



Modern Foreign Language Curriculum Progression Map

The overarching aim for MFL at SJF is to enable our children to understand and respond to spoken and written language from a variety of authentic sources, to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation, to enable our children to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt and to discover and develop an appreciation of a range of writing in the language studied

Our curriculum enables our children to **MFL**

Be independent and confident lifelong learners - **Acquire** the knowledge, skills and attitudes for them to thrive - **Build** resilience and become creative, critical thinkers - **Make** a positive contribution to both the school and the wider community - **Experience** enrichment opportunities that support learning where curiosity knows no boundaries

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MFL				
LISTENING	<p>Chn will be able to: Understand a few familiar spoken words and phrases - e.g.</p> <ul style="list-style-type: none"> the teacher's instructions a few words and phrases in a song or a rhyme days of the week colours numbers 	<p>Chn will be able to: Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> Basic phrases concerning myself, my family, my school, the weather. 	<p>Chn will be able to: Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g.</p> <ul style="list-style-type: none"> A short rhyme or song, a telephone message, announcement or weather forecast. Sentences describing what people are wearing, what they are doing, an announcement or message. 	<p>Chn will be able to:</p> <ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of authentic sources.
SPEAKING	<p>Chn will be able to: say and repeat single words and short simple phrases - e.g.</p> <ul style="list-style-type: none"> greeting someone saying oui, non, s'il vous plait, merci (or equivalents in other languages) naming classroom objects days of the week saying what the weather is like 	<p>Chn will be able to: Answer simple questions and give basic information - e.g.</p> <ul style="list-style-type: none"> Saying where I live Whether I have brothers and sisters Whether I have a pet When my birthday is My age Saying the date 	<ul style="list-style-type: none"> Chn will be able to: Ask and answer simple questions and talk about their interests - e.g. taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear discussing a picture with a partner describing colours, shapes and saying whether I like it ; not; asking for and 	<p>Chn will be able to:</p> <ul style="list-style-type: none"> speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation give a short prepared talk, on a topic of choice, including

			giving directions; <ul style="list-style-type: none"> discussing houses, pets, food 	expressing opinions - <ul style="list-style-type: none"> • talking on a familiar subject; describing a picture or part of a story; making a presentation to the class
READING	Chn will be able to: Can recognise and read out a few familiar words and phrases - e.g. <ul style="list-style-type: none"> • from stories and rhymes • labels on familiar objects • the date • the weather 	Chn will be able to: Understand and read out familiar written phrases - e.g. <ul style="list-style-type: none"> • simple phrases • weather phrases • simple description of objects someone writing about their pet 	Chn will be able to: Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g. <ul style="list-style-type: none"> • very simple messages on a postcard or e-mail or part of a story • three to four sentences of information about my e-pal; a description of someone's school day 	Chn will be able to: Understand the main points and opinions in written texts from various contexts - e.g. <ul style="list-style-type: none"> • A postcard or letter from a pen-pal; a written account of school life, • a poem or part of a story ... • discover and develop an appreciation of a range of writing in French
WRITING	Chn will be able to: Can write or copy simple words or symbols correctly - e.g. <ul style="list-style-type: none"> • numbers • Days of week • colours • classroom objects • a shopping list 	Chn will be able to: Can write one or two short sentences to a model and fill in the words on a simple form- e.g. <ul style="list-style-type: none"> • personal information • where I live • how old I am • holiday greetings by e-mail or on a postcard 	Chn will be able to: Write a few short sentences with support using expressions which they have already learnt - e.g. <ul style="list-style-type: none"> • a postcard, • a simple note or message, • an identity card • Write a short text on a familiar topic, adapting language which they have already learnt- e.g. • three to four sentences for a wall display; • a simple e-mail message ... 	Chn will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt <ul style="list-style-type: none"> • paragraphs of three to four sentences about myself, • about a story or a picture; a message containing three to four sentences; • a postcard or greetings card
<p><u>End of KS2 Expectations</u></p> <p>The national curriculum for languages aims to ensure that all pupils:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>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> <p>Read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p>				

