

Modern Foreign Languages Progression Document

By The End Of KS1

Listening

Develop listening and attention skills

- 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

Listen with sustained concentration

- Listen to simple stories, songs and finger rhymes
- Watch videos or DVDs in other languages

Speaking

Understand the conventions of turn-taking

- 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

Copy language modelled by the teacher

- Speak in chorus, small groups or individually
- Speak in a clear audible voice

• 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

Understand that different languages are spoken in the world

- 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

Celebrate and value plurilingualism

- Be inquisitive about languages
- Showcase language skills and experiences in assemblies and other presentations

Celebrate and value cultural diversity

- 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</p> <p>Eg from stories such as</p> <ul style="list-style-type: none"> • Le monstre histoire 	<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>Begin to read independently</p> <p>Use a bilingual dictionary with increasing independence & efficiency</p> <p>Understands the main points and some of the</p>

	<ul style="list-style-type: none"> Labels on familiar objects 		<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 Guy Fawkes 	<p>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
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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 memory with understandable spelling</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>Spell words/phrases/short simple sentences from his/her repertoire from memory that are readily understandable</p>	<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 such as Valentines Food Poems & Remembrance <p>Spell commonly used words correctly</p> <p>Write complex sentences from memory, manipulating familiar language/ vocabulary with reasonable spelling</p>
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<p>Grammar And Key Language Features</p>	<p>Begin to explore nouns; Recognise that nouns have a gender; Notice that the definite and indefinite article can change according to the gender of a noun; Recognise that nouns have a plural form that might change; Use question forms; Have an awareness of basic sentence structure; Understand how connectives can lengthen sentences; Begin to understand that adjectives can sometimes follow the noun; Develop an awareness of simple negatives; Start to recognise imperatives; Understand that symbols such as accents exist in the foreign language and that they affect the pronunciation of words; Develop an understanding of the present tense in 1st and 2nd person</p>	<p>Understand that the definite and indefinite article change according to the gender of the noun and whether it is singular or plural; Sort and categorise words according to gender; Begin to understand the concept of the agreement of adjectives; Recognise commonly used verbs; Have an awareness of the pattern of negative structures; Recognise that questions can help formulate responses; Understand and use the question form, "Have you?" and give a positive and negative response; Begin to use pronouns; Extend understanding of present tense to 3rd person il/elle; Start to use possessive pronouns; Understand elision (use of apostrophe); Construct simple sentences using nouns, verb (to be/have), a connective and an adjective; Write down dictated words; Begin to use a bilingual dictionary to check spelling & meaning</p>	<p>Use a bilingual dictionary with growing confidence and independence; Use the alphabet to spell out words in speaking/writing; Know and use the formal and familiar use of YOU; Practise accurate use of adjectives in agreement with nouns; Practise use of the partitive article for uncountable nouns; Begin to use sequencers; Begin to use imperatives; Begin to use adverbs; Explore the verbs, 'to be' & 'to have' in the present tense; Explore and practise a regular 'er' verb; Use verbs in the 3rd person to describe someone; Recognise commonly used verbs; Understand word order & agreement when including high frequency adjectives of colour/size & demonstrate this with reasonable accuracy in their writing</p>	<p>Use a bilingual dictionary efficiently with confidence & independence</p> <p>Writing reflects understanding of:</p> <p>Gender of nouns; Forming the plural; Correct agreement of high frequency adjectives; Word order; Extended use of connectives; 1st, 2nd & 3rd person pronouns (singular & plural); Use of adverbs; Subordinate clauses; Some grasp of how to conjugate avoir/être/regular 'er' verbs in present tense sentences</p> <p>Pupils demonstrate some ability to analyse a text and to identify key grammatical features</p>
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<p>Intercultural Understanding</p>	<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>
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