

Modern Foreign Languages Whole School Progression of Skills

Providing a first class education for our children is our core purpose. Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed. Our curriculum aims to go beyond the merely academic, but also into the behaviours and attitudes we wish our children to demonstrate as citizens of the world.

At CHANGE Schools Partnership we believe that:

- The curriculum in our schools is everything that our pupils experience including the school and classroom environment, their interactions with staff and pupils and the quality of the daily pedagogy used in the delivery of a course of study.
- The content of our curriculum should build 21st century skills such as collaboration, critical thinking and communication, and will continue to evolve responding to our ever-changing world.
- We have a moral duty to our most vulnerable pupils for whom we know education is the best route for a successful future.
- All children are capable of excellence through becoming reflective and independent learners within an environment that exposes them to great outcomes.
- We seek to promote children's intrinsic motivation by giving them ownership over the direction of their learning.
- Children should love coming to school each day where their time will be filled with fun, purposeful and challenging learning.
- Children deserve learning experiences that will stick with them for a lifetime.

Purpose of study (from the National Curriculum)

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims (from the National Curriculum)

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

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National Curriculum Objectives: Speaking and Listening	EYFS/Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding	Repeat words modelled by a teacher: listen and show understanding of single words through physical response	Listen and show understanding of short phrases through physical response e.g. weather	Listen and show understanding of a wider variety of short phrases	Listen and show understanding of familiar words within a spoken text which contains unfamiliar words	Listen and show understanding of more detailed familiar phrases and sentences.	Listen and show understanding of more detailed sentences containing familiar words and the gist of texts containing unfamiliar words
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Repeat target language phonemes	Listen and identify rhyming words	Listen and identify rhyming words and particular phonemes	Follow the text of familiar rhymes and songs , identifying the meaning of words	Begin to link some target language graphemes and phonemes	Use knowledge of target language graphemes to spell familiar words
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Recognise a familiar question and respond with a simple rehearsed response	Recognise several familiar questions and respond with a simple rehearsed response	Recognise several familiar questions and respond with a choice of simple rehearsed responses	Ask and answer several simple and familiar questions with a rehearsed response	Ask and answer a wider variety of familiar questions	Engage in a short conversation which includes expressing opinions.
Speak in sentences, using familiar vocabulary, phrases and basic language structures	Confidently say a sentence about themselves.	Use a familiar sentence to describe a picture orally.	Say a simple sentence using a key verb e.g. use the construction 'It is a...'	Say several simple sentences using new verbs e.g. using 'I would like'	Use familiar vocabulary to say a complex or compound sentence using a language scaffold.	Manipulate language to create and say a sentence of their own choice using familiar language.

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National Curriculum Objectives: Speaking and Listening	EYFS/Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Present ideas and information orally to a range of audiences	Present single nouns e.g. as a string in group presentation	Name nouns and present a rehearsed simple statement	Make several simple rehearsed statements about themselves, objects or people	Present given ideas orally in a wider variety of contexts e.g. in a short play or retelling of a fairy story	Use a language scaffold to present information in simple sentences using familiar and rehearsed language	Manipulate language using a language scaffold to present their own ideas and information in more detailed sentences
Appreciate stories, songs, poems and rhymes in the language	Join in with songs in the target language	Join in with songs and rhymes in the target language	Say a simple rhyme from memory	Follow the simple text of a familiar song or story and sing or read aloud	Participate in the retelling of a simple story or poem in the target language (in unison)	Follow a more complex text of a familiar song or story and read aloud: read and understand the gist of an unfamiliar text using familiar language

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National Curriculum Objectives: Reading and Writing	EYFS/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Copy phonemes modelled by adults or using media.	Copy words including target language phonemes when modelled by adults or using media.	Identify individual sounds in words and pronounce accurately in sequence: start to recognise the sounds of some letter strings	Read and recognise some graphemes in familiar words and pronounce when modelled	Read and pronounce familiar words accurately using knowledge of graphemes as support. Observe silent letter rules.	Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of graphemes. (Also liaison - French only)
Read carefully and show understanding of words, phrases and simple writing	NA	Read and show understanding of familiar single words when supported by illustration	Read and show understanding of familiar single words	Read and show understanding of simple familiar phrases and short sentences	read and show understanding of a complex or compound sentence using familiar language	Read and show understanding of a series of complex or compound sentences using familiar language
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including using a dictionary	NA	Use strategies for memorisation of vocabulary.	Use context to predict the meaning of new words. Be familiar with the layout of a simple bi-lingual dictionary.	Use context and prior knowledge to determine the meaning of words: use a simple bi-lingual dictionary.	Use a bi-lingual dictionary to find the meaning of words in written material and understand their meaning in context.	Use a bi-lingual dictionary to find the meaning of words in written material and understand their meaning in context. Also find the gender of nouns.

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National Curriculum Objectives: Reading and Writing	EYFS/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe people, places, things and actions orally and in writing	Use single words such as colour adjectives to orally describe people, places or things	Use a wider variety of single words to orally describe people, places or things e.g. size	Write and say simple familiar words to describe people, places, things	Write and say a simple phrase to describe people, places or things using a model	Write and say a complex or compound sentence to describe people, places or things using a language scaffold	Write and say a complex or compound sentence manipulating familiar language to describe people, places, things and actions: maybe using a dictionary.
Write phrases from memory and adapt these to create new sentences to express ideas clearly	NA	NA	Write two single familiar words of their choice from memory with understandable accuracy	Write a simple familiar short phrase from memory with understandable accuracy	Write a simple sentence from memory with understandable accuracy	Write two simple sentences from memory with understandable accuracy. Link these with a simple connective.
Understand basic grammar, key features and patterns of the language and how to apply these to build sentences and how they differ from or are similar to English	NA	NA	Recognise that there are several definite and indefinite articles. Become familiar with the idea of gender. Recognise that word order is sometimes different to English.	Sort nouns by gender. Begin to use gender agreement for adjectives and to recognise plurals.	Conjugate 'to have'. Begin to use familiar adjectives and nouns in the correct order.	Conjugate 'to be'. Use gender and number agreement of adjectives as well as word order and negatives in a series of simple sentences. (French only – understand the concept of elision)