



## Progression in Primary Languages

### Modern Foreign Languages Intent:

At Ralph Butterfield Primary School, MFL is statutory for every Key Stage 2 child. However, as part of the curriculum in EYFS and KS1, different languages are taught as appropriate when contiguous with the other subjects taught. This will also occur as part of discrete languages days in school. Our aims are to fulfil the requirements of the National Curriculum for MFL, which should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, be exposed to literature in the language studied and deepen their understanding of a culture other than their own.

The aims of teaching Modern Foreign Languages in our school are to:

- 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
- Be able to 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

|                                     | Reception   | KS1  | KS2  |
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| <p><b>NC Programme of Study</b></p> | <p>Not statutory in EYFS. Some cross-curricular opportunities have been identified (stories and songs from around the world, for example) and staff are keen to develop this further.</p> | <p>Not statutory in Key Stage 1. Some cross-curricular opportunities have been identified (stories and songs from around the world, for example) and staff are keen to develop this further.</p> | <p><u>Languages Purpose of study</u></p> <p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p> <p><b>Aims</b></p> <p><b>The national curriculum for languages aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>• <i>understand and respond to spoken and written language from a variety of authentic sources</i></li> <li>• <i>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</i></li> <li>• <i>can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</i></li> <li>• <i>discover and develop an appreciation of a range of writing in the language studied.</i></li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> |

|                 | <b>Reception</b>   | <b>Year 1<br/>Year 2</b>  | <b>Year 3</b>  | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>  |
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| <b>Oracy</b>    | Children are immersed in phonics learning, which will support their study of French phonics. | Children are immersed in phonics learning, which will support their study of French phonics.  | <ul style="list-style-type: none"> <li>- Listen and respond to simple rhymes, stories and songs</li> <li>- Recognise and respond to sound patterns and words</li> <li>- Perform simple communicative tasks using single words, phrases and short sentences</li> <li>- Listen attentively and understand instructions, everyday classroom language and praise words</li> <li>- Develop accurate pronunciation and intonation so that others understand so that others understand when they are reading aloud or using familiar words or phrases.</li> </ul> | <ul style="list-style-type: none"> <li>- Memorise and present a short, spoken text.</li> <li>- Listen for specific words and phrases.</li> <li>- Listen for sounds, rhymes and rhythm.</li> <li>- Ask and answer questions on several topics.</li> <li>- Develop accurate pronunciation and intonation so that others understand so that others understand when they are reading aloud or using familiar words or phrases.</li> </ul> | <ul style="list-style-type: none"> <li>- Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.</li> <li>- understand and express simple opinions.</li> <li>- Listen attentively and understand more complex phrases and sentences.</li> <li>- Prepare a short presentation on a familiar topic.</li> <li>- Develop accurate pronunciation and intonation so that others understand so that others understand when they are reading aloud or using familiar words or phrases.</li> </ul> | <ul style="list-style-type: none"> <li>- Understand the main points and simple opinions in a spoken story, song or passage.</li> <li>- Perform to an audience.</li> <li>- Understand longer and more complex phrases or sentences.</li> <li>- Use spoken language confidently to initiate and sustain conversations and to tell stories.</li> <li>- Develop accurate pronunciation and intonation so that others understand so that others understand when they are reading aloud or using familiar words or phrases.</li> </ul> |
| <b>Literacy</b> | Children experience stories, songs and festivals from a range of cultures.                   | Opportunities are planned for cross-curricular MFL links, especially in the 'Around the World' topic in Year B and through RE topics. | <ul style="list-style-type: none"> <li>- Recognise familiar words in written form.</li> <li>- Make links between some phonemes, rhymes and spellings, and read aloud familiar words.</li> </ul>  | <ul style="list-style-type: none"> <li>- Read and understand a range of familiar written phrases.</li> <li>- Follow a short familiar text, listening and reading at the same time.</li> <li>- Read some familiar words and phrases aloud and pronounce them accurately.</li> </ul>  | <ul style="list-style-type: none"> <li>- Re-read frequently a variety of short texts.</li> <li>- Make simple sentences and a short text.</li> </ul>  | <ul style="list-style-type: none"> <li>- Read and understand the main points and some detail from a short written passage.</li> <li>- Identify different text types and read short, authentic texts for enjoyment or information.</li> <li>- Match sounds to sentences and paragraphs.</li> </ul>  |
| <b>Writing</b>  |  | MFL is not taught in Key Stage 1.   | Experiment with the writing of simple words  | Write simple words and phrases using a model and some words from memory to describe people, places, things and actions.   | Write words, phrases and short sentences, using a reference to describe people, places, things and actions.  | Write sentences on a range of topics using a model to describe people, places, things and actions  |

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| <p><b>Intercultural Understanding</b></p> |  | <p>Opportunities are planned for cross-curricular MFL links, especially in the 'Around the World' topic in Year B and through RE topics.</p> | <p>Learn about the different languages spoken by children in the school.<br/>Locate country/countries where the language is spoken<br/>Identify social conventions at home and in other cultures<br/>Make indirect or direct contact with the country/countries where the language is spoken</p> | <p>Learn about festivals and celebrations in different cultures<br/>Know about some aspects of everyday life and compare them to their own<br/>Compare traditional stories</p> | <p>Look at further aspects of their everyday lives from the perspective of someone from another country<br/>Recognise similarities and differences between places<br/>Compare symbols, objects or products which represent their own culture with those of another country</p> | <p>Compare attitudes towards aspects of everyday life the language is spoken<br/>Recognise and understand some of the differences between people<br/>Present information about an aspect of culture</p> |
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| <p>Grammar</p> <p>Once the new scheme is embedded, check when these skills are taught.</p> |  | <p>Children learn grammatical terms, which will support their study of French grammar.</p> | <p>Understand how en/ á is used with transport.<br/>Understand ho á is used with a place.<br/>Understand how to use aller: je vais, to vas.<br/>Understand how to use en with the name of a country.<br/>Understand how the verb and subject are inverted when you use the question words comment and où</p> <p>Understand simple adverbs and their position.<br/>Understand C'est with an adjective.<br/>Understand etre, je suis and tu es.<br/>Understand how to use en + month<br/>Understand adjectives: agreement and position.<br/>Understand avoir: j'ai il/ elle a<br/>Understand etre: il/ elle est<br/>Understand regular –er verbs in the il/ elle form.<br/>Understand how il/ elle is used as a pronoun for it.<br/>Understand how ne.....pas is used for the negative.<br/>Regular –er verbs in the tu and vous form</p> | <p>Understand how en/ á is used with transport.<br/>Understand ho á is used with a place.<br/>Understand how to use aller: je vais, to vas.<br/>Understand how to use en with the name of a country.<br/>Understand how the verb and subject are inverted when you use the question words comment and où</p> <p>Understand simple adverbs and their position.<br/>Understand C'est with an adjective.<br/>Understand etre, je suis and tu es.<br/>Understand how to use avoir and the negative je n'ai pa.<br/>Understand adverbial phrases of time.<br/>Understand the pronouns: il/elle<br/>Understand how to use avoir and the negative je n'ai pa.<br/>Understand how to use de after the negative.<br/>Understand imperatives in the vous form.<br/>Understand adjectives and masculine and feminine singular agreement.<br/>Understand how to ask questions starting with Qu'estce que?<br/>Understand how to use faire: je fais and tu fais.<br/>Understand how to use jouer au with a sport.</p> | <p>Understand how to use the perfect tense e.g manger- j'ai mange, tu as mange;<br/>boire – j'ai bu<br/>Understand how to use du, de la, de l', des.<br/>Start to write and speak compound sentences with the connectives et and mais.<br/>Understand imperatives in the vous form for some regular and irregular verbs.<br/>Understand how to use jouer + du, de la with a musical instrument.<br/>Understand how to use faire: il fait<br/>Understand the French alphabet<br/>Understand adverbial phrases of time.<br/>Understand how to use il y a<br/>Understand regular –er verbs (present tense) in the third person singular.<br/>Understand the irregular verb dormir – il/ elle dort<br/>Understand imperatives: tu form of some regular and irregular verbs.<br/>Understand how to use C'est, ce n'est pas with a noun.<br/>Understand how to use the prepositions en, au with the name of a season.<br/>Understand how to use the imperfect tense e.g. il faisait beau/ chaud<br/>Understand the agreement and position of adjectives (revision)</p> | <p>Understand how assez is used as a qualifier.</p> <p>Understand the prepositions près de, loin de</p> <p>Understand compound sentences with parce qu</p> <p>Understand the definite and indefinite articles: le/ la; un/une<br/>Understand the perfect tense: regular –er verbs used wth avoir (J'ai joué, J'ai parlé)<br/>Understand the immediate future e.g. aller + the infinitive. (Je vais jouer, je vais chanter)<br/>Understand the immediate future e.g. aller + the infinitive.<br/>Understand simple superlatives, e.g. le/la plus grand(e) (e'g' il va faire beau)<br/>Understand the pronouns: il/elle<br/>Understand the perfect tense in the third person singular form e.g. il/ elle a mange; il/elle a bu)<br/>Understand how to use the prepositions: au, a lá<br/>Understand antonyms<br/>Understand the imperfect tense of avoir (avait) and être (était)<br/>Understand how to use beaucoup de and peu de<br/>Understand the perfect tense with être: aller (je suis allé (m); je suis allée (f))</p> |
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|  |  |  |  | <p>Understand how to use faire du/ de la with a sport.<br/>Understand how adjectives are formed with -ment<br/>Understand the use of l' before a vowel.</p> |  | <p>Understand the perfect tense with avoir: prendre (j'ai pris); voir (j'ai vu); entendre (j'ai entendu)<br/>Understand the possessive adjective son<br/>Understand how to respond to questions with Pourquoi?</p> |
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## End points

Once the new scheme is embedded, check when these skills are taught.

- ✓ Learn to greet others
- ✓ Learn to say how they are
- ✓ Learn how to ask and answer questions about names
- ✓ Learn that French is spoken in France and elsewhere in the world
- ✓ Discuss linguistic diversity within their class
- ✓ Learn the colours in French
- ✓ Learn about games played in France e.g. la pétanque
- ✓ Learn the names of some jungle animals
- ✓ Recognise that some words occur in both English and French, although they may sound different
- ✓ Use numbers to count animals
- ✓ Begin to use adjectives of size
- ✓ Learn the names of some fruits
- ✓ Read descriptions
- ✓ Write simple sentences to describe their own fruit kebab
- ✓ Express likes and dislikes about fruit
- ✓ Learn the days of the week
- ✓ Learn the names for some sports
- ✓ Learn to say what activities they play/ do on particular days

- ✓ Learn the names for the main parts of the body
- ✓ Revise numbers to 10
- ✓ Use newly learnt vocabulary to describe themselves and others
- ✓ Learn a traditional French song and dance
- ✓ Most pupils will learn the months and dates in French
- ✓ They will study a range of different festivals celebrated in French
- ✓ As this unit is planned for autumn term 2, part of the unit will be spent learning about Christmas traditions in France
- ✓ Learn the names for some pet animals
- ✓ Learn to talk about their pets
- ✓ Learn to write simple/complex sentences about their pets
- ✓ Learn animal songs
- ✓ Compare shopping in French markets with their own experiences
- ✓ Learn names for vegetables in French
- ✓ Learn how to buy some vegetables
- ✓ explore healthy/ unhealthy foods based on The very hungry caterpillar
- ✓ Learn to say which instrument they play
- ✓ Learn to focus on the rhythm in sentences

- ✓ Learn to talk about their family
- ✓ Give an oral presentation
- ✓ Learn how to ask and say when their birthday is in French
- ✓ Find out about birthday celebrations in French
- ✓ Learn names for zoo animals
- ✓ Learn and use some adjectives to describe zoo animals
- ✓ Use past tenses to recount a zoo visit
- ✓ Develop their awareness of typical breakfast food and drink in France
- ✓ Learn to order a range of food and drink
- ✓ Learn to express and understand likes and dislikes with regard to food/drink
- ✓ Learn to express and understand opinions
- ✓ Learn to talk about more hobbies
- ✓ Learn to use the future tense
- ✓ Design a poster about themselves
- ✓ Learn some nouns and verbs to describe a beach scene
- ✓ Learn to read, understand and write instructions to create a beach scene
- ✓ Learn how to order and pay for ice creams

- ✓ Learn to describe themselves and other people
- ✓ Use their developing language skills to understand clues in a guessing game
- ✓ Write a paragraph about a famous person
- ✓ Learn some words for presents
- ✓ Learn how to ask for presents and to say what they will buy for other family members
- ✓ Be able to thank someone for a gift and write gift tags, lists and letters
- ✓ Use previous knowledge, in a new context, to speak, read and write about family and hobbies
- ✓ Listen to a piece of music by a French composer
- ✓ Learn new animal names
- ✓ Learn about animal habitats
- ✓ Learn how to design a poster in French
- ✓ Read information texts – about a carnival, an email and a poster + option to learn about animal noises in other cultures
- ✓ Learn to order a range of snacks and drinks
- ✓ Understand and justify likes and dislikes
- ✓ Learn to understand prices

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|  |  |  | <ul style="list-style-type: none"><li>✓ Learn some poems and songs</li><li>✓ Revise Which is your favourite?</li><li>✓ Further option: revise likes/dislikes</li><li>✓ Learn the names and locations of some towns in France</li><li>✓ Learn some phrases about the weather</li></ul> | <ul style="list-style-type: none"><li>✓ Use the language and structures to write a rap</li><li>✓ Learn vocabulary for a range of clothes</li><li>✓ Learn to say what they and others wear in different weathers/seasons</li></ul> |  | <ul style="list-style-type: none"><li>✓ Learn about France, Paris and Le Tour de France</li><li>✓ Learn how to make an oral and written presentation in French</li><li>✓ Learn names of countries in French</li><li>✓ Learn shape names</li><li>✓ Learn to describe nationality, where they are from + the language they speak</li><li>✓ Learn to describe holiday plans</li><li>✓ Become more aware of stereotypes</li><li>✓ Develop awareness of francophone countries</li><li>✓ Explore other European languages</li></ul> |
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