

FRIETH CEC PRIMARY SCHOOL MODERN FOREIGN LANGUAGES YEAR GROUP PROGRESSION DOCUMENT May 2020

By the end of KS1

LISTENING	<p>Develop listening and attention skills</p> <ul style="list-style-type: none"> • Focus attention on speaker • Make eye contact with the person who is speaking • Look at gesture and body language of the speaker • Recognise a familiar word or phrase and give a physical response • Identify sounds in words
	<p>Listen with sustained concentration</p> <ul style="list-style-type: none"> • Listen to simple stories, songs and finger rhymes • Watch videos or DVDs in other languages
SPEAKING	<p>Understand the conventions of turn-taking</p> <ul style="list-style-type: none"> • Play circle games, passing an object round the circle as a signal to allow children to speak • Create a Mexican wave in small groups, demonstrating one word or phrase, such as numbers or greeting words
	<p>Copy language modelled by the teacher</p> <ul style="list-style-type: none"> • Speak in chorus, small groups or individually • Speak in a clear audible voice
	<ul style="list-style-type: none"> • Sing songs and recite short finger rhymes • Sing children's songs and recite rhymes in English and in other languages spoken by children in the class
INTERCULTURAL UNDERSTANDING (ICU)	<p>Understand that different languages are spoken in the world</p> <ul style="list-style-type: none"> • Listen to examples of languages spoken by children in the class, or teachers, other adults in the class, or parents • Listen to stories from dual-language storybooks
	<p>Celebrate and value plurilingualism</p> <ul style="list-style-type: none"> • Be inquisitive about languages • Showcase language skills and experiences in assemblies and other presentations
	<p>Celebrate and value cultural diversity</p> <ul style="list-style-type: none"> • Learn respect for one another and foster attitudes of fairness, tolerance and forgiveness

	Year 3	Year 4	Year 5	Year 6
LISTENING	<p>Understand a few familiar spoken words & phrases eg</p> <ul style="list-style-type: none"> • CT's instructions • Greetings • Basic personal information • Colours • Numbers up to 12 • A few words in a song 	<p>Understand a range of familiar spoken phrases eg</p> <ul style="list-style-type: none"> • CT's instructions • Greetings • Where I live • Numbers up to 39 • Days • Months • Birthdays • Songs 	<p>Understand the main points from a short spoken passage made up of familiar language in simple sentences eg</p> <ul style="list-style-type: none"> • Short rhyme or song • Basic telephone message • Sentences describing personal information 	<p>Understand the main points and some of the details from short spoken passages eg</p> <ul style="list-style-type: none"> • Conversations at a market • Songs, stories and poems • Playscripts eg At the market
SPEAKING	<p>Know how to pronounce some single letter sounds</p> <p>Know that accents change letter sounds</p> <p>Imitate correct pronunciation with some success</p> <p>Say and repeat single words and short simple phrases eg</p> <ul style="list-style-type: none"> • Basic personal information • Naming classroom objects • Identifying colours 	<p>Show an awareness of sound patterns</p> <p>Be clearly understood</p> <p>Answer simple questions and give basic information eg</p> <ul style="list-style-type: none"> • Ask about/give own birthday • Ask/say where I live • Ask/say how I feel 	<p>Know that accents change letter sounds & demonstrate this with some accuracy</p> <p>Know how to pronounce all single letter sounds</p> <p>Know how to pronounce some letter strings</p> <p>Ask and answer simple questions eg</p> <ul style="list-style-type: none"> • Survey about where people live • Enquire about spellings • Talk to a friend about pets 	<p>Know how to pronounce a range of letter strings</p> <p>Know that accents change letter sounds & demonstrate this with growing accuracy</p> <p>Can substitute items of vocabulary to vary questions or statements</p> <p>Pronunciation is becoming more accurate and intonation is being developed</p> <p>Take part in simple conversation</p>

READING	<p>Recognises and reads out a few familiar words/phrases – use visual clues to help with reading Eg from stories such as</p> <ul style="list-style-type: none"> • Le monstre histoire • Labels on familiar objects 	<p>Understands some familiar written phrases eg</p> <ul style="list-style-type: none"> • The date • Labels • Basic descriptions of objects • Stories such as Ours brun & Les amis de la ferme 	<p>Match sound to print by reading aloud familiar words/phrases</p> <p>Use a book/glossary/bilingual dictionary with some support to find out the meanings of new words</p> <p>Understands the main points from a short written text eg</p> <ul style="list-style-type: none"> • A few short sentences of information about my new friend/pet • Poems such as Braves soldats • Stories such as Guyfawkes 	<p>Begin to read independently</p> <p>Use a bilingual dictionary with increasing independence & efficiency</p> <p>Understands the main points and some of the detail from a short written text eg</p> <ul style="list-style-type: none"> • Stories such as Jacques le gourmand & Retour à l'école • Playscripts & songs such as Au marche • Simple comic/magazine/newspaper articles such as La rêve de Charlotte & L'ours
WRITING	<p>Copy simple words/symbols with accuracy eg</p> <ul style="list-style-type: none"> • Colours • Numbers up to 12 <p>Write some single words from memory with plausible spelling</p>	<p>Write one or two short sentences using a model eg</p> <ul style="list-style-type: none"> • Personal information • Ask/say where I live • Ask/say how I feel • Very simple descriptions of objects <p>Fill in the words on a simple form</p> <p>Begin to spell some commonly used words and short phrases from</p>	<p>Write a few short sentences with support using language they have already learnt eg</p> <ul style="list-style-type: none"> • Adapt a poem/story • Make my own Tu as...? questions <p>Write a short text on a familiar topic, adapting language which they have already learnt eg</p> <ul style="list-style-type: none"> • Where I live • My pets 	<p>Write at varying length, for different purposes & audiences using the grammatical structures they have already learnt eg</p> <ul style="list-style-type: none"> • Paragraphs of three to four sentences about myself • Write a playscript using a model such as Au marché • Write a song/poem using a model

		memory with understandable spelling	Spell words/phrases/short simple sentences from his/her repertoire from memory that are readily understandable	<p>such as Valentines Food Poems & Remembrance</p> <p>Spell commonly used words correctly</p> <p>Write complex sentences from memory, manipulating familiar language/ vocabulary with reasonable spelling</p>
GRAMMAR AND KEY LANGUAGE FEATURES	<p>Begin to explore nouns;</p> <p>Recognise that nouns have a gender;</p> <p>Notice that the definite and indefinite article can change according to the gender of a noun;</p> <p>Recognise that nouns have a plural form that might change;</p> <p>Use question forms;</p> <p>Have an awareness of basic sentence structure;</p> <p>Understand how connectives can lengthen sentences;</p> <p>Begin to understand that adjectives can sometimes follow the noun;</p> <p>Develop an awareness of simple negatives;</p> <p>Start to recognise imperatives;</p>	<p>Understand that the definite and indefinite article change according to the gender of the noun and whether it is singular or plural;</p> <p>Sort and categorise words according to gender;</p> <p>Begin to understand the concept of the agreement of adjectives;</p> <p>Recognise commonly used verbs;</p> <p>Have an awareness of the pattern of negative structures;</p> <p>Recognise that questions can help formulate responses;</p> <p>Understand and use the question form, "Have you?" and give a positive and negative response;</p> <p>Begin to use pronouns;</p> <p>Extend understanding of present tense to 3rd person il/elle;</p>	<p>Use a bilingual dictionary with growing confidence and independence;</p> <p>Use the alphabet to spell out words in speaking/writing;</p> <p>Know and use the formal and familiar use of YOU;</p> <p>Practise accurate use of adjectives in agreement with nouns;</p> <p>Practise use of the partitive article for uncountable nouns;</p> <p>Begin to use sequencers;</p> <p>Begin to use imperatives;</p> <p>Begin to use adverbs;</p> <p>Explore the verbs, 'to be' & 'to have' in the present tense;</p> <p>Explore and practise a regular 'er' verb;</p>	<p>Use a bilingual dictionary efficiently with confidence & independence</p> <p>Writing reflects understanding of:</p> <p>Gender of nouns;</p> <p>Forming the plural;</p> <p>Correct agreement of high frequency adjectives;</p> <p>Word order;</p> <p>Extended use of connectives;</p> <p>1st, 2nd & 3rd person pronouns (singular & plural);</p> <p>Use of adverbs;</p> <p>Subordinate clauses;</p> <p>Some grasp of how to conjugate avoir/être/regular 'er' verbs in present tense sentences</p>

	<p>Understand that symbols such as accents exist in the foreign language and that they affect the pronunciation of words;</p> <p>Develop an understanding of the present tense in 1st and 2nd person</p>	<p>Start to use possessive pronouns;</p> <p>Understand elision (use of apostrophe);</p> <p>Construct simple sentences using nouns, verb (to be/have), a connective and an adjective;</p> <p>Write down dictated words;</p> <p>Begin to use a bilingual dictionary to check spelling & meaning</p>	<p>Use verbs in the 3rd person to describe someone;</p> <p>Recognise commonly used verbs;</p> <p>Understand word order & agreement when including high frequency adjectives of colour/size & demonstrate this with reasonable accuracy in their writing</p>	<p>Pupils demonstrate some ability to analyse a text and to identify key grammatical features</p>
INTERCULTURAL UNDERSTANDING (ICU)	<p>Understand and respect that there are people and places in the world that are different to where I live and play</p> <p>Understand that some people speak a different language to me</p> <p>Talk about celebrations in other cultures</p>	<p>Identify similarities and differences in my culture to that of another</p> <p>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own</p>	<p>Respect and understand cultural diversity</p> <p>Understand how symbols, objects and pictures can represent a country</p>	<p>Talk about, discuss and present information about a particular country's culture</p> <p>Begin to understand more complex issues which affect countries in the world today for example poverty, famine, religion and war</p>