

## MFL (French) Progression Map



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

### Key Stage 2 National Curriculum Expectations

#### Speaking skills

Pupils should be taught to:

- 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\*
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

#### Listening skills

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Appreciate stories, songs, poems and rhymes in the language

#### Reading skills

Pupils should be taught to:

- Read carefully and show understanding of words, phrases and simple writing

#### Writing skills

Pupils should be taught to:

- Read carefully and show understanding of words, phrases and simple writing
- 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

#### Grammar Skills

Pupils should be taught to:

- 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.

## Intent

Our vision at Rokeby for MFL, French, is to ensure we teach a relevant, broad, vibrant and ambitious foreign language curriculum that will inspire and excite our children using a wide variety of topics and themes in French.

We want our children to know that;

- A Rokeby linguist can speak simple words and phrases in another language
- A Rokeby linguist can listen to unfamiliar words in rhymes, songs and stories
- A Rokeby linguist can recognise and understand new words in texts
- A Rokeby linguist can write words from memory
- A Rokeby linguist shows a genuine interest and curiosity about the language
- 

At Rokeby, we want our MFL teaching and learning to support our children in developing key language learning skills in; listening, speaking, reading and writing with all the necessary grammar in French to be able to apply their learning in a variety of contexts. Laying down solid foundations for future language learning, we use The National Curriculum 2014 alongside Language Angels to plan our Rokeby MFL curriculum.

## Implementation

MFL is taught weekly throughout the academic year in KS2, where the children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge. These are organised around topics and themes, providing the building blocks for learning a new language, to form more complex, fluent and authentic language use in French.

Our provision for MFL is clearly mapped out for KS2 so that progress and development of speaking, listening, reading, writing and grammatical skills builds on each year and with different levels of challenge. All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this and half termly for future teaching and learning.

## Impact

## Speaking

Year Three	Year Four	Year Five	Year Six
		WALT: understand and use the alphabet to assist in correct spelling and punctuation	
WALT: say and understand numbers 1 to 10	WALT: say and understand numbers 1 to 100	WALT: say all multiples of 10 to 100, including numbers 1 to 31	WALT: understand number 1-100 and use them in context
WALT: say the days of the week		WALT: say, read and write the date, including the day, month and number.	
			WALT: identify and tell the time (o'clock, quarter past, half past, quarter to)
WALT: use simple greetings			
WALT: ask and answer simple questions	WALT: use a wide range of vocabulary to ask and understand questions in the classroom		
		WALT: follow and give simple instructions and descriptions	
WALT: understand and communicate familiar nouns	WALT: understand and communicate using a wide range of familiar nouns	WALT: take part in conversations and make simple statements and present information	WALT: understand, express and be able to justify opinions.
WALT: use simple adjectives	WALT: understand and use adjectives to describe people, places, things and themselves	WALT: understand and communicate simple descriptions	WALT: use adjectives for descriptive sentences correctly with the noun.
WALT: use simple verbs in first person	WALT: understand and use verbs in first person I		
WALT: understand sounds of individual and groups of letters and speak them			
			WALT: express a statement in the positive and negative
			WALT: understand and use transactional language
			WALT: use connectives to make sentences more descriptive and fluent

### Listening

Year Three	Year Four	Year Five	Year Six
WALT: listen to familiar spoken words, phrases and sentences	WALT: listen for and identify specific words and phrases in instructions, stories and songs	WALT: listen attentively and understand more complex phrases and sentences in longer passages	WALT: understand the main points from a passage of spoken language
WALT: develop an understanding of sounds, letters and groups of letters			
	WALT: follow a text accurately whilst listening to it being read		
		WALT: undertake longer listening exercises and be able to identify key words and phrases	WALT: understand and identify longer and more complex phrases and sentences
			WALT: to listen and answer questions based on what we have heard

### Reading

Year Three	Year Four	Year Five	Year Six
WALT: recognise and understand written words and short phrases in texts			
WALT: read aloud familiar words and short phrases	WALT: accurately read and understand familiar written words, phrases and short sentences		WALT: read aloud with expression and accurate pronunciation
	WALT: accurately read a wider range of familiar written words, phrases and short sentences aloud to another person	WALT: read a variety of simple texts (stories, song lyrics, reading, questions, emails or letters)	WALT: read and understand the main and specific points from simple texts

### Writing

Year Three	Year Four	Year Five	Year Six
WALT: write some familiar words from memory or using supported materials	WALT: write some familiar words from memory or using supported materials		
		WALT: write simple sentences and short paragraphs from memory or using supported materials	WALT: write longer sentences and short paragraphs from memory or using supported materials
		WALT: use verbs in the correct form	WALT: use verbs in the correct form
		WALT: check spellings with a dictionary	
			WALT: identify and correctly use adjectives and connectives correctly in sentences

### Grammar

Year Three	Year Four	Year Five	Year Six
WALT: understand the concept of gender in French	WALT: understand the concept of gender, article and use correctly with different nouns	WALT: understand the concept of gender, article and use correctly with different nouns	WALT: understand the concept of gender, article and use correctly with different nouns
	WALT: introduce and use the negative form	WALT: use the negative form, possessives and connectives	
	WALT: look at what a conjugated verb looks like	WALT: understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are	WALT: understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are
			WALT: understand a verb stem and the different endings for the main types of verbs
			WALT: identify and correctly use adjectives, connectives, and understand the concept of adjectival agreement