



<div>   <div> Millbrook Primary School Primary Progression Document </div> </div>							
		Listening	Speaking	Reading	Writing	Phonics	Grammar
Reception	Skills & Knowledge	1. Listens and responds to familiar spoken words and some short phrases	1. Joins in with familiar songs and rhymes 2. Responds with single word or short phrase answers to familiar questions				
	Example context & language	1. <i>Runs to the blue cone when T says 蓝色</i> <i>Does a bunny hop when T says 兔子</i> <i>Points to their head when T says 头在哪里?</i>	1. <i>Joins in with ‘我叫Tim’ song</i> 2. <i>Says their name when T asks ‘你叫什么?’</i> <i>Says 黑色when asked ‘这是什么颜色?’</i>				
Y1	Skills & Knowledge	1. Listens and responds to familiar spoken words and phrases	1. Can join in with a range of songs and rhymes known by heart 2. Communicates with others using simple words, phrases and some short sentences	1. Recognises and understands some familiar written words and phrases in pinyin 2. Recognises the meaning of a small number of foundational pictograms	1. Attempts tone-markings which may not always be correct 2. Writes some simple characters using a model, following correct stroke order	1. Begins to show awareness of sound-spelling links in pinyin and decodes graphemes which are similar to those in English (a/ b p m f d t n l g k h/ ch sh /an)	1. Uses a range of nouns from familiar topics 2. Begins to use 是 3. Begins to use ‘什么’ in simple questions 4. Uses basic pronouns
	Example context and language	1. <i>Folds arms and looks at the teacher when T says“看老师”</i> <i>Shows 3 fingers when when T says 三</i>	1. <i>Performs ‘新年好呀’ in a Chinese New Year assembly</i> 2. <i>Asks and answers 你叫什么?</i> <i>Points to objects/pictures and says the correct word/phrase</i>	1. <i>Matches pinyin words for family members to the correct picture</i> 2. <i>Matches pictogram flashcards with pictures e.g. 木 with a picture of a tree</i> <i>Reads the character 三 and draws three dots</i>	1. <i>Writes tone above a familiar pinyin word which T has said aloud e.g adds markings to ‘mama’.</i> 2. <i>Counts 10 objects and then writes 十 where numbers 1-10 are shown</i> <i>Draws a person and labels it 人</i>	1. <i>Sounds out words with recognisable graphemes from English (e.g. bàbà, māma, dà, shān)</i>	1. <i>Knows nouns for colours, numbers, family members and animals</i> 2. <i>Shown a picture of a dog, says ‘这是狗’</i> 3. <i>Asks and answers 你叫什么? 这是什么?</i> 4. <i>Uses 我, 你, 他, 这 in speaking and listening activities</i>
Y2	Skills & Knowledge	1. Listens for specific words and phrases 2. Begins to distinguish between the four tones	1. Communicates with others using a wider range of words, phrases and short sentences 2. Explores the patterns and sounds of the language to help develop accurate pronunciation and intonation	1. Reads and understands familiar written words, phrases and short texts made of simple sentences in pinyin 2. Recognises the meaning of a handful of foundational characters	1. Writes a few simple sentences using a model in pinyin including attempts at tone-markings 2. Writes some simple characters using a model, following correct stroke order	1. Applies phonic knowledge to support reading in pinyin for a handful of new final sounds (ou, ei, i as a ‘filler’, i, uo, e, u)	1. Uses 的 particle for possession 2. Begins to use 谁 to form questions 3. Builds simple Subject-Verb-Object sentences 4. Begins to use adverbials of Time 5. Forms the negative using 没 6. Begins to use 和 to join two nouns 7. Uses 岁 but does not yet conceive of it as a measure word
	Example context and language	1. <i>Points to correct body part when T says ‘我有鼻子’</i> 2. <i>Does the correct tone action when T says a word aloud</i> <i>Writes correct tone above a given word when it is read aloud</i>	1. <i>Performs their own ‘rap’ e.g. ‘我有妈妈。我有爸爸。我有姐姐。我有妹妹。’</i> 2. <i>Completes regular tone drills with clear intonation e.g. mā má mǎ mà</i>	1. <i>Reads the sentence ‘wǒ chī miàn tiáo’ and matches to the correct picture</i> 2. <i>Can give the meaning of 口, 月, 水, 小, 山, 马, 人, 牛, 田, 木, 大, 鱼</i>	1. <i>Writes ‘Wǒ qī suì. Wǒ yǒu mā ma.’</i> 2. <i>Is able to write the numbers 1-10</i>	1. <i>Can accurately read and pronounce the words below from the SoW</i> ou: 口, 头, 有, 手, 狗 ei: 妹妹, 我没有 i: 鼻子, 你几岁? 米饭, 七, 鸡 i as a filler: 这是, 我吃, 四, uo: 苹果, 耳朵 e: 我喝, 这是蛇, 颜色 u: 五, 猪, 书, 兔子, 鱼	1. <i>When asked 谁的书? answers ‘妈妈的书’</i> 2. <i>Asks and answers 谁的书?</i> 3. <i>Says ‘我有鼻子, 我吃饭。’</i> 4. <i>Says ‘星期一我看到狗’</i> 5. <i>Says ‘我没有姐姐’</i> 6. <i>Says ‘我有妈妈和爸爸’</i> 7. <i>Asks and answers 你几岁?</i>
Y3	Skills & Knowledge	1. Listens for specific phonemes, words and phrases	1. Communicates by asking and answering a wider range of questions and presenting short pieces of information 2. Understands and expresses simple opinions.	1. Reads and understands a wider range of written words, phrases and short texts made of simple sentences in pinyin 2. Can read aloud and recognise the meaning of a handful of key foundational characters	1. Writes a short text using a model in pinyin 2. Writes words and phrases from memory in pinyin with correct tones. May be able to include a handful of characters.	1. Applies phonic knowledge of pinyin to support reading and reads words, phrases and sentences aloud with increasingly accurate pronunciation (all initials and finals should be explicitly taught)	1. Uses 的 particle to describe 2. Uses ‘哪’ in simple questions 3. Uses 爱/要 as auxiliary verbs 4. Forms the negative using 不 5. Begins to use 个 as a measure word and forms more complex SVO sentences including adverbials of time 6. Begins to use ‘le’ to form sentences in the past tense
	Example context and language	1. <i>Can distinguish correctly between 月 and 鱼</i>	1. <i>Gives a short oral statement of more than one sentence e.g. 你好, 我叫____. 我喜欢吃苹果。Asks 你叫什么? 你几岁? 你去哪儿? 现在几点? 今天几月几日?</i>	1. <i>In the ‘Hungry Caterpillar’ unit, reads ‘tā chī le sān gè píng guǒ’ and draws what has been eaten.</i>	1. <i>Designs a pokemon and writes a short description e.g. ‘Tā jiào Crackle. Tā yǒu lǜ sè hé cháng de ěr duǒ.’</i> 2. <i>Dictates ‘wǒ sān suì’ onto a mini-whiteboard.</i>	1. <i>Makes phonetically plausible attempts to decode new words e.g. ‘wǒ qù zhōng guó’</i>	1. <i>Labels a pokemon picture with ‘Tā yǒu hóngsè de yǎn jīng’</i> 2. <i>Asks and answers ‘妈妈在哪里?’</i> 3. <i>Asks and answers ‘你爱吃什么?’</i> 4. <i>Says ‘我不要吃米饭。’</i>

			2. Asks and answers 你喜欢做什么？	In the ‘Little monsters’ unit, reads ‘tā yǒu lán sè de yǎn jīng’ and matches to the correct pokemon 2. Can read aloud and give meaning of numbers 1-99, 长, 大, 小, 口, 月, 日, 水, 山, 马, 人, 牛, 田, 木, 鱼			Responds ‘对’ or ‘不对’ when asked ‘对不对?’ 5. Given a picture from ‘The Hungry Caterpillar’, says ‘星期四它吃了三个苹果’ 6. As above
Y4	Skills & Knowledge	1. Listens attentively and understands more complex phrases and sentences	1. Communicates by asking and answering a wider range of questions and presents short pieces of information with increasing accuracy of pronunciation (with vocab scaffolds)	1. Reads a variety of short simple texts in different formats and in different contexts in pinyin which may include some characters 2. Focuses on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud 3. Can recognise the meaning of around 35 characters	1. Writes a longer text using a model in pinyin 2. Writes short sentences from memory in pinyin with increasingly accurate tones. May be able to include a handful of characters	1. Applies phonic knowledge to support writing in pinyin using the full range of initials and finals with increasing accuracy	1. Uses 很 as an intensifier and as a ‘ dummy-linking adverb ’ 2. Uses a wider range of auxiliary verbs 要/爱/喜欢 3. Uses 口 as a measure word
	Example context and language	1. When watching a short clip from the ‘Monkey King: Journey to the West’ answers the question ‘猴子怎么样?’ Passes the YCT Level 1	1. Gives a short oral presentation (4-5 sentences minimum) introducing themselves Takes part in ‘Quiz quiz trade’ activity to ask and answer a range of short questions related to picture cues e.g. ‘妈妈喜欢什么？猴子怎么样？他的家有几口人?’	1. Reads a short paragraph description of a family e.g. “wǒ jiā yǒu 三口人, mā mā ,bà bà hé wǒ .” and matches it to the correct picture Passes the YCT Level 1 2. Narrates a scene from ‘Monkey King: Journey to the West’ 3. Can read aloud and give meaning of numbers 1-99, 长, 大, 小, 口, 月, 日, 人, 妈妈, 爸爸, 姐姐, 弟弟, 哥哥, 女, 牛, 书, 我, 水, 羊, 几, 鱼, 马, 黄, 白, 橙, 红, 山, 马, 人, 田, 木, 鱼	1. Writes a letter to their Link School penpal 2. Writes from dictation: ‘Wǒ jiā yǒu 四口人.’	1. Spells familiar words correctly (e.g. writes wǒ chī mǐ fàn) and makes phonetically plausible attempts to sound out to spell new words	1. In their oral presentation says ‘我的妈妈有很长的头发’ Says ‘猴子很生气’ to describe a clip from the ‘Monkey King: Journey to the West’. 2. Describes what foods and hobbies they like and dislike in their oral presentation and letter to a penpal 3. Writes ‘我 jiā yǒu 四口人.’ in their letter to a penpal
Y5	Skills & Knowledge	1. Understands longer and more complex phrases or sentences e.g. descriptions	1. Communicates spontaneously by asking and answering a wider range of questions and presents short pieces of information with increasing accuracy of pronunciation 2. Presents to an audience e.g. role-play, presentation, performance	1. Reads a variety of short simple texts in different formats and in different contexts in characters 2. Understands that radicals can give clues to the meaning of a word 3. Understands the basic rules of stroke order 4. Can read aloud and recognise meaning of around 50 characters	1. Can write around 50 characters, some from memory 2. Writes simple sentences in characters with a scaffold 3. Uses a Chinese IME to type characters		1. Begins to use the future tense with 要 2. Uses ‘多少’ in simple questions 3. Uses a wider range of measure words (个, 口, 元, 快, 杯)
	Example context and language	1. Picks out a person’s hair colour when listening to a description of 2 or more sentences.	1. Acts as ‘waiter’ or ‘customer’ in extended Chinese Tea House role play 2. As above	1. Reads a short description in characters and matches it to the correct ‘Mr Men’ picture 2. Sorts characters into piles according to their radicals 3. Can sort characters by identifying the number of strokes Can look up the meaning of unknown simple characters using a dictionary 4. Recognises words for numbers 1-99, foundational pictograms and radicals, key pronouns, body parts, adjectives, food, colours, family members (see Y5 SoW for full list)	1. Writes words for numbers 1-99, foundational pictograms and radicals, key pronouns, body parts, adjectives, food, colours, family members (see Y5 SoW for full list) 2. Describes a Mr Men character by writing ‘他有黑色的头发.’ 3. Types out a menu for the ‘tea house’ role play		1. Takes part in shop role play, asking and answering ‘你要什么?’ 2. In role play, asks and answers ‘书包多少钱?’ 3. Counts objects and labels them with the correct measure word. Takes part in shop role play, asking and answering ‘一杯茶多少钱?’
Y6	Skills & Knowledge	1. Understands the main points and simple opinions in spoken sources e.g. story, song or passage	1. Understands and expresses more complex opinions using simple conjunctions 2. Uses spoken language to initiate and sustain simple conversations on familiar topics	1. Can read aloud and recognise the meaning of around 60 characters 2. Reads and understands the main points and some detail from a short written passage in characters	1. Can write around 60 characters, with around half from memory 2. Writes simple sentences in characters without scaffold		1. Begins to use 吗? to form questions 2. Uses 因为 to expand on their opinions 3. Uses a wider range of conjunctions e.g. 和, 可是
	Example context and language	1. Can pick out what hobbies and foods the speaker likes, when listening to a short text of 4 sentences	1. When asked ‘你爱吃什么?’ answers ‘我爱吃鸡肉可是不爱吃牛肉.’ 2. Asks and answers a range of questions about favourite foods, family and hobbies	1. See Y6 SoW for full list 2. Answers a range of comprehension questions on a self-description passage	1. Takes part in the ‘character bee’ (see Y6 SoW for full vocab list) 2. Writes ‘我十一岁。我家有三口人。我的妈妈叫_____.’		1. Writes ‘你喜欢 tī zú qiú 吗?’ in their letter to a penpal 2. Says ‘我喜欢踢足球因为很好玩.’ 3. Says ‘我的爸爸有黑色和短的头发。我爱吃米饭可是不爱吃面条.’