

Highbank Primary and Nursery School

Progression Map

MFL - French



At Highbank Primary school, we understand the importance of learning languages to allow children to be **respectful** and **empathetic** of new cultures and give them a better understanding of other countries. Our chosen language is French and our primary focus is on **communication** or practical purposes and to encourage children's curiosity about language. French is taught every week for 30 minutes in KS2 and every other week in KS1.

Throughout the school, we are using the Language Angels Scheme, which provides detailed plans and engaging lessons for the children. It has a native French speaker as the voice notes used on the presentations allowing the children to hear the accent and pronunciation accurately. They also provide fantastic CPD opportunities for teaching staff to further their

French subject knowledge. We learn how useful a language is in the working environment and develop an understanding and respect for other cultures.

In EYFS we learn about French traditions, songs and focus on spoken greetings and key vocabulary. In KS1 we focus on the oral skills that are needed when learning a modern foreign language. This provides the younger children with the chance to increase their confidence in learning new language in a way that is fun and rewarding. In Year 3 and 4, we introduce writing and in Years 5 and 6 we introduce reading activities in preparation for secondary school. By the end of Key Stage 2, children will have developed their language skills in speaking, listening, reading and writing through vocabulary rich lessons and experiences.

During the year, we run French theme days and/or weeks for the whole school. These look at the different languages represented across school and promote a love of learning languages.

We plan carefully for progression in both knowledge and skills from EYFS to Year 6 and tailor our French provision to the needs of our curriculum. In short, we match the requirements of the national curriculum but far exceed the breadth by extending our teaching into KS1 as well as sharing in the reading and listening of stories.

MFL YEARLY OVERVIEW

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Salutations Songs and nursery rhymes	Introductions Salutations Days of the Week	Phonetics 1 & I'm Learning French	Phonetics 2 & Presenting Myself	Phonetics 3 & Family	Phonetics 4 & Clothes
Autumn 2			Animals	Family	Weather	At School
Spring 1	Salutations Numbers 1-10 Colours Songs	Numbers 1-20 Animals Classroom Commands	Vegetables	What's The Date?	Do You Have A Pet?	Healthy Eating
Spring 2			Seasons	My Home	Habitats	The Weekend
Summer 1	Colours Animals Songs	Little Red Riding Hood Fruits	Fruits	Classroom	Romans	WW2
Summer 2			Ice Creams	Cafe	Olympics	Me In The World

Core Vocabulary

Early Language Teaching Type

Intermediate Teaching Type

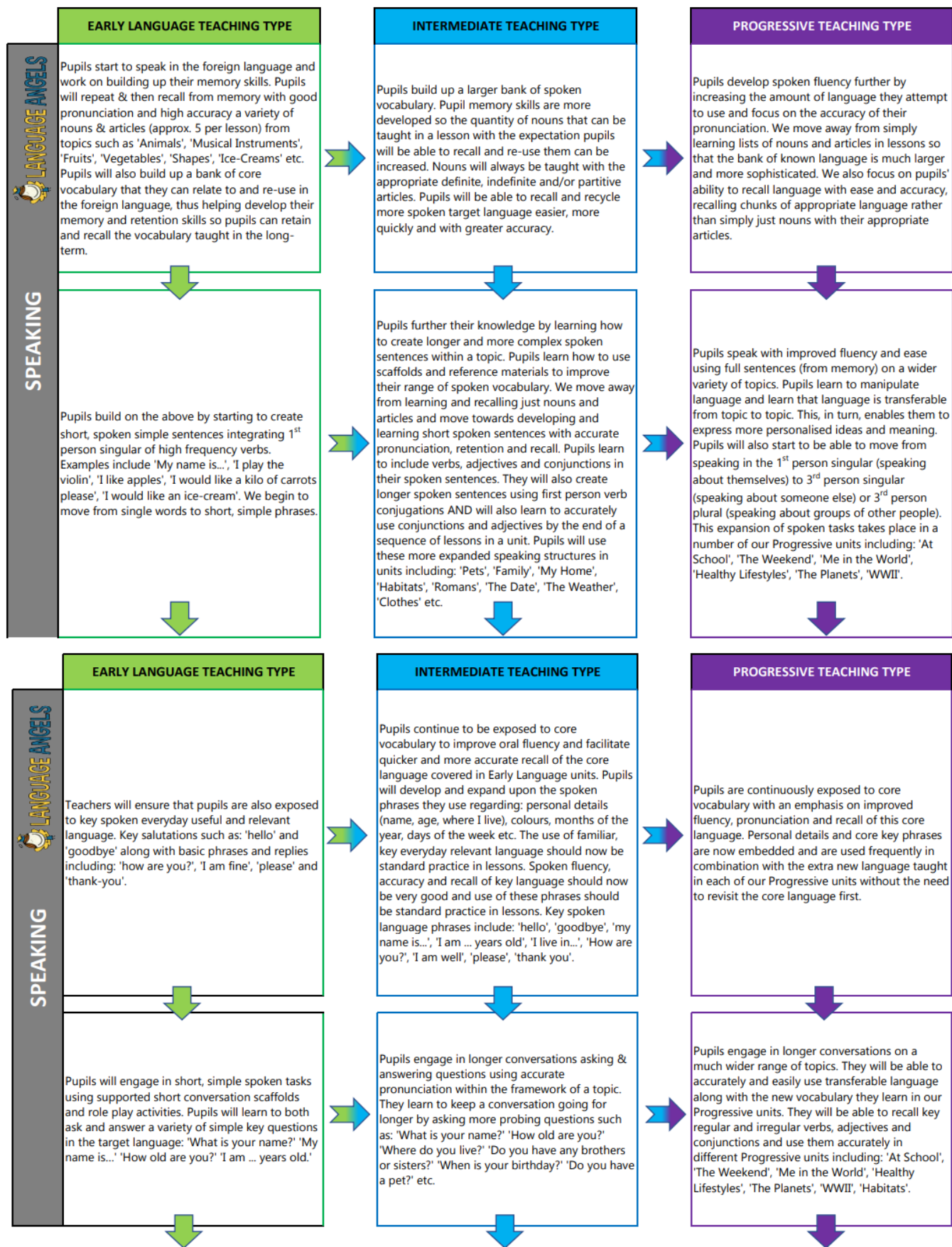
Progressive Teaching Type

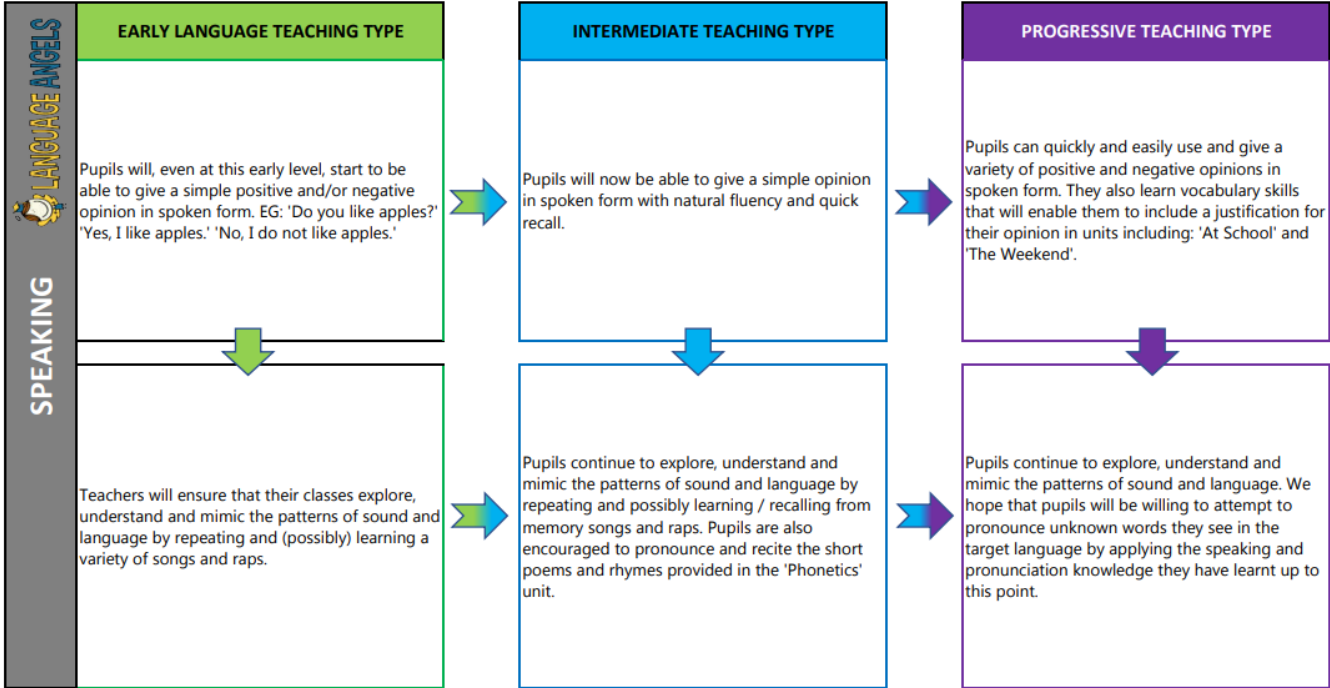
Links to learning in EYFS

In EYFS, we introduce the children to simple greetings, French songs and some key vocabulary. We take part in theme days and weeks to provide the children with an awareness of other cultures and traditions. This learning links closely with the specific area of Understanding the world from the EYFS framework and in particular People, Cultures and communities. We look at similarities and differences between life in this country and life in France, drawing on knowledge from stories, non-fiction texts and maps.

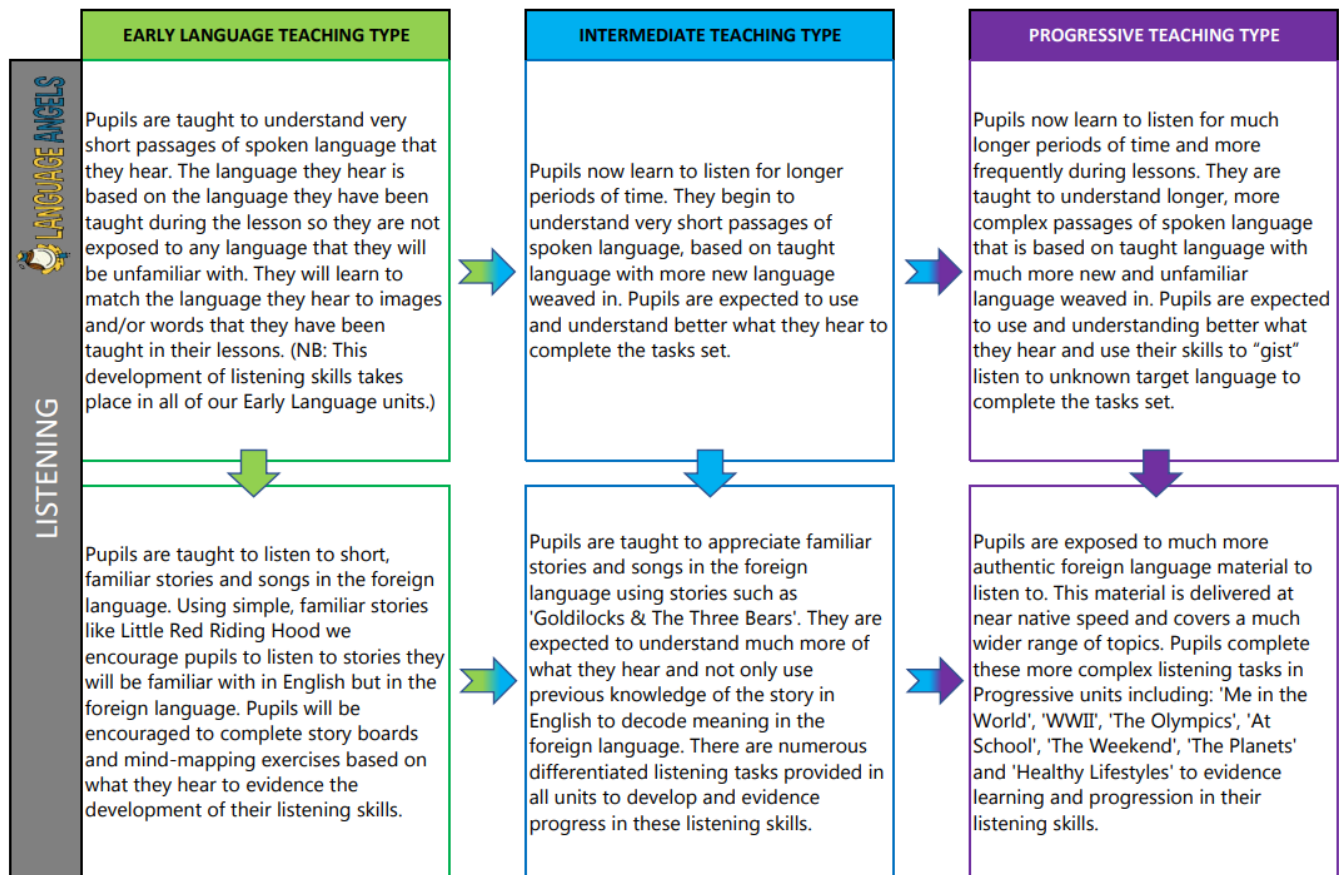
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered	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.	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 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.
Speaking	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.	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.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	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.
Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing			Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. 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.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar			Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...' 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Progression Map Through Language Angels Teaching Types - Speaking

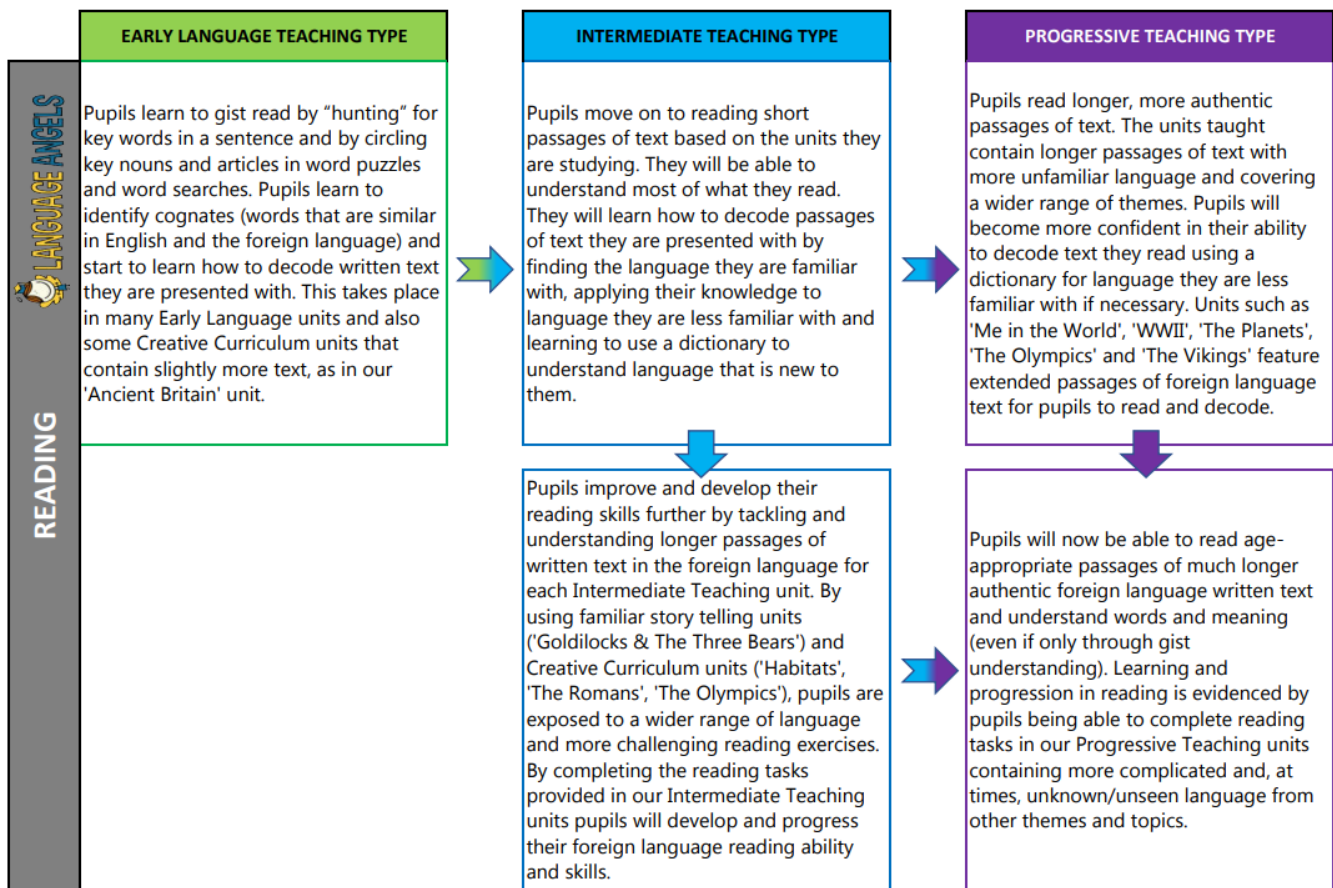




Progression Map Through Language Angels Teaching Types - Listening



Progression Map Through Language Angels Teaching Types - Reading



Progression Map Through Language Angels Teaching Types - Writing



Progression Map Through Language Angels Teaching Types - Grammar

