


Grammar progression grid : First to Fourth level languages

This resource provides a useful overview of the key aspects of grammatical development when learning additional languages. The term 'grammar' is also called 'Knowledge about Language' (KaL). Understanding and applying grammar rules are essential for progression in language learning.




This resource allows practitioners to plan and exemplify a strong progression gradient from First to Fourth level in learners' knowledge of how the language works.

NB examples are given in French only .



A glossary of the grammatical terms used in this resource are contained in the appendix.

Articles	1st level P1/P2-P4 (for most)	2nd level P5-P7(for most)	3rd level S1-S2/S3(for most)	4th Level S3 (for most)
	Newly introduced nouns always introduced with the correct article/gender e.g. le chat/un chat <i>La souris / une souris</i> <i>Un hamster/ des hamsters</i>	Increasing awareness of when to use contracted definite article (set phrases/ nouns): (<i>language specific</i>) e.g. <i>au/ à la/ à l'/ aux</i> <i>Le café > au café</i> <i>La piscine > à la piscine</i> <i>l'école > à l'école</i> <i>les magasins >aux magasins</i>	Awareness of formal rules around definite, indefinite and contraction of articles (<i>language appropriate</i>)	
Verbs	1st level	2nd level	3rd level	4th Level
Person	Developing understanding and use of 1 st , 2 nd & 3 rd person singular (especially verbs 'to have/ to be'). Some learners encouraged	Notion of endings of common verbs – mainly regular. Person must be clear from the verb if language does not usually	Acquiring increasing knowledge of full verb paradigms and ability to apply this with familiar	Notion of verb endings - regular and common irregular verbs. Person must be clear from the verb if the language does not usually use pronouns.





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	to go beyond this and explore 2 nd persons singular and plural for questioning.	use pronouns e.g. in Spanish.	verbs, some of which are irregular.	
Time		Acquiring increasing knowledge of time phrases (<i>this morning/ at the weekend/ sometimes</i>) and ability to link to an appropriate verb.	Increasing confidence and ability to understand and produce basic sentences with time phrases beyond the present tense.	Increasing awareness of present, future and past tenses from verb. Increasing accuracy in forming regular and some common irregular verbs.
Mood/modality/ tense	Increasing understanding and ability to express notions of wanting , being able to. Express basic modal verbs in 1st person (to want to/to be able to.)			Some manipulation of verbal forms.
Commands	Increasing confidence in understanding teacher's and others' commands (<i>i.e. in classroom language, games etc.</i>)	Increasing confidence in producing basic commands (<i>i.e. in classroom language, games etc.</i>)	Gaining knowledge of formal command rules for common verbs – regular and irregular.	Command rules for common irregular/regular verbs.
	1st level	2nd level	3rd level	4th Level
Nouns				
Gender	Increasing notion of gender with common nouns i.e. in daily classroom language <i>e.g. le cahier; la classe; les enfants</i>	Increasing awareness of, and confidence in, producing patterns with gender <i>e.g. J'ai une gomme et un crayon</i>		Learners can retain and re-use most common nouns with the correct gender.

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Number	Awareness of singular/ plural indicated through common nouns, verbs, articles or adjectives <i>e.g. une pomme; deux pommes</i>	Increasing awareness of understanding and using some common irregular plurals <i>e.g. un animal; les animaux</i>	Increasing awareness of formal rules for regular and irregular plural forms <i>e.g. un jeu / des jeux le château/ les châteaux</i>	Common irregular plurals understood and applied. If relevant, grammatical case evident enough to give clear meaning by the noun or article as necessary.
Pronouns	1st level	2nd level	3rd level	4th Level
Subject/ object	Developing understanding and use of 1 st , 2 nd & 3 rd person singular (especially verbs 'to have/ be' & verbs that express opinion). Some learners encouraged to go beyond this and explore 2 nd person singular and plural for questioning <i>e.g. J'ai un frère Tu as une sœur? Il/ elle a des chiens</i>	Increasing exposure to, and understanding of, all subject object pronouns (<i>as appropriate to the language</i>) <i>e.g. Nous sommes quatre à la maison Les filles sont intelligentes Vous aimez le sport?</i>		Subject and direct object pronouns (all). Increasing understanding and confident use of subject, and more direct and indirect object pronouns. Notion of position of direct or indirect pronouns for example in some commands <i>e.g. Tu as le sel? Passe -le - moi! On regarde la télé → on la regarde.</i>
Reflexive	Repetition of some common learned phrases <i>e.g. Je m'appelle...</i>	Understanding of some reflexive phrases in the 1 st and 2 nd person. <i>e.g. Comment tu t'appelles? Je me lève à 8 heures</i>	Growing understanding of reflexive used in the full verb paradigm <i>e.g. nous nous dépêchons. elles se couchent tard!</i>	

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	1 st level	2 nd level	3 rd level	4 th Level
Adjectives				
Rules of agreement	Basic notions of agreement with concepts such as colour adjectives, and other similar basic notions of agreement <i>e.g. présent/ présente</i>	Increasing exposure to and more confident use of agreement, including some irregular forms where appropriate <i>e.g. blanc / blanche; gris/ grise</i>	Notion of agreement for-regular & irregular forms, as well as ending rules for case as relevant to the language.	
Rules of position	Increasing basic awareness of position with commonly used adjectives <i>e.g. un crayon bleu</i>	Increasing confidence in understanding and using commonly used adjectives with correct notion of position <i>e.g. mon petit cheval brun</i>		
Possessives	'My/ your' (singular) <i>e.g. ma mère; ton père</i>	Developing an understanding of, some other possessives (<i>his/ hers/ours</i>) etc. <i>e.g. son frère mes parents</i>	Developing knowledge of possessives for all persons <i>e.g. notre maison vos affaires</i>	
Interrogative	Growing understanding of the meaning of words for ' <i>which/ what</i> '. Some learners may be able to reproduce language increasingly orally – especially through songs/ rhymes etc. <i>e.g. Quelle est la date aujourd'hui? Qui est absent?</i>	Exposure to, and increasing understanding of, questions using different question forms/ conventions <i>e.g. qu'est-ce que tu fais? où habites – tu ?</i>	Increasing understanding of formal rules around agreement with interrogative adjectives (<i>language dependant</i>)	

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Comparative/ superlative		←	Indication of comparative More than/less than/as much as <i>e.g.</i> <i>il est moins grand que moi</i> <i>la géo est plus difficile que le français</i>	→
Prepositions	Understanding prepositions in the context of basic classroom language (<i>on/ under/ with/ next to</i>) etc. <i>e.g. sous la table</i> <i>devant la porte</i>	→	Developing notion that prepositions may change case/ form of noun/ article as relevant (<i>language specific</i>) <i>e.g. à côté du cinéma</i> <i>en face des magasins</i>	→

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Appendix 1 – Glossary of terms

Adjective	A part of speech that describes a noun: <i>big/small</i> .
Adverb	A part of speech that describes a verb: He walks <i>quickly</i> .
Articles: Definite	Introduces and noun as <i>the</i> .
Articles: indefinite	Introduces a noun as <i>a</i> or <i>an</i> singular.
Agreement	Gives logical links between words to indicate <i>number, tense or case</i> .
Case:	This is the form of a pronoun based on its relationship to other words in the sentence; the case or the form of the pronoun can be <i>subjective</i> , objective or possessive e.g. "This is <i>my</i> dog", "I love <i>him</i> and he loves <i>me</i> ."
Comparative/superlative	The comparative is the form of an adjective or adverb, usually made in English by adding "-er" to the end of the adjective /adverb e.g. <i>colder; faster</i> , or by using <i>more</i> e.g. <i>more interesting</i> .
Imperative (commands)	This is the you form (singular/plural) without the personal pronoun e.g. <i>Sit down!</i> or the 'we' form e.g. <i>Let's go!</i>
Conjugate	To put any verb into a tense, using the correct part of the verb with the person doing the action e.g. <i>I go, you go, he/she/it goes</i> .
Conjunction (connective)	A word connecting two parts of a sentence e.g. I came into the office <i>and</i> then started to write a e-mail.
Demonstrative pronoun	<i>This/ these /those</i> .
Gender	Whether a noun is <i>masculine, feminine or neuter</i> .
Infinitive	This is a verb in its whole state that means 'to.....' e.g. <i>to dance; to sing; to run</i> .
Interrogative	This means a question word: <i>who/what/where/when/how etc</i> .
Noun	A place or thing e.g. <i>the sky; a girl; shoes</i> .
Person	There are three persons: <i>1st person singular: I/me, plural: we/us</i> <i>2nd person: you - singular and plural</i> <i>3rd person: singular: he/him, she/her, it, plural: they/them</i>

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Pronouns	Replaces a noun . Personal Pronoun: John eats an apple. <i>He</i> eats an apple. Possessive pronoun: Shows belonging to: John eats <i>his</i> apple. Object Pronoun: John eats <i>it</i> . Subject Pronoun: <i>He</i> eats the apple.
Preposition	Describes the position of a noun e.g. <i>on ; under; next to; between</i>
Reflexives	These are verbs that need the reflexive pronoun to evidence that the action is being done by the person. In English this is assumed e.g. I brush my teeth. In French je <i>me</i> brosse les dents – I brush my teeth myself. These verbs are often used with daily routine.
Relative pronouns	These are the words that relate to the next part of a sentence e.g. <i>who; which; that</i> .
Tense/mood	The time or condition in which an action is happening e.g. <i>right now; today ; at the weekend</i> .
Verb	An action word e.g. <i>to sleep; to go; to eat; to be</i> .

For more information on grammar in French Spanish and Italian [click here](#)