

MFL Progression Map

Government Guidance

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.

Aims in the Languages curriculum

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

The Curriculum

At Hade Edge School the children are taught French in Key Stage 1 and 2. The children are usually taught French every other half term on a weekly basis.

Children have the opportunities to:

- ask and answer questions
- memorise words and phrases
- interpret meaning
- understand basic grammar
- work in pairs and groups to communicate in a modern foreign language;
- gain an insight into life in another culture.

Camembear in KS1

Learning languages at a young age helps children to develop cognitive and social skills, together with a sense of self-confidence that will carry them through into later stages of their education, and right into their adult life.

Camembear inspires and motivates young children to speak with confidence in a foreign language. Camembear is a magical puppet who comes with his own "sac magique." The children wake him up by singing and ringing bells, then engage with him throughout the session.

With Camembear, children experience and explore language through a variety of methods including games, stories, songs and rhymes, multicultural resources, arts and craft activities.

KS2 National Curriculum Expectations

Pupils should be taught to:

- 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;
- 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.

MODERN FOREIGN LANGUAGES: VOCABULARY MAP		
FRENCH	SPANISH	GERMAN
<ul style="list-style-type: none"> • Greetings • Classroom • Body parts • Animals • Family • Birthdays (months) • Telling the time • Nationalities • Food 	<ul style="list-style-type: none"> • Greetings • Saying goodbye • How are you? • What's your name? • Numbers 1-12 and 13-31 • How old are you? • My family • Brothers and sisters • Have you got a pet? • Colours • Months of the year • When's your birthday • Days of the week • What's the date today? • What's the weather today? 	<ul style="list-style-type: none"> • Greetings • Saying goodbye • How are you? • What's your name? • Numbers 1-12 and 13-31 • How old are you? • Where do you live? • Days of the week • What's the weather like? • The alphabet • My family • Colours • Have you got a pet? • Happy Christmas!

Skills Progression by Class

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Marvellous Meerkats (Not Statutory)		Wonderful Wolves		Excellent Eagles	
Reading	<ul style="list-style-type: none"> • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. 		<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. 		<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials. 	
Writing	<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 		<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 		<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar. to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. 	

			<ul style="list-style-type: none"> • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.
Speaking	<ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound patterns. 	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. 	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.
Understand the culture	<ul style="list-style-type: none"> • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone. 	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

KS2 Progression Map

	Year 3	Year 4	Year 5/6
Listening and Responding	<ul style="list-style-type: none"> • Do they understand a range of familiar statements already taught? • Do they understand a range of familiar questions? • Can they repeat and sing well-known French songs? 	<ul style="list-style-type: none"> • Do they understand short passages made up of familiar language? 	<ul style="list-style-type: none"> • Do they understand short passages made up of familiar language by responding to simple retrieval questions? Matching texts to images/speech bubbles • Do they understand instructions, messages and dialogues within short passages?
Speaking	<ul style="list-style-type: none"> • Can they give short simple responses to what they see and hear? e.g. Conversational Spanish/German including greetings, number responses, taught vocab, colours, what's the date? • Can they name and describe people? e.g. Il/elle s'appelle.../Il est... using adjectives; il a sept ans • Can they name and describe simple classroom objects/colours? • Can they use (set) phrases? 	<ul style="list-style-type: none"> • Can they have a short conversation where they are saying 2-3 things? E.g. introducing themselves. • Can they use short phrases to give a personal response? 	<ul style="list-style-type: none"> • Can they have a short conversation where they are saying 3-4 things?
Reading and Responding	<ul style="list-style-type: none"> • Can they read and understand single words and short phrases? • Can they read aloud single words and phrases? 	<ul style="list-style-type: none"> • Can they read and understand short and simple texts using familiar language, already taught? • Can they identify familiar words from a short, simple text and give a response? (true of false, multiple choice, answer simple retrieval questions) • Can they read independently? 	<ul style="list-style-type: none"> • Can they read and understand short texts (including short stories) using familiar language already taught? • Can they identify and note the main points and give a personal response?
Writing	<ul style="list-style-type: none"> • Can they copy a short familiar phrase? • Can they write or word process set phrases we use in class? 	<ul style="list-style-type: none"> • Can they write 2-3 short sentences on a familiar topic? 	<ul style="list-style-type: none"> • Can they write what they like and dislike about a familiar topic? J'aime... J'adore... Je deteste... Je n'aime pas... • Can they use short phrases to give a personal response and/or an opinion? Je prefere... Je voudrais...
Greater depth	<ul style="list-style-type: none"> • Can they name and describe people? e.g. Er/Sie ist...Jahre alt. • Can they use books or glossaries to find the meanings of new words? 	<ul style="list-style-type: none"> • Do they understand instructions, messages and dialogues within short passages? • Can they identify and note the main points and give a personal response on a passage? • Can they name and describe places? E.g. Klassenraum • Can they use a bilingual dictionary or glossary to look up new words? • Can write simple opinions 	<ul style="list-style-type: none"> • Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases? • Can they read independently? • Can they use a bilingual dictionary or glossary to look up new words? • Can they use context to work out unfamiliar words?

