



Herne Junior School's

Modern Foreign Languages Curriculum Progression



Our high-quality Modern Foreign Languages (MFL) curriculum is planned and taught from Year 3 through to Year 6. It fosters pupils' curiosity and deepens their understanding of languages beyond their own. It engages and inspires our pupils to develop a love of languages, other cultures and their traditions. It provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3 and beyond. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. It provides opportunities for pupils to communicate for practical purposes and appreciate that languages have similarities as well as differences.

By the end of Key Stage 2, our pupils will have secured the spoken and written language, knowledge and skills to lay the foundations for further foreign language teaching at Key Stage 3.

Pupils are 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 French language being studied

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	Listen and show understanding of single words through physical response.	Listen and show understanding of short phrases covered in current and previous units through physical response.	Listen and show understanding of more complex familiar phrases and sentences even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen and show understanding of more complex sentences containing familiar and unfamiliar words.
Speaking	<ul style="list-style-type: none"> Recognise a familiar question and respond with a simple rehearsed response. Name objects and actions and link words with a connective in a simple rehearsed statement Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. 	<ul style="list-style-type: none"> Ask and answer several simple and familiar questions with a rehearsed response and incorporate a negative reply if and when required. Use familiar vocabulary to say simple sentences to give information using a language scaffold. 	<ul style="list-style-type: none"> Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help Remember and recall familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold. 	<ul style="list-style-type: none"> Engage in a short conversation using familiar questions and express opinions. Manipulate familiar language to present own ideas and information in more complex sentences with increased speed and spontaneity.

<p>Reading</p>	<ul style="list-style-type: none"> • Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words. • Read and show understanding of familiar single words. • Identify and use strategies for memorising new vocabulary. 	<ul style="list-style-type: none"> • Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules, applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. • Read and show understanding of simple familiar phrases and short sentences. • Use a bi-lingual dictionary to find the meaning of a word or its translation. 	<ul style="list-style-type: none"> • Read aloud more complex sentences using knowledge of silent letter string sounds and phonemes, applying knowledge learnt from 'Phonics Lessons 1 to 3'. • Read and show understanding of a complex sentence using familiar language and beginning to decode meaning of unknown words using context. • Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs. 	<ul style="list-style-type: none"> • Read aloud the text of familiar stories. • Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. • Read and show understanding of a series of complex sentences using familiar language. • Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.
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<p>Writing</p>	<ul style="list-style-type: none"> • Write and say simple familiar words to describe people, places, things and actions using a model. • Write single familiar words from memory with understandable accuracy. • Use the 1st and 2nd person pronouns with a regular verb. 	<ul style="list-style-type: none"> • Write and say a simple phrase to describe people, places, things and actions using a language scaffold. • Write simple familiar short phrases from memory with understandable accuracy. • Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. • Demonstrate understanding of the position of the majority of adjectives. 	<ul style="list-style-type: none"> • Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. • Write familiar complex sentences from memory with understandable accuracy • Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. • Produce positive and negative sentences with high frequency verbs and pronouns. 	<ul style="list-style-type: none"> • Write and say a complex sentence manipulating familiar language, using a dictionary for new language. • Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy. • Use the correct form of the definite article in singular and plural sentences. • Apply all grammatical knowledge learnt to build complex sentences.
<p>Grammar</p>	<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>