

Curriculum Skills and Progression Map

Languages: 2023 to 2024





The Languages Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

Languages is intended to be a subject in which all children are given the chance to flourish and are given opportunities to be the very best they can be. We hope this will lead to us all being part of a global community, speaking the language of love. MFL very much fosters religious literacy and different beliefs and much like the bible parable, 'The Lost Sheep', aims for children to find it easier to love one another and not feel lost, by understanding a multitude of languages. MFL provides joy to children learning how others speak and gives them an ability to show tolerance.

To sum up the importance of learning a language Nelson Mandela said

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'





The Languages Curriculum and Provision for Pupils with SEND

At Horsford C of E VA Primary school, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The Languages curriculum can be adapted to meet the needs of children with SEND in the following ways.

Coloured Paper or recycled paper to minimise visual stress	Writing frames and scaffolding
Mixed ability groups – using peers as support and role models	Word lists of key vocabulary for pre-learning and as prompts
Adult assistance nearby	Relevant word banks of common language for different subjects
My Turn/Your Turn	Trying a 1:1 adult/adult nearby
Now/Next	A safe/quiet space in or near the classroom
Visual Timetables – class and individual	Allow talk time for those who find recording difficult
Fidget toys available	Simplified work
Coloured Paper for visual stress	Keeping instructions short and one at a time
Cushions for seats – wobble and wedge cushions	Pencil grippers – variety of pens and pencils
Open Dyslexia font used as standard practice	Variety of pens/writing implements
Coloured exercise books (Crossbow Education)	Writing frames and scaffolding

When planning for Languages class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

LANGUAGES: AGE RELATED STATUTORY COVERAGE

LANGUAGES: STATUTORY PROGRAMME OF STUDY FOR KEY STAGE TWO ONLY

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.

Skills Map – Languages			
French			
Year 3			
Listening and Responding	Speaking	Reading and Responding	Writing (pictures used to support)
<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? <p><i>May need items repeated.</i></p>	<ul style="list-style-type: none"> Can they give short and simple responses to what they see and hear? e.g. Conversational French 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? <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p>	<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 copy a short familiar phrase? Can they write or word-process set phrases we use in class? <p><i>When they write familiar words from memory their spelling may be approximate.</i></p>
Greater Depth			
	<ul style="list-style-type: none"> Can they name and describe people? e.g. Er/Sie ist...Jahre alt. 	<ul style="list-style-type: none"> Can they use books or glossaries to find the meanings of new words? 	

Skills Map – Languages			
French			
Year 4			
Listening and Responding	Speaking	Reading and Responding	Writing (pictures used to support)
<ul style="list-style-type: none"> Do they understand short passages made up of familiar language? <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i> <i>Short passages to retrieve information.</i></p>	<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? <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<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 or false, multiple choice, answer simple retrieval questions) Can they read independently? 	<ul style="list-style-type: none"> Can they write 2-3 short sentences on a familiar topic? <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>
Greater Depth			
<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? 	<ul style="list-style-type: none"> Can they name and describe places? 	<ul style="list-style-type: none"> Can they use a bilingual dictionary or glossary to look up new words? 	<ul style="list-style-type: none"> Can write simple opinions

Skills Map – Languages

French

Years 5

Listening and Responding	Speaking	Reading and Responding	Writing (pictures used to support)
<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? <p>Matching texts to images/speech bubbles</p> <ul style="list-style-type: none"> Can they identify and note the main points and give a personal response on a passage? <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 3-4 things? <p><i>Il, elle Pronouns, gender, words in wrong places</i> <i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<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? 	<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... <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>
Greater Depth			
	<ul style="list-style-type: none"> Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases? 	<ul style="list-style-type: none"> 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? 	

Skills Map – Languages

French

Years 6

Listening and Responding	Speaking	Reading and Responding	Writing (pictures used to support)
<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? <p>Matching texts to images/speech bubbles</p> <ul style="list-style-type: none"> Can they identify and note the main points and give a personal response on a passage? <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 3-4 things? <p><i>Il, elle Pronouns, gender, words in wrong places</i> <i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<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? 	<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... <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>
Greater Depth			
	<ul style="list-style-type: none"> Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases? 	<ul style="list-style-type: none"> 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? 	

LANGUAGES: VOCABULARY MAP

French

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • numbers to 30 • greetings • rooms in a house • basic colours • family pets • simple food • food found in a butchers and bakers • simple café menu • days of the week • months of the year • basic clothing • body parts • currency • festivals • shops • town • transport • weather • simple sports • lessons • jobs 	<ul style="list-style-type: none"> • numbers to 100 • introducing family members • asking someone's age • describing the home • describing things found in the home • colours – gold, silver, platinum • farm animals • zoo animals • foods from the supermarket • speak in past and present tense using time • describing what is worn • pocket money • different shops and prices • holidays and destinations • different ways to travel • major festivals • directions • describing the weather • hobbies • sports • school times 	<ul style="list-style-type: none"> • numbers beyond 100 • ordinal numbers • introducing wider family members • talk about friends • describe family and friends • illness • where they live • describing where they live • shades of colour • describing objects with colour • animal habitats • pet shop • size and description of animals • likes and dislikes of food • healthy eating • food preferences • time – half past etc in 12 & 24hour clock • outfits • clothing preferences • money and change • use dates to talk about holidays • describe towns and cities • create a weather forecast • describe weather around the world. • Seasons • Journey to school • Places in school • Aspirations 	<ul style="list-style-type: none"> • using numbers in addition and subtraction games • introduce community members such as teachers, religious figures • hospitals • comparing houses in the street / town • designing a home • physical appearances • animal parts • write a menu for school • order food in a restaurant • arrival and departure in an airport or station • weather preference • where clothes are worn • at the market • weights • conversational • describe towns and cities around the world • describe places of interest • describe the seasons • planets and solar system • sporting event • Olympics • High school & university

Appendix 1: Long term plan

Autumn 1			
Year 3	Year 4	Year 5	Year 6
<p>Unit 1 – Cultural Unit – Where is France?</p> <ul style="list-style-type: none"> • Where is France? • What major cities are there in France? • What is Paris like? <p>Unit 2 – Numbers and Alphabet</p> <ul style="list-style-type: none"> • Numbers to 30 • The alphabet • Correct pronunciation <p>Unit 3 – All about me</p> <ul style="list-style-type: none"> • Greetings • Introducing yourself and asking questions such as ‘ca va?’ 	<p>Unit 1 – Cultural Unit – Where is the world speaks French?</p> <ul style="list-style-type: none"> • All about other countries that speak French <p>Unit 2 - Numbers and the Alphabet</p> <ul style="list-style-type: none"> • Recap numbers to 30 • Numbers to 100 • Phonic blends and spelling words. <p>Unit 3 – My family and me</p> <ul style="list-style-type: none"> • Introducing parents and siblings • Talking about your family • Introducing grandparents. • Asking about someone else’s family. • Talking about yourself (illnesses etc) • Asking someone’s age. 	<p>Unit 1 – Cultural Unit – French Festivals</p> <ul style="list-style-type: none"> • All about Christmas, Easter, Bastille Day, La Fete des Voisins. <p>Unit 2 – Numbers beyond 100</p> <ul style="list-style-type: none"> • Numbers up to and beyond 100. • Ordinal numbers • Maths games and activities. <p>Unit 3 – My family and Friends</p> <ul style="list-style-type: none"> • Introducing wider family members • Talking about friends • Using sentences to describe friends and family • Recap illnesses, I have a cold etc • Recap asking where you live. 	<p>Unit 1 – French History</p> <ul style="list-style-type: none"> • Children will learn about France in WW1 and WW2, Bastille Day and Napoleonic War. <p>Unit 2 – French Maths</p> <ul style="list-style-type: none"> • To play and create maths games • Complete maths activities such as addition and subtraction. <p>Unit 3 - My Community</p> <ul style="list-style-type: none"> • Recap family and friends. • Introduce community members such as teachers, religious figures, neighbours, people who help us. Hospitals / GP

Autumn 2			
Year 3	Year 4	Year 5	Year 6
<p>Unit 4 – My Home</p> <ul style="list-style-type: none"> • Rooms in the home. • Basic adjectives to describe the home and rooms. • Describing where they live. <p>Unit 5 – Colours</p> <ul style="list-style-type: none"> • Basic colours and colours of the rainbow. • Correct punctuation of each colour. • Links – are there any colours the same or different in English. <p>Unit 6 – Animals</p> <ul style="list-style-type: none"> • Family pets • Likes and dislikes • Introducing your pet 	<p>Unit 4 – My Home</p> <ul style="list-style-type: none"> • Describing the size of a home • Things you will find in each room – household appliances etc <p>Unit 5 – Colours</p> <ul style="list-style-type: none"> • Revise colours of the rainbow • Introduce colours such as gold, silver and platinum • Begin to explore description such as light blue. <p>Unit 6 – Animals</p> <ul style="list-style-type: none"> • Farm animals • Zoo animals • Create / design your own zoo 	<p>Unit 4 – My Home</p> <ul style="list-style-type: none"> • Describing the homes of friends and families • Describing my street • My dream home. <p>Unit 5 – Colours</p> <ul style="list-style-type: none"> • Revision work on colours • Learn shades of colours such as pale green. • Describing objects with colour. <p>Unit 6 – Animals</p> <ul style="list-style-type: none"> • Revise animals • Describe animals using size and colour. • Animal habitats • At the pet shop 	<p>Unit 4 – My Home</p> <ul style="list-style-type: none"> • Comparing houses in my street and town • Comparing houses between countries. • Designing a home. <p>Unit 6 – Colours</p> <ul style="list-style-type: none"> • Revision work on colour • Learn physical appearances: 'blonde haired' • Apply grammatical rules correctly. <p>Unit 6 – Animals</p> <ul style="list-style-type: none"> • Revise animals • Describe animal body parts • Design animals and their habitat.

Spring 1			
Year 3	Year 4	Year 5	Year 6
<p>Unit 7 – Food</p> <ul style="list-style-type: none"> • Simple foods • Foods found on a simple café menu • Create own menu. • Visit to the butchers and bakers. <p>Unit 8 – Calendar</p> <ul style="list-style-type: none"> • Days of the week • Months of the year • Correct punctuation 	<p>Unit 7 - Food</p> <ul style="list-style-type: none"> • Revise food, butchers and bakers • Foods found in supermarket • Create own shopping list. <p>Unit 8 – Calendar</p> <ul style="list-style-type: none"> • Revise days of the week and months of the year. • Speak and write the date both past and present – 12 hour clock. • Time words – tomorrow, today, next week 	<p>Unit 7 - Food</p> <ul style="list-style-type: none"> • Revise work on food • Like and dislikes for food. • Healthy eating • Talking about food preferences, ask someone their preference. <p>Unit 8 – Calendar</p> <ul style="list-style-type: none"> • Revise previous work • Telling the time to the hour, half past etc, 12 and 24 hour clock. • Ask someone the time and reply correctly in 12 and 24 hour clock. 	<p>Unit 7 – Food</p> <ul style="list-style-type: none"> • Revise work on food • Write a menu for school • Create a healthy eating menu. • Practise ordering foods in a restaurant or shop. • <p>Unit 8 – Calendar</p> <ul style="list-style-type: none"> • Revise work on time and calendars. • Describe dates and times linked to timetables. • Describe and use arrival and departure times in an airport / railway station.

Spring 2			
Year 3	Year 4	Year 5	Year 6
<p>Unit 9 – Clothing</p> <ul style="list-style-type: none"> • Basic items of clothing • School uniform • Introduce body parts – main limbs. <p>Unit 10 – Shopping</p> <ul style="list-style-type: none"> • Currency • Ask how much something is. <p>Unit 11 – Holidays and celebrations</p> <ul style="list-style-type: none"> • Learn to sing happy birthday. • Talk about their birthday • Learn words to do with festivals such as Christmas. • Learn vocabulary about holidays. 	<p>Unit 9 – Clothing</p> <ul style="list-style-type: none"> • Revise items of clothing. • Describe what you wear on different days ('On the weekends, I wear....') • Create a clothing shop • Body parts <p>Unit 10 – Shopping</p> <ul style="list-style-type: none"> • Revise y3 • Pocket money • Different shops and prices. <p>Unit 11 – Holidays and celebrations</p> <ul style="list-style-type: none"> • Revise y3 • How to talk about holidays and destinations • Different ways you can travel. • Describing major festivals. • 	<p>Unit 9 – Clothing</p> <ul style="list-style-type: none"> • Revise clothing • Describe outfit colours and sizes. • Describe clothing preferences of yourself and a friend. <p>Unit 10 – Shopping</p> <ul style="list-style-type: none"> • Revise currency, how much something is, pocket money, different shops. • Money and change • Shopping conversations <p>Unit 11 – Holidays and celebrations</p> <ul style="list-style-type: none"> • Revise previous learning. • Use dates to talk about holidays • Use time words to talk about a holiday. • Plan food and lists for a party. • Describe a party. 	<p>Unit 9 – Clothing</p> <ul style="list-style-type: none"> • Dressing for the weather, preferences and descriptions. • Revise body parts, (I wear my scarf around my neck when it is cold) <p>Unit 10 – Shopping</p> <ul style="list-style-type: none"> • Revise previous years. • At the market • Weights • Holding a conversation <p>Unit 11 – Holidays and celebrations</p> <ul style="list-style-type: none"> • Revise previous years. • Retell a simple story such as Christmas in French • Describe position of holidays (before August, after Easter) • Future holiday plans

Summer 1			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Unit 12 – My Town</p> <ul style="list-style-type: none"> • Words to describe their town • Describe shops and features of their town. • Transport in their town • Asking where they live <p>Unit 13 – The Weather</p> <ul style="list-style-type: none"> • What is the weather today? • What is the weather this week? • What is the weather over the year? • Use maps to talk about weather in different places. 	<p>Unit 12 – My Town</p> <ul style="list-style-type: none"> • How to describe places in the town • How to get to my town and its location in the country. • How to get to places in town – directions. <p>Unit 13 – The Weather</p> <ul style="list-style-type: none"> • Revise y3 • Describe the weather with adjectives • Describe past, present and future weather 	<p>Unit 12 – My Town and cities</p> <ul style="list-style-type: none"> • Revise y3 and 4 work • Sentences to describe towns and cities. <p>Unit 13 – The Weather and seasons</p> <ul style="list-style-type: none"> • Revise y3 and 4 • Complete and film a weather forecast. • Describe weather around the world. • Seasons. 	<p>Unit 12 – My Town and cities</p> <ul style="list-style-type: none"> • Revise previous years learning. • Describe cities around the world and comparing them • Describe places of interest. <p>Unit 13 – The seasons and planets</p> <ul style="list-style-type: none"> • Revise weather • Describe the seasons • Activities and weather • Planets and our solar system.

Summer 2			
Year 3	Year 4	Year 5	Year 6
<p>Unit 14 – Sports</p> <ul style="list-style-type: none"> • Simple sports • Simple phrases to describe what sports they play <p>Unit 15 – School</p> <ul style="list-style-type: none"> • Introduction to school days in France. • Lessons • Likes and dislikes of lessons. • Different jobs. • The classroom 	<p>Unit 14 – Sports and hobbies</p> <ul style="list-style-type: none"> • Revise y3 • Introduce hobbies • Simple phrases to describe hobbies • Describing sports and hobbies the like / dislike <p>Unit 15 – School</p> <ul style="list-style-type: none"> • Revise y3 • Tour of the school • School times and subjects • What I want to be when I leave school 	<p>Unit 14 – Sports and hobbies</p> <ul style="list-style-type: none"> • Revise sports and hobbies • Describing a week of sports and hobbies at school. <p>Unit 15 – School</p> <ul style="list-style-type: none"> • Revise y3 and 4 • Journeys to school • Places in school • My future aspirations 	<p>Unit 14 – Sports and hobbies</p> <ul style="list-style-type: none"> • Revise work from previous years. • Describe and plan a sporting event – this could linke to the Olympics or school sports day. <p>Unit 15 – School and the future</p> <ul style="list-style-type: none"> • Revise school • What I want to study at high school. • Building sentences.

Appendix 2: Deepening Learning Questions

Here are some examples of Deepening Learning Questions which will be asked during language lessons. The list is not exhaustive but is designed to give ideas of the types of questions that could be asked. The language used is French but the questions are transferable to Spanish and German.

- If this verb looks like this when it follows *il*, what would you expect of these verbs?
- You know that *un club de jeunes* is a youth club. What do you think the French for “a sports club” might be?
- What would happen if you put *ne* before *ont* in your sentence?
- How will you set about remembering what you have learned today?
- How will you read these words aloud, now that you’ve learned that *oi* is pronounced [wah]?
- What pattern can you see in these adjectival endings?
- Why do you think *je* shortens to *j’* in all these cases?
- Here are some nouns we’ve never met before. Can you work out they might mean?
- What kind of text do you think this is?
- Look at the layout of this exercise. What do you have to do?
- What do you think the main point of the letter is?
- Which words that we’ve met before can we use in our presentation?

Note down five new words from the book you’ve been reading and use them in your next written piece.