

MFL Progression

Intent of the curriculum

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. The intention of the French curriculum at Woodseaves is that children develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and strive to stimulate and encourage children's curiosity and deepen their understanding of the world. We hope to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts. In doing so, we hope to lay the foundations for future language learning.

The national curriculum for languages aims to ensure that all pupils:

understand and respond to spoken and written language from a variety of authentic sources

speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

discover and develop an appreciation of a range of writing in the language studied.

It is intended that when children leave Woodseaves CE Primary Academy, they will have a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

Early Learning Goals and National Curriculum Links

| EYFS | Key Stage One | Key Stage 2 |
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| | | Pupils should be taught to: <ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - present ideas and information orally to a range of audiences - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe people, places, things and actions orally and in writing. |

At Woodseaves children will:

| | Lower Key Stage 2 | Upper Key Stage 2 |
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| Listening | Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. | Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. |
| Vocabulary | See Vocab document for each unit – Language Angels | |
| Speaking | Communicate with others using simple words and short phrases covered in the units. Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. | Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. |
| Vocabulary | See Vocab document for each unit – Language Angels | |
| Reading | Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words read in the foreign language. Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. | Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. |
| Vocabulary | See Vocab document for each unit – Language Angels | |
| Writing | Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. | Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar |

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| | | covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. |
| Vocabulary | See Vocab document for each unit – Language Angels | |
| Grammar | Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...' | Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'. Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'. |
| Vocabulary | See Vocab document for each unit – Language Angels | |
| Diversity | | |
| Christian Values links | | |
| Cultural Capital Links Possibilities | | |

