



St Mary's Catholic Primary School, Churchdown Progression of Knowledge & Skills

in Modern Foreign Languages



	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Listening & Speaking / Oracy	Pupils start to speak in French and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc. Pupils will also build up a bank of core vocabulary that they can relate to and re-use in French, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term. Pupils will create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice-cream'. We begin to move from single words to short, simple phrases Pupils will be able to use every day useful and relevant language. Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'.	Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils learn how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations. Pupils will use these more expanded speaking structures in units including: 'Presenting Myself', 'Family', 'My Home', 'Romans' and 'Classroom'. Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker recall. Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'.	Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy. Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations and will also learn to accurately use conjunctions and adjectives. Pupils will use these more expanded speaking structures in units including: 'Pets', 'The Date', 'The Weather', 'Habitat', 'Olympics' and 'Clothes' Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall. Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'.	Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. We also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles. Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils will also start to be able to move from speaking in the 1st person singular to 3rd person singular or 3rd person plural. This expansion of spoken tasks takes place in a number of our Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'WWII'. Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. Personal details and core key phrases are now embedded and are used frequently in combination with the extra new language taught in each of our Progressive units without the need to revisit the core language first.



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	Pupils will engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. Pupils will learn to both ask and answer a variety of simple key questions in the target language: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.' Pupils will start to be able to give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'	Pupils engage in simple conversations asking & answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' Pupils will now be able to give a simple opinion in spoken form.	Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc. Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.	Pupils engage in longer conversations on a much wider range of topics. They will be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'WWII'. Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion in units including: 'At School' and 'The Weekend'.
Stories, songs, poems and rhymes	Teachers will ensure that their classes explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps.	Pupils continue to explore, understand and mimic the patterns of sound and language by repeating songs and raps. Pupils are also encouraged to pronounce and recite the short poems and rhymes.	Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. Pupils are also encouraged to pronounce and recite the short poems and rhymes.	Pupils continue to explore, understand and mimic the patterns of sound and language. Pupils will be willing to attempt to pronounce unknown words they see in French by applying the speaking and pronunciation knowledge they have learnt up to this point.
Reading	Pupils learn to gist read by "hunting" for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and French) and start to learn how to decode written text they are presented with.	Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand more of what they read. With support, they will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them. Pupils improve and develop their reading skills by tackling and understanding passages of written text. By using Creative Curriculum units ('The Romans'), pupils are exposed to a wider range of language and challenging reading exercises. Pupils will develop and progress their foreign language reading ability and skills.	Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them. Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text. By using Creative Curriculum units ('Habitats' and 'The Olympics'), pupils are exposed to a wider range of language and more challenging reading exercises. Pupils will develop and progress their foreign language reading ability and skills.	Pupils read longer, more authentic passages of text. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. Pupils will now be able to read age appropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding).



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Listening	Pupils are taught to understand very short passages of spoken language. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. Pupils are taught to listen to short, familiar stories and songs in French. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in French. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear.	Pupils now learn to listen for varying periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set. Pupils are taught to appreciate familiar stories and songs in French using stories. They are expected to understand much more of what they hear and not only use previous knowledge of the story in English.	Pupils now learn to listen for longer periods of time. They begin to understand short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand what they hear to complete the tasks set. Pupils are taught to appreciate familiar stories and songs in French. They are expected to understand most of what they hear and not only use previous knowledge of the story in English to decode meaning in French.	Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understand better what they hear and use their skills to "gist" listen to unknown target language to complete the tasks set. Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: 'Me in the World', 'WWII', 'At School', 'The Weekend', and 'Healthy Lifestyles'.
Grammar	Pupils start to develop their writing skills in French by filling in missing letters with relative (predominantly nouns and articles). Pupils are encouraged to attempt to spell and write some simple words and vocabulary from memory. Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc.	Pupil will now be able to start writing full sentences with increased ease. Sentences will include the use of nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct simple phrases. Pupils will be able to write simple sentences in French applying their knowledge of correct word order. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns. Pupils learn to write about themselves in detail. Pupils also learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'.	Pupil will now be able to start writing full sentences with increased ease and improved accuracy. Sentences will include the correct use nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will be able to write a short text in French applying their knowledge of correct word order. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns. Pupils learn to write about themselves in more detail using full sentences. Pupils also learn how to write positive and negative statements. Example: How to write 'I have a dog called Fido and a cat and then change this written phrase to I have a dog called Fido but I do not have a cat'.	Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Pupils will create multiple sentences with greater ease and fluency and then join these together to make longer passages of text.