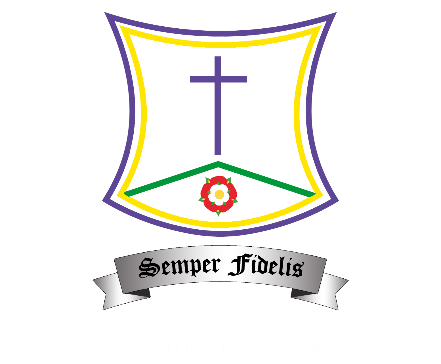
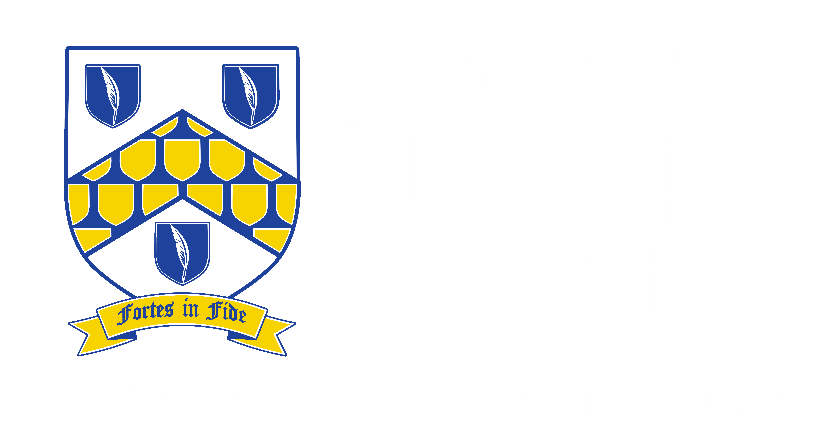
St Teresa’s Catholic Primary School

Progression Map

***Respect – Resilience – Read – Retain***



***‘Do the little things well’***



Contents:

1. Curriculum intent, implementation and impact for MFL
2. MFL threshold concepts
3. Progression of sequential components of learning in MFL
4. National curriculum objectives for MFL in KS2
5. MFL progression of skills across year groups in KS2



**Curriculum Intent:**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. Our intent at St. Teresa’s Catholic Primary School is to develop an enthusiastic and positive attitude to other languages and language learning, whilst teaching skills to

develop linguistic competence. We see this as a lifelong skill, which opens avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding.

St. Teresa’s offers a high quality, progressive programme of study, which encourages enjoyment of the language studied (French) and allows each pupil to experience success.

**Implementation:**

In Bishop Hogarth Catholic Education Trust, a programme of study for KS2 has been developed by a team of primary school teachers and secondary language specialists. Careful consideration has been given to ensure that the acquisition of knowledge has been sequenced with prior knowledge built upon, resulting in a systematic and cumulative approach to language acquisition. Regular reviews and mini assessments have been built into the programme to facilitate pupils ‘knowing more and remembering more.’

The MFL programme of study at St. Teresa’s follows the National Curriculum and is underpinned by the four key language skills: listening, speaking, reading and writing.

Progression in each of the four language skills allows pupils to comprehend and produce language for effective personal communication. Knowledge of vocabulary, phonics and grammar are embedded throughout each of the skills. In addition, there are further opportunities for pupils to broaden their cultural understanding withstand alone cultural awareness lessons each term.

Whilst there are no formal lesson requirements for KS1, they will gain exposure to modern foreign languages through language enrichment and cultural awareness days across the year.

*At present, because the children have limited existing knowledge and understanding of the French language, LKS2 pupils are following the year 3 programme of study and the children in UKS2 are following the year 4 programme of study. As the children progress through the school and have followed the sequential components of learning, they will be able to access the particular learning for their year group.*

**Impact:**

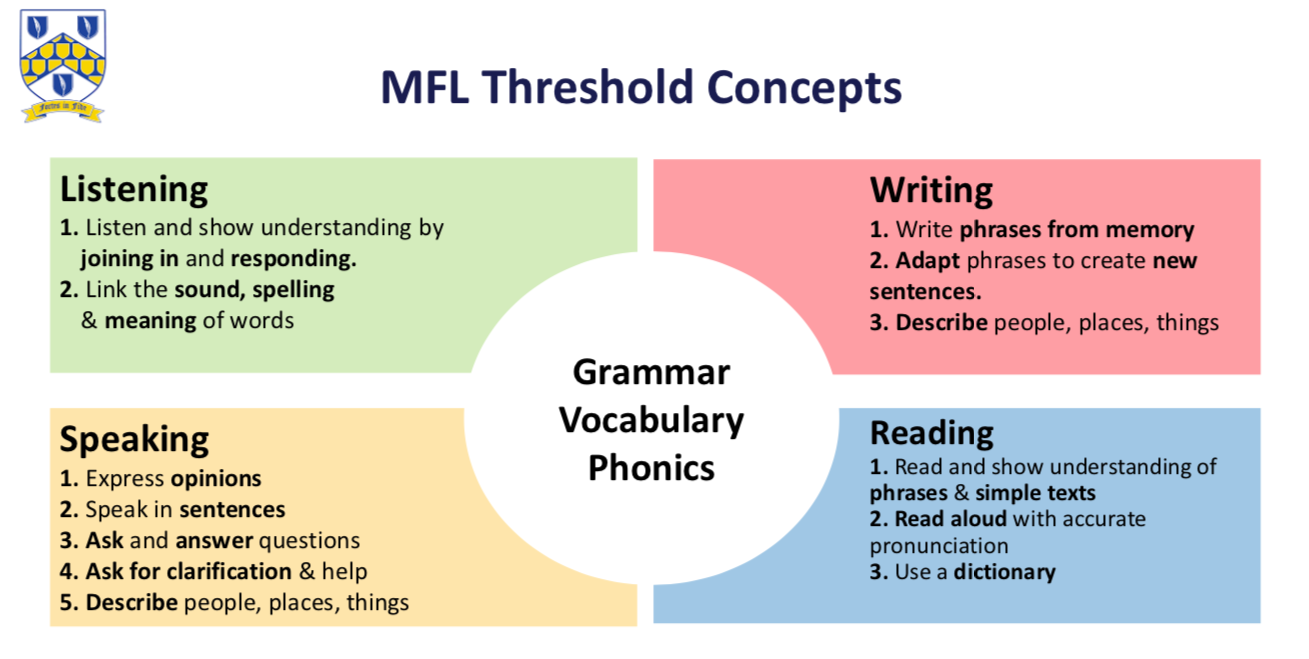
Pupils will develop an enthusiastic and positive attitude to languages, whilst developing their own knowledge and skills.

By the end of KS2, they will become increasingly familiar with the sounds and written form of the French language and will have enjoyed success in the acquisition of skills. They will be able to use their knowledge with growing confidence and competence, which will form a sound basis for further learning into KS3.

Clearly defined end points will result in higher expected outcomes and a more consistent transition into secondary education. The outcomes in exercise books together with a consistent approach to assessment will demonstrate clear progress and the pupils’ acquisition of key knowledge and topic ‘end points’. This in turn will allow for a smooth transition into KS3.



**MFL Threshold Concepts**



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| Progression of sequential components of learning in MFL  Macintosh HD:Users:lorifoster27:Desktop:Screen Shot 2022-11-18 at 13.59.56.pngMacintosh HD:Users:lorifoster27:Desktop:Screen Shot 2022-11-18 at 14.00.11.png**Year 3**  Statements in bold = core knowledge | | | |
|  | Autumn Term | Spring Term | Summer Term |
| Overview and Intent | **Name of unit: ‘Basics’**  *By the end of this unit, pupils will be able to:*   * **Greet each other in French.** * **Say their own names and ask other pupils theirs.** * **Explain how they are and ask each other how they are.** * Recognise and repeat the alphabet sounds. * **Recognise numbers 1-10/1-31.** * **Say how old they are.** * **Recognise the days of the week and months of the year.** * **Use the months of the year and numbers in French to explain when their birthday is.** * **Recognise colours in French.** * Recognise vocabulary for pets (greater depth pupils may be able to use colours to describe the pets they have). * Recognise, understand and remember key phonic sounds in French. | **Name of unit: ‘Family’**  *By the end of this unit, pupils will be able to:*   * **Recognise and say vocabulary for family members.** * **Use the verb ‘I have’ to describe the members of their family.** * Use the verb ‘I have’ with recapped pets vocabulary. * Produce a piece of writing which includes, ‘I have’ to describe their family and pets. * Use ‘I have’ plus recapped numbers to say how many brothers/sisters etc. they have. * **Cumulate knowledge learnt to complete and describe a family tree.** * Include possessive adjectives in writing. * Recognise, understand and remember new key phonic sounds. | **Name of unit: ‘Descriptions’**  *By the end of this unit, pupils will be able to:*   * **Understand vocabulary to describe their hair and eyes.** * Revisit the verb ‘I have’ to explain what their hair and eyes are like. * **Understand vocabulary to describe their height and size.** * Use the verb ‘I am’ to describe their height and size. * **Say and understand vocabulary to describe their personalities.** * Use new verbs and vocabulary to create sentences explaining what they look like and what their personalities are like. * **Recognise descriptions in listening and reading activities.** |

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| Progression of sequential components of learning in MFL  Macintosh HD:Users:lorifoster27:Desktop:Screen Shot 2022-11-18 at 13.59.56.pngMacintosh HD:Users:lorifoster27:Desktop:Screen Shot 2022-11-18 at 14.00.11.png**Year 4**  Statements in bold = core knowledge | | | |
|  | Autumn Term | Spring Term | Summer Term |
| Overview and Intent | **Name of unit: ‘Basics’** *By the end of this unit, pupils will be able to:*   * **Have a basic conversation: greetings, introductions and say how they are.** * **Recognise numbers 32-100.** * Say how old other people are. * **Use the months of the year and numbers in French to explain when other people’s birthdays are (his/her).** * Recognise, understand and remember key phonic sounds in the target language.   **Name of unit: ‘Family’** *By the end of this unit, pupils will be able to:*   * **Recall and say vocabulary for family members.** * **Recall and use the verb ‘I have’ to describe family members.** * Use the negative ‘I don’t have’ to describe pets. * Use ‘there is/are’ with numbers to describe family. * Use ‘there is/are’ to describe pets, adults and children.   **Name of unit: ‘Cultural’** *By the end of this unit, pupils will be able to:*   * Have a knowledge and understanding of how Christmas is celebrated in a country where French is spoken. | **Name of unit: ‘Family’** *By the end of this unit, pupils will be able to:*   * **Write some simple sentences about family members.** * **Read and understand some familiar sentences about family members.** * Listen to a piece of text about family members and be able to pick out key words and phrases. * Recognise, understand and remember new key phonic sounds in French.   **Name of unit: ‘Descriptions’**  *By the end of this unit, pupils will be able to:*   * **Recall and say key vocabulary to describe personality.** * Use 3rd person/present tense ‘he is/she is’. * **Use 3rd person/present tense (he is/she is) to describe family members.** * **Recall vocabulary for physical descriptions using ‘I have’**. * Use the 3rd person/present tense (he has/she has) for physical descriptions.   **Name of unit: ‘Cultural’**  *By the end of this unit, pupils will be able to:*   * Have a knowledge and understanding of how Easter is celebrated in a country where French is spoken. | **Name of unit: ‘Descriptions’** *By the end of this unit, pupils will be able to:*   * **Use the 3rd person/present tense (he has/she has) to describe how family members look.** * **Listen to and read a piece of text and identify key vocabulary and phrases about descriptions.** * Write some simple sentences to describe a monster. * Recognise, understand and remember new key phonic sounds in French.   **Name of unit: ‘Where I Live’**  *By the end of this unit, pupils will be able to:*   * **Say ‘I live in’, plus the name of their town.** * **Say and understand vocabulary for places in a town.** * **Use the verb ‘there is/there are’ for places in a town.** * Use the negative ‘there is/there aren’t’ for places in a town. * Recognise, understand and remember new key phonic sounds in French. * Recall and use vocabulary to design a town.   **Name of unit: ‘Cultural’**  *By the end of this unit, pupils will be able to:*   * Have a knowledge of other countries which speak French. |

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| Macintosh HD:Users:lorifoster27:Desktop:Screen Shot 2022-11-18 at 13.59.56.png  National Curriculum objectives across KS2:  Macintosh HD:Users:lorifoster27:Desktop:Screen Shot 2022-11-18 at 14.00.11.png  *Pupils should be taught to…*   * Listen attentively to spoken languages 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  use of a dictionary; * Write phrases from memory, and adapt these to new structures, to express ideas clearly; * Describe people, places, things and actions orally and in writing; * Understand basic grammar appropriate to the language 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.   Macintosh HD:Users:lorifoster27:Desktop:Screen Shot 2022-11-18 at 13.59.56.pngMacintosh HD:Users:lorifoster27:Desktop:Screen Shot 2022-11-18 at 14.00.11.pngMFL progression of skills across year groups  Statements in bold = core knowledge | | | | |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Speaking | * **Respond to simple questions** (with support from a spoken model or visual clue). * **Ask simple questions** (with support from a spoken model or visual clue). * Begin to correctly pronounce some simple nouns and adjectives. * **Join in with a song or rhyme in a group**. * Recognise and say key phonic sounds. **Recognise and say numbers 1 -31.** | * **Respond to simple questions with correct intonation**. * **Ask simple questions with correct intonation**. * **Speak in short phrases / sentences related to the topic**. * Sing a song from memory. * **Recognise and say numbers 1 - 100.** * Improvement in pronunciation of key phonic sounds. | * **Use short sentences when asking and answering questions.** * Prepare a short speaking task and present this with reasonable pronunciation. * **Use spoken language confidently to respond in conversations.** * Pronounce key vocabulary and short phrases. * Develop a wider knowledge of key phonic sounds. | * **Use spoken language confidently to initiate and sustain conversations.** * **Prepare a short presentation on a familiar topic; present with pronunciation that is clear and can be understood.** * Pronunciation of known vocabulary is accurate. * Confidently pronounce known phonic sounds. |
| Listening | * Listen attentively to spoken language and understand key words. * **Respond to simple spoken questions and instructions.** * **Recognise numbers 1-31 when spoken.** * Discriminate sounds and identify meaning when items are repeated several times. * **Recognise the letters of the alphabet.** | * Listen attentively to spoken language and understand key words and phrases. * **Understand instructions, statements and questions, which relate to the topic**, from a teacher or a recording (with repetition as needed). * Listen to a piece of text and select key words and phrases from it. * **Recognise numbers beyond 31 when spoken.** | * Listen attentively and understand short sentences. * **Understand short dialogues, instructions and questions using familiar language.** * Pick out the main points from speech. * Listen to a recording and understand the gist of the text. | * Listen attentively and understand more complex phrases and sentences. * **Listen to and understand familiar language at near normal speed.** |
| Reading | * **Recognise some familiar words in written form.** * Recognise some familiar short phrases in written form. * Recognise and read known sounds within words. * **Read some key words aloud.** * **Match key words to pictures / translations.** | * **Recognise some familiar short phrases and sentences in written form.** * Read and understand familiar phrases and short sentences. * **Use context and pictures to work out the meaning of new words relating to the topic.** * **Read some short phrases and sentences aloud, with support.** | * Read and understand the main points in a short text containing familiar and unfamiliar language. * **Research additional unknown vocabulary in a text by using a dictionary.** * **Begin to read aloud independently.** | * Read and understand the main points and some details in a short text. * **Show more independence in using context to work out the meaning of new words outside of the familiar topic.** * **Read aloud with confidence.** |
| Writing | * Copy familiar words. Copy accurately some familiar phrases. * **Choose the correct words to label items.** * Fill the gaps in sentences. * **Write some key words / numbers from memory.** | * **Write some key vocabulary correctly from memory.** * Copy simple sentences correctly. * Write some simple sentences from memory. * Write own short sentences with support (e.g. writing frame / model). | * Write some longer sentences with support e.g. by using conjunctions or intensifiers. * **Write some sentences from memory.** * Begin to write a short paragraph using familiar language about the topic studied. | * **Write some longer sentences from memory.** * Begin to write independently from memory. * Apply a range of linguistic knowledge to create written pieces that can be understood. * Use dictionaries to support writing. |
| Knowledge about languages: grammar, vocabulary and phonics | * **Begin to identify some phonemes that are the same as or different from English or another language that is spoken.** * Understand and start to use some basic core structures e.g. Use of first person pronoun and articles according to the gender of the noun. * Begin to use first person present tense of some verbs. * Recognise negative first person verbs. * **Understand capitalisation rules for days of the week and months of the year.** * Recognise possessive adjectives. | * **Identify some phonemes that are the same as or different from English or another language that is spoken.** * **Use knowledge of key sounds to pronounce new words.** * Understand the main core structures and begin to use some actively e.g. First and third person present tense of verbs. * Begin to use third person present tense verbs. * Use negative first person verbs. * **Begin to understand the structure of questions.** * Begin to use simple adjectives with nouns. Begin to comprehend basic adjective agreement. * Understand possessive adjectives. | * **Confidently identify phonemes that are the same as or different from English or another language that is spoken.** * Begin to identify sentence structures that are the same as or different from English or another spoken language. * Show a greater understanding of adjective agreement. * Begin to use quantifiers / intensifiers. * Begin to use simple conjunctions (and/but/also) to make compound sentences. * Use negative first and third person verbs. * Use positive and negative verbs together in a sentence. * **Remember and use accurate questions.** | * **Confidently identify common phonemes in varied contexts.** * Understand which sentence structures are the same as or different from English or another spoken language. * Understand and use negatives. * Use conjunctions (and/but/also/because) to make compound sentences. * Recognise and use conditional tense verbs to express opinion. * **Give justifications for opinions.** * Use the conventions for sentence structure studied. * Recognise and use different spellings for masculine and feminine adjectives. |
| Cultural understanding | * How festivals are celebrated Lifestyle: food | * Identify countries where selected language is spoken | * Knowledge of places of interest within the country studied. | * Knowledge of famous people /events from the country studied. |