

Curriculum Skills and Progression Map Modern Foreign Languages



Nebula
where stars are born



The Nebula Federation

Horsford CE VA Primary School

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.

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 Map – Modern Foreign Languages			
Year 3 – MFL (Cycle 1 – Spanish; Cycle 2 – German)			
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 Spanish/German 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 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? <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			
Year 4 – MFL (Cycle 1 – Spanish; Cycle 2 – German)			
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? E.g. Klassenraum 	<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			
Years 5/6 – MFL (French)			
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? 	

Appendix 1:



Languages Long Term Plan

Lower Key Stage Two

Cycle One (Spanish – Early Start Scheme)		Cycle Two (German – Early Start Scheme)	
Term/Theme enrichment	Objectives	Term/Theme enrichment	Objectives
A1: Unit 1 – Hola Unit 2 – Adiós Unit 3 - ¿Qué tal? Unit 4 - ¿Cómo te llamas?	<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 ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ appreciate stories, songs, poems and rhymes in the language 	A1: Unit 1 – Hallo! Unit 2 – Tschüs Unit 3 – Wie geht’s? Unit 4 – Wie heißt du?	<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 ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ appreciate stories, songs, poems and rhymes in the language
A2: Unit 5 – Los colores Unit 6 – Los números 1-12 Unit 7 - ¿Cuántos años tienes?	<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 ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ appreciate stories, songs, poems and rhymes in the language 	A2: Unit 5 – Zahlen: 1-12 Unit 6 – Wie alt bist du? Unit 7 – Wo wohnst du? Unit 15 – Fröhliche Weihnachten!	<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 ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Curriculum Skills and Progression Map

	<ul style="list-style-type: none"> ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing 		<ul style="list-style-type: none"> ▪ appreciate stories, songs, poems and rhymes in the language ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing
<p>Sp1: Unit 8 – Los meses del año Unit 9 - Los números 13-31 Unit 10 - ¿Cuándo es tu cumpleaños?</p>	<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 	<p>Sp1: Unit 8 – Was ist heute? Unit 9 – Wie ist das Wetter? Unit 10 – Das Alphabet</p>	<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
<p>Sp2: Unit 11 – Los días de la semana Unit 12 - ¿Qué día es hoy?</p>	<ul style="list-style-type: none"> ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures 	<p>Sp2: Unit 11 – Meine Familie Unit 12 – Zahlen: 13-31</p>	<ul style="list-style-type: none"> ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
<p>Su1: Early Start Talking Big Book Cachorrito Encuentra un Amigo (Puppy Finds a Friend)</p>	<ul style="list-style-type: none"> ▪ 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 	<p>Su1: Early Start Talking Big Book Ich will meine Banane (I Want my Banana)</p>	<ul style="list-style-type: none"> ▪ 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
<p>Su2: Unit 13 - ¿Tienes alguna mascota? Unit 14 - ¿Tienes hermanos? Unit 15 – Consolidation and assessment</p>	<ul style="list-style-type: none"> ▪ 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 	<p>Su2: Unit 13 – Die Farben Unit 14 – Hast du ein Haustier? Unit 16 – Consolidation and Assessment</p>	<ul style="list-style-type: none"> ▪ 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

Curriculum Skills and Progression Map

	<ul style="list-style-type: none">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.		<ul style="list-style-type: none">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.
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Languages Long Term Plan

Upper Key Stage Two

Term/Theme Enrichment	Cycle 1 (Rigolo Scheme)	Term/Theme Enrichment Provision will need to be made to familiarise Year 5 children with background vocabulary from Cycle 1	Cycle 2 (Rigolo Scheme)
A1: Unit 1 – Bonjour	<p>Objectives</p> <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 ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ appreciate stories, songs, poems and rhymes in the language 	A1: Unit 7 – Encore!	<p>Objectives</p> <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
A2: Unit 2 – En classe	<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 ▪ develop accurate pronunciation and intonation so that others understand when they are reading 	A2: Unit 8 – Quelle heure est-il?	<ul style="list-style-type: none"> ▪ 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

Curriculum Skills and Progression Map

	<p>aloud or using familiar words and phrases</p> <ul style="list-style-type: none"> ▪ appreciate stories, songs, poems and rhymes in the language ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing 		<ul style="list-style-type: none"> ▪ 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.
Sp1: Unit 3 – Mon corps	<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 	Sp1: Unit 9 – Les fêtes	
Sp2: Unit 4 – Les animaux		Sp2: Unit 10 – Où vas-tu?	
Su1: Unit 5 – La famille		Su1: Unit 11 – On mange!	
Su2: Unit 6 – Bon anniversaire!		Su2: Unit 12 – Le cirque	

Curriculum Skills and Progression Map

	<ul style="list-style-type: none">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.		
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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.