

Curriculum Skills and Progression Map

Modern Foreign Languages: 2021 to 2022



Nebula
where stars are born



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

Modern Foreign Languages (MFL) 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.'



FOREIGN 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 – Modern Foreign 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 – Modern Foreign 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 – Modern Foreign 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? <p>J'aime... J'adore... Je deteste... Je n'aime pas...</p> <ul style="list-style-type: none"> Can they use short phrases to give a personal response and/or an opinion? <p>Je prefere... Je voudrais...</p> <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 – Modern Foreign 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? 	

MODERN FOREIGN 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 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 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 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

Appendix 1: Long term plan

Autumn 1			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Spanish using Linguascope	Spanish using Linguascope	<p>Following Y3 curriculum</p> <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>Following Y3 curriculum</p> <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?’

Autumn 2			
Year 3	Year 4	Year 5	Year 6
<p>Following Y3 curriculum 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>Following Y3 curriculum 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>Following Y3 curriculum 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>Following Y3 curriculum 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

Spring 1			
Year 3	Year 4	Year 5	Year 6
<p>Following Y3 curriculum 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 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>Following Y3 curriculum 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 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>Following Y3 curriculum 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>Following Y3 curriculum 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

Spring 2

Year 3	Year 4	Year 5	Year 6
<p>Following Y3 curriculum</p> <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 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>Following Y3 curriculum</p> <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 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>Following Y3 curriculum</p> <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>Following Y3 curriculum</p> <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.

Summer 1			
Year 3	Year 4	Year 5	Year 6
<p>Following Y3 curriculum</p> <p>Unit 8 – Calendar</p> <ul style="list-style-type: none"> • Days of the week • Months of the year • Correct punctuation <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>Following Y3 curriculum</p> <p>Unit 8 – Calendar</p> <ul style="list-style-type: none"> • Days of the week • Months of the year • Correct punctuation <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>Following Y3 curriculum</p> <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>Following Y3 curriculum</p> <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.

Summer 2			
Year 3	Year 4	Year 5	Year 6
<p>Following Y3 curriculum</p> <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 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>Following Y3 curriculum</p> <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 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>Following Y3 curriculum</p> <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>Following Y3 curriculum</p> <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

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.