



Modern Foreign Languages

We aim to teach our children the value of communication in a foreign language, and the enjoyment that comes with it. We immerse our children into exploring and comparing the foreign language to English through engaging, visual and practical lessons. Through opportunities for listening, speaking and writing in the foreign language, we allow children to build a bank of basic vocabulary and start framing this into sentences, which could be used in everyday life. Visual phonics prompts are used effectively to support with pronunciation. This is a starting point for our children to build upon as they transition into secondary school.

Progression of Skills					
Strand	KS1	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> Listen attentively and show understanding of the spoken word in English (or mother tongue). Explore patterns of language through songs and stories. 	<ul style="list-style-type: none"> Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. Show understanding of the spoken word eg by responding appropriately to a question or giving an appropriate physical response. Take part in role-play activities with adults and peers. Repeat modelled words and short phrases. To use skills from English guided reading sessions eg VIPERS. 	<ul style="list-style-type: none"> Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. To sustain longer conversations with adults and peers in the foreign language. Recognise familiar question and respond with a simple rehearsed response. To use skills from English guided reading sessions eg VIPERS. 	<ul style="list-style-type: none"> Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Listen and show understanding through a physical response. Listen and understand the main points from short, spoken material in the foreign language. To use skills from English guided reading sessions eg VIPERS. 	<ul style="list-style-type: none"> Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. Retrieve language from all topics previously learnt to aid with tasks in new topics. To use cross-curricular links to aid comprehension. To use skills from English guided reading sessions eg VIPERS.

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Speaking	<ul style="list-style-type: none"> Children speak in sentences fluently and with increasing confidence in their mother tongue. Children speak using familiar and new vocabulary. Children engage and respond appropriately in conversations with adults and peers. 	<ul style="list-style-type: none"> Learn to repeat and reproduce the language I hear with accurate pronunciation. Learn to articulate key words introduced in the lesson and understand their meaning. Communicate with others using simple words and short phrases covered in the units. Use phonics skills to help say the words that they see. To respond appropriately to questions. To engage in short conversations using rehearsed and scaffolded answers. 	<ul style="list-style-type: none"> Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Name objects and actions and may link words with a simple connective; Use familiar vocabulary to say a short sentence using a language scaffold. Speak about everyday activities and interests; Refer to recent experiences or future plans. Develop more accurate pronunciation and intonation so that others understand. 	<ul style="list-style-type: none"> Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Engage in a short conversation using a range of simple, familiar questions. Say a longer sentence using familiar language. Pronounce familiar words accurately showing knowledge of phonics and letter rules. Manipulate familiar language to present ideas and information in simple sentences. Present a range of ideas and information, using prompts, to a partner or a small group of people. 	<ul style="list-style-type: none"> Learn to recall previously learnt language and recycle/ incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Ask and answer more complex questions with a scaffold of responses. Converse briefly without prompts. Refer to everyday activities and interests, recent experiences and future plans. Vary language and produce extended responses. Appreciate the phonics of the foreign language and apply increasingly
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					confidently when pronouncing words.
Reading	<ul style="list-style-type: none"> • Use phonics to decode words. • Develop reading fluency. • Retrieval of known words. • Read around an unknown word to help with comprehension of the text. 	<ul style="list-style-type: none"> • Read familiar words and short phrases accurately by applying knowledge from. • Understand the meaning in English of short words read in the foreign language (predominantly common topic nouns.) • Identify individual sounds in words and pronounce accurately when modelled. • Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. • Adapt intonation to ask questions • Understand that some letters have symbols (accents) on them. 	<ul style="list-style-type: none"> • Read and show understanding of simple phrases and sentences containing familiar words. • To use skills from English guided reading sessions – use context to predict the meaning if new words eg VIPERS. • Read aloud sort pieces of text and apply knowledge from previous lessons. • Read and recognise the sound of some letter strings in familiar words and pronounce when modelled. • Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<ul style="list-style-type: none"> • Read and understand longer passages in the foreign language. • Start to decode meaning of unknown words using known language, etymology, cognates (matching word origin between English and other language) and context. • Increase knowledge of phonemes and letter strings using knowledge previously learnt. • Read and pronounce familiar words accurately using knowledge of letter string sounds to support. • Adapt intonation for example to mark questions and exclamations. • Begin to decode unknown language using bilingual dictionaries. 	<ul style="list-style-type: none"> • Read and understand the main points and some detail from short, written material. • Tackle unknown language with increased accuracy by applying previous learning including awareness of accents etc. • Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and phonics rules. • Adapt intonation for example to mark questions and exclamations in a short written passage. • Decode unknown language using bilingual dictionaries.

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Writing	<ul style="list-style-type: none"> • Use phonics to segment and write words • De-code words following phonic strategies. • Have an awareness of root words. 	<ul style="list-style-type: none"> • Write familiar words (nouns) & short phrases using a model or vocabulary list. EG: 'I have a dog' or 'I would like a hot chocolate'. • Write some single familiar words from memory with understandable accuracy (eg. Numbers, some pronouns and nouns). 	<ul style="list-style-type: none"> • Write a broader range of single familiar words from memory with understandable accuracy (eg. Numbers, some pronouns and nouns). • Write some short phrases based on familiar topics and begin to use conjunctions (and/but) and the negative form where appropriate. This may require the use of a scaffold. EG: My name, where I live and my age. 	<ul style="list-style-type: none"> • Write sentences (including with adjectives) using familiar language incorporating conjunctions, a negative response and adjectival agreement where required (sometimes from memory). • Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. 	<ul style="list-style-type: none"> • Write a paragraph using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. • Start to incorporate conjugated verbs • Attempt to extend sentence more independently by applying conjunctions and adjectives. • Use dictionaries to support independence, such as to find the gender of a noun.
Grammar	<ul style="list-style-type: none"> • An understanding of parts of a sentence and sentence structure. • Grammatical terminology such as word classes (nouns, verbs and 	<ul style="list-style-type: none"> • Show awareness of word classes: nouns, adjectives verbs and conjunctions and be aware of similarities in English • Understand that nouns have a gender and apply this when learning new 	<ul style="list-style-type: none"> • Name the gender of nouns, name the indefinite and definite articles for both genders and use correctly • Name the first and second person singular subject pronouns (je and tu); apply the 	<ul style="list-style-type: none"> • Identify word classes • Demonstrate understanding of gender and number of nouns and use appropriate determiners. • Name and use conjunctions to extend sentences (and, but) 	<ul style="list-style-type: none"> • Identify word classes. • Demonstrate understanding of gender and number of nouns and use appropriate determiners. • Name and use conjunctions to



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	adjectives) and some punctuation.	<ul style="list-style-type: none"> vocabulary (eg. Un chat but une souris) Name the first and second person singular subject pronouns (je and tu); copy the correct form of some regular and high frequency verbs in the present tense with the first and second person (je m'appelle and tu t'appelles) Use the present tense of some high frequency verbs in the third person singular following a model (il s'appelle..) Use a simple negative form (ne...pas) Show awareness of subject-verb agreement 	<ul style="list-style-type: none"> correct form of some regular and high frequency verbs in the present tense with the first and second person (j'ai un chat, tu as un chat) Use the present tense of some high frequency verbs in the third person singular (il s'appelle..) Use a simple negative form (ne...pas) Recognise and use the first person possessive adjectives Show awareness of subject-verb agreement 	<ul style="list-style-type: none"> Demonstrate use of first, second and third person singular pronouns with some regular and high frequency verbs (to have and to be) 	<ul style="list-style-type: none"> extend sentences (and, but) Demonstrate use of first, second and third person singular pronouns with some regular and high frequency verbs (to have and to be) with some independence
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National Curriculum Statement:

Pupils should be 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



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- 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 Languages – key stage 2 3
- understand basic grammar appropriate to the language being 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.