

Curriculum Skills and Progression Modern Foreign Languages



Nebula
where stars are born



The Nebula Federation

Frettenham 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.

Skills Map – Modern Foreign Languages			
Year 3 – MFL			
Listening and Responding - Oracy	Speaking - Oracy	Reading and Responding - Literacy	Writing - Literacy
<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> Understand and say a few basic common words from those taught, spoken slowly and clearly. <p style="text-align: center;">Expected</p> <ul style="list-style-type: none"> Understand a range of familiar questions. Understand and say a few familiar spoken words and phrases spoken slowly and clearly. Understand a range of familiar statements already taught. Repeat and sing well-known French songs. <p><i>May need items repeated.</i></p>	<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> Understand and say a few basic common words from those taught, spoken slowly and clearly. <p style="text-align: center;">Expected</p> <ul style="list-style-type: none"> Understand and say a few familiar spoken words and phrases spoken slowly and clearly. 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? Name and describe simple classroom objects/colours. Use (set) phrases. <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p>	<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> Recognise and copy a few basic common words with the correct gender. <p style="text-align: center;">Expected</p> <ul style="list-style-type: none"> Recognise and write single words with plausible spelling. Show awareness of gender and definite/indefinite articles. Read and understand single words and short phrases. Read aloud single words and phrases. Use books or glossaries to find the meanings of new words. 	<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> Recognise and copy a few basic common words with the correct gender. <p style="text-align: center;">Expected</p> <ul style="list-style-type: none"> Recognise and write single words with plausible spelling. Show awareness of gender and definite/indefinite articles. Copy a short familiar phrase. 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>

Year 3 Exceeding			
<p>Exceeding</p> <ul style="list-style-type: none"> Understand and say a range of familiar spoken words and short phrases. 	<p>Exceeding</p> <ul style="list-style-type: none"> Understand and say a range of familiar spoken words and short phrases. 	<p>Exceeding</p> <ul style="list-style-type: none"> Write simple words and a few short phrases with correct spelling. Show awareness of adjective and noun position. Write singular and plural nouns. Read and edit to improve. 	<p>Exceeding</p> <ul style="list-style-type: none"> Write simple words and a few short phrases with correct spelling. Show awareness of adjective and noun position. Write singular and plural nouns. Read and edit to improve.

Resources

- Early Start Languages Scheme Pack 1
- Interactive games e.g. Fruit Salad
- Simple short stories – speaking and listening – Little Red Ridinghood finger puppet book.
- Songs and rhymes – youtube
- Basic language dictionaries

Additional Writing Opportunities

The children will write short phrases covering a wide spectrum of topics.

Cross-Curricular Links

English – the children will engage in role play and drama activities

Art – the children will draw and label objects

Music – the children will sing a variety of songs in a different language

Skills Map – Modern Foreign Languages			
Year 4 – MFL			
Listening and Responding - Oracy	Speaking - Oracy	Reading and Responding - Literacy	Writing - Literacy
<p>Emerging</p> <ul style="list-style-type: none"> Understand and say a few familiar spoken words and short phrases, spoken slowly and clearly. <p>Expected</p> <ul style="list-style-type: none"> Understand and say a range of familiar spoken words and short phrases. Understand short passages made up of a familiar language. Understand instructions, messages and dialogues within short passages. 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. Short passages to retrieve information.</i></p>	<p>Emerging</p> <ul style="list-style-type: none"> Understand and say a few familiar spoken words and short phrases, spoken slowly and clearly. <p>Expected</p> <ul style="list-style-type: none"> Understand and say a range of familiar spoken words and short phrases. Have a short conversation where they are saying 2-3 things. Conversational, visits, hobbies etc Use short phrases to give a personal response. Name and describe places. <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<p>Emerging</p> <ul style="list-style-type: none"> Recognise and write single words with plausible spelling. Show awareness of definite/indefinite articles. <p>Expected</p> <ul style="list-style-type: none"> Recognise and write simple words and a few short phrases with correct spelling. Show awareness of adjective and noun position. Write singular and plural nouns. Read and understand short and simple texts using familiar language, already taught. Identify familiar words from a short, simple text and give a response (true or false, multiple choice, answer simple retrieval questions) Read independently. Use a bilingual dictionary or glossary to look up new words. 	<p>Emerging</p> <ul style="list-style-type: none"> Recognise and write single words with plausible spelling. Show awareness of definite/indefinite articles. <p>Expected</p> <ul style="list-style-type: none"> Recognise and write simple words and a few short phrases with correct spelling. Show awareness of adjective and noun position. Write singular and plural nouns. Write 2-3 short sentences on a familiar topic. Write simple opinions. <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>

Year 4 Exceeding			
<p>Exceeding</p> <ul style="list-style-type: none"> Understand the main points of a short passage made up of a few familiar words and phrases. 	<p>Exceeding</p> <ul style="list-style-type: none"> Understand the main points of a short passage made up of a few familiar words and phrases. 	<p>Exceeding</p> <ul style="list-style-type: none"> Write words, phrases and short, simple sentences with understandable spelling. Use connectives and create a greater variety of sentences using key verbs. 	<p>Exceeding</p> <ul style="list-style-type: none"> Write words, phrases and short, simple sentences with understandable spelling. Use connectives and create a greater variety of sentences using key verbs.

Resources

- Duolingo
- You tube for visual stories and songs.
- Online MFL games websites e.g. www.digitaldialects.com
- Basic language dictionaries.

Additional Writing Opportunities

The children will write descriptive passages involving repetitive language and applying new vocabulary.

Cross-Curricular Links

English – the children will engage in role play and drama activities

Art – the children will draw and label objects

Music – the children will sing a variety of songs in a different language

Skills Map – Modern Foreign Languages			
Year 5 – MFL			
Listening and Responding - Oracy	Speaking - Oracy	Reading and Responding - Literacy	Writing - Literacy
<p>Emerging</p> <ul style="list-style-type: none"> Understand and say a range of familiar spoken words and short phrases. <p>Expected</p> <ul style="list-style-type: none"> Understand the main points of a short passage made up of a few familiar words and phrases. Prepare and practise a simple conversation. Understand short passages made up of familiar language by responding to simple retrieval questions. Matching texts to images/speech bubbles Understand instructions, messages and dialogues within short passages. <p>Matching texts to images/speech bubbles</p> <ul style="list-style-type: none"> 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</i></p>	<p>Emerging</p> <ul style="list-style-type: none"> Understand and say a range of familiar spoken words and short phrases. <p>Expected</p> <ul style="list-style-type: none"> Understand the main points of a short passage made up of a few familiar words and phrases. Prepare and practise a simple conversation. Have a short conversation where they are saying 3-4 things. Use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases. <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<p>Emerging</p> <ul style="list-style-type: none"> Write simple words and a few short phrases with correct spelling. Show awareness of adjective and noun position. Write singular and plural nouns. <p>Expected</p> <ul style="list-style-type: none"> Recognise and write words, phrases and short, simple sentences with understandable spelling. Use connectives and create a greater variety of sentences using key verbs. Read and understand short texts (including short stories) using familiar language already taught. Identify and note the main points and give a personal response. Read independently. Use a bilingual dictionary or glossary to look up new words. Use context to work out unfamiliar words. 	<p>Emerging</p> <ul style="list-style-type: none"> Write simple words and a few short phrases with correct spelling. Show awareness of adjective and noun position. Write singular and plural nouns. <p>Expected</p> <ul style="list-style-type: none"> Recognise and write words, phrases and short, simple sentences with understandable spelling. Use connectives and create a greater variety of sentences using key verbs. Write what they like and dislike about a familiar topic. Use short phrases to give a personal response and/or an opinion. <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>

<i>sections repeated.</i>			
Year 5 Exceeding			
Exceeding	Exceeding	Exceeding	Exceeding
<ul style="list-style-type: none"> Understand a short passage made up of familiar words and basic phrases. Express simple opinions. Prepare a short presentation. 	<ul style="list-style-type: none"> Understand a short passage made up of familiar words and basic phrases. Express simple opinions. Prepare a short presentation. 	<ul style="list-style-type: none"> Write a short, simple text using simple sentences from a familiar topic with reasonable spelling. Use 1st, 2nd, 3rd person of several regular verbs in the present tense. Read and edit to improve. 	<ul style="list-style-type: none"> Write a short, simple text using simple sentences from a familiar topic with reasonable spelling. Use 1st, 2nd, 3rd person of several regular verbs in the present tense. Read and edit to improve.

Resources

- Duolingo
- You tube for visual stories and songs.
- Online MFL games websites e.g. www.digitaldialects.com
- Enquiry activities. Focused enquiry-based activities to promote curiosity, investigative and higher level language skills

Additional Writing Opportunities

The children will write descriptive passages involving repetitive language and applying new vocabulary.

Cross-Curricular Links

English – the children will engage in role play and drama activities

Art – the children will design, draw and label object

Skills Map – Modern Foreign Languages
Years 6 – MFL

Listening and Responding - Oracy	Speaking - Oracy	Reading and Responding - Literacy	Writing - Literacy
<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> Understand the main points of a short passage made up of a few familiar words and phrases. <p style="text-align: center;">Expected</p> <ul style="list-style-type: none"> Understand a short passage made up of familiar words and basic phrases. Express simple opinions. Prepare a short presentation. Prepare and practise a simple conversation. Understand short passages made up of familiar language by responding to simple retrieval questions. Matching texts to images/speech bubbles Understand instructions, messages and dialogues within short passages. <p>Matching texts to images/speech bubbles</p> <ul style="list-style-type: none"> 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>	<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> Understand the main points of a short passage made up of a few familiar words and phrases. <p style="text-align: center;">Expected</p> <ul style="list-style-type: none"> Understand a short passage made up of familiar words and basic phrases. Express simple opinions. Prepare a short presentation. Have a short conversation where they are saying 3-4 things. Use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases. <p><i>Although they use mainly memorised language, they occasionally substitute items of</i></p>	<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> Write words, phrases and short, simple sentences with understandable spelling. Use connectives and create a greater variety of sentences using key verbs. Read and edit to improve. <p style="text-align: center;">Expected</p> <ul style="list-style-type: none"> Write a short, simple text using simple sentences from a familiar topic with reasonable spelling. Use 1st, 2nd, 3rd person of several regular verbs in the present tense. Read and edit to improve. Read and understand short texts (including short stories) using familiar language already taught. Identify and note the main points and give a personal response. Read independently. Use a bilingual dictionary or glossary to look up new words. Use context to work out unfamiliar words. 	<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> Write words, phrases and short, simple sentences with understandable spelling. Use connectives and create a greater variety of sentences using key verbs. Read and edit to improve. <p style="text-align: center;">Expected</p> <ul style="list-style-type: none"> Write a short, simple text using simple sentences from a familiar topic with reasonable spelling. Use 1st, 2nd, 3rd person of several regular verbs in the present tense. Read and edit to improve. Write what they like and dislike about a familiar topic. Use short phrases to give a personal response and/or an opinion. <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>

	<i>vocabulary to vary the questions or statements.</i>		
Year 6 Exceeding			
Exceeding	Exceeding	Exceeding	Exceeding
<ul style="list-style-type: none"> Understand details in a short passage on a few familiar topics. Use spoken language confidently. Perform to an audience. 	<ul style="list-style-type: none"> Understand details in a short passage on a few familiar topics. Use spoken language confidently. Perform to an audience. 	<ul style="list-style-type: none"> Write a paragraph from memory made up of short sentences using taught language on a few topics. Use nouns, adjectives, pronouns and present tense verbs. Read and edit to improve. 	<ul style="list-style-type: none"> Write a paragraph from memory made up of short sentences using taught language on a few topics. Use nouns, adjectives, pronouns and present tense verbs. Read and edit to improve.

Resources

- Duolingo
- You tube for visual stories and songs.
- Online MFL games websites e.g. www.digitaldialects.com
- Enquiry activities. Focused enquiry-based activities to promote curiosity, investigative and higher level language skills

Additional Writing Opportunities

The enquiry-based activities will involve opportunities to write letters and stories.

Cross-Curricular Links

English – the children will engage in role play and drama activities

Art – the children will design, draw and label objects

Year 2/3

Repetition in the Autumn and Spring within the 2 year rolling programme allows Year 2 who are beginners to start practicing core vocabulary and Year 3 children to recap the previous year's core language skills, while providing opportunities to deepen their understanding with reading and written tasks.

Autumn Term

Greetings and saying goodbye. Asking people how they are. What is your name? Alphabet, Numbers to 12. How old are you? Months of the year. Numbers to 31. Classroom interaction.

Spring Term

Colours. When is your birthday? Days of the week. What is today's date? DO you have a pet? Family. Numbers to 40.

Summer Term

Year A: Where do you live? Places in town. Directions. Rooms in school. Classroom objects. What is the time? What is the weather like?

Year B: What do you like... to eat. Enjoy your meal. Leisure activities. What is your favourite lesson? What are you wearing?

Class 3 Year 4-6 MFL Long Term Plan

2019-20

Through the nature of mixed age classes, there are children each year who are new to learning the language and others who have had 1 or 2 years learning. Therefore content for the children is split into progressive units with the children learning at the level of their ability.

Beginners

Autumn:

Introduction – some basic words: the/a, gender nouns, drink and eat, etc.

Common phrases – social nicety phrases: hello, goodbye, thank you, good night, etc.

Travel – important places: aeroplane, hospital, supermarket, etc.

Spring:

Restaurant – basic foods: sandwich, fish, meat, salad, etc.

Family – family members: mum, dad, nanny, grandad, etc.

Shopping – items of clothing: shirt, dress, hat, etc.

Summer:

School – classroom words: class, study, teacher, write, etc.

People – nationalities: Spanish, English, American, etc.

Greetings – social greetings: good afternoon, see you tomorrow, how's it going?, etc.

Intermediate

Autumn:

Travel 2 – important items: taxi, money, ticket, telephone, passport, etc.

Schedule – timings: morning, evening, Monday, Tuesday, etc.
People 2 – asking questions: where do you live?, where are you from?, etc.

Spring:

People 3 – jobs: doctor, teacher, waiter, etc.
School 2 – equipment: book, pen, computer, etc.
Family 2 – adjectives for people: little, big, smart, pretty, kind, etc.

Summer:

Work – communication: letter, message, write, email, etc.
Emotions – feelings: surprised, angry, sad, sick, etc.
People 4 – speaking about people: they live..., they study..., on the weekend..., etc.

Advanced

Autumn:

Fashion – describing clothes: red, green, pretty, new, etc.
Travel 3 – directions: left, right, street, stop, etc.
Leisure – things you do with others: we eat..., we go..., we read..., etc.

Spring:

Activities – going places: they went..., they work..., they buy, etc.
Preferences – likes: I like..., I love..., I think..., etc.
Routines – daily activities: I wake up at..., I have to go..., I shower at..., etc.

Summer:

Household – places/items around the house: kitchen, bedroom, fridge, bed, etc.
Restaurant 2 – more food: bottle, soup, potato, dessert, etc.
Family 3 – about family members: he loves..., she likes..., they are..., etc.

