up of familiar language. ➤ Understand instructions, messages and dialogues within short passages. ➤ Identify and note the main points and give a personal response on a passage. 		<ul style="list-style-type: none"> ➤ Understand longer passages made up of familiar language in simple sentences. ➤ Identify the main points and some details. 	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Listen to key sounds and some individual words of simple songs to mimic pronunciation. -Join in with shared singing. 	<ul style="list-style-type: none"> - Begin to recognise high frequency words and show understanding through physical response. -Hear the words of a song or key repetitive words in a story well enough to be able to join in with it accurately. -Begin to follow age-appropriate classroom instructions. 	<ul style="list-style-type: none"> - Understand a few high frequency spoken key questions and respond to them orally. - Start to listen to peers' responses and understand the meaning. - Demonstrate understanding of spoken high frequency words and short phrases through physical response and practical activities. -Begin to follow a wider range of classroom instructions. 	<ul style="list-style-type: none"> - Start to identify spoken high frequency words. -Start to understand a greater range of spoken key questions linked to topics to respond to them orally. -Understand the meaning of a greater range of peers' responses. -Begin to make links with simple spoken cognates. - Begin to identify Castilian and South American Spanish pronunciation. 	<ul style="list-style-type: none"> -Follow a range of classroom instructions with more confidence. -Identify the gender of an unknown noun and if it is sing/plural from listening carefully to its final sound. -Build on cognate knowledge from KS1, including "false friends". -Sequence a jumbled list of high frequency words spoken out loud.* - Match pictures or sentences to spoken sentences.* *Linked to MTPs. 	<ul style="list-style-type: none"> - Sequence a jumbled list of both familiar and new words or short phrases from a spoken text. -Show understanding of the <u>main points</u> of a spoken text containing cognates and familiar language.* - Start to recount the key points of a spoken text in sequence, working with a partner (using visual/written support).* -Begin to understand key points of a spoken text well enough to answer true/false questions.* -Start to produce a personal response to short spoken texts. *Linked to MTPs. 	<ul style="list-style-type: none"> - Start to find errors in their own and peers speaking, applying phonemic and grammatical knowledge to do so. - Identify irregular plural nouns and gender of adjectives within a longer spoken text. -Sequence segments from a text whilst listening to it being read.* - Begin to find specific information in a spoken text and respond in a variety of ways, using translation skills.* *Linked to MTPs. 	<ul style="list-style-type: none"> -Listen carefully to a model (video/story/song) and re-constitute a sentence or paragraph. -Apply grammatical knowledge to answer specific questions in English and Spanish about a spoken text.* - Answer a range of questions posed in Spanish (based on KQ's studied throughout school), using differentiated answers (short, medium, long).* - Start to identify the tense of a spoken sentence from its time phrase and verb ending (predicate pattern).* *Linked to MTPs.

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