Brookside School - Primary progression map for German reading and writing skills

	Year 3	Year 4	Year 5	Year 6
Read carefully and show understanding of words, phrases and simple writing	• read and show understanding of familiar single words	• read and show understanding of simple phrases and sentences containing familiar words	• read and show understanding of simple sentences containing familiar and some unfamiliar language • read and understand the main points from short, written material	• read and show understanding of sentences containing familiar and some unfamiliar language • read and understand the main points and some detail from short, written material
Broaden vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary	• use strategies for memorisation of vocabulary • make links with English or known language to work out the meaning of new words • begin to use context to predict the meaning of new words	• use strategies for memorisation of vocabulary • make links with English or known language to work out the meaning of new words • use context to predict the meaning of new words • begin to use a bilingual dictionary to find the meaning of individual words in German and English	• use a range of strategies for memorisation of vocabulary • use strategies to determine the meaning of new words (links with known language, cognates, etymology, context) • use a bilingual/online dictionary to find the meaning of individual words in German and English, including word class	• use a range of strategies for memorisation of vocabulary • use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context) • use a bilingual/online dictionary to find the meaning of individual words and phrases in German and English, including word class
Develop accurate pronunciation and intonation so that others understand when reading aloud familiar words and phrases	• identify individual sounds in words and pronounce accurately when modelled • show awareness of umlauts and esszett (ä, ö, ü, ß)	• start to recognise the sound of some letter strings in familiar words and pronounce when modelled • begin to adapt intonation to ask questions or give instructions • show awareness of umlauts and esszett (ä, ö, ü, ß) and begin to pronounce words accordingly	• pronounce familiar words accurately using knowledge of letter string sounds to support • adapt intonation to ask questions or give instructions • show increasing awareness of umlauts and esszett (ä, ö, ü, ß) and pronounce most words accurately	• start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings • adapt intonation, for example to mark questions and exclamations • appreciate the impact of umlauts and esszett (ä, ö, ü, ß) on sound and apply increasingly confidently when pronouncing words
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	• write single familiar words from memory with understandable accuracy	• write familiar short phrases from memory with understandable accuracy • replace familiar vocabulary in short phrases written from memory to create new short phrases	• write a simple sentence from memory using familiar language • replace familiar vocabulary in sentences written from memory to create new sentences with understandable accuracy	• write several sentences from memory with familiar language with understandable accuracy • replace vocabulary in sentences written from memory to create new sentences with understandable accuracy
Describe people, places, things and actions in writing	• write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold	• write one or two short sentences that may contain an adjective to describe people, places, things and actions using a language scaffold	• write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold • begin to use a wider range of descriptive language in their descriptions of people, places, things and actions	• manipulate familiar language to write descriptions of people, places, things and actions, maybe using a dictionary • use a wider range of descriptive language in their descriptions of people, places, things and actions