



Leighswood Curriculum Progression Map MFL

Level Expected at the end of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Early Learning Goals</p> <ul style="list-style-type: none"> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 	<p>Pupils should be taught to: Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 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 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

Purpose of study

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

The national curriculum for languages aims to ensure that all pupils:

- 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.

At Leighswood:-

A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills in one Modern Foreign Language (French). We aim to enable children to express their ideas and thoughts in French and provide opportunities to interact and communicate with others both in speech and in writing. We intend to expose children to authentic French, so we offer regular opportunities to listen to native speakers.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

We intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Implementation

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning.

Impact

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through special theme days. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids as well as annual children and staff questionnaires.

	Year 3	Year 4	Year 5	Year 6
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Listening and Speaking/Oracy	<p>Children listen attentively to spoken language and show understanding by joining in and responding. Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Children present ideas and information orally to a range of audiences. Children describe people, places, things and actions orally.</p>	<p>Children listen attentively to spoken language and show understanding by joining in and responding. Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Children present ideas and information orally to a range of audiences. Children describe people, places, things and actions orally.</p>	
	Children can:	Children can:	
	<p>repeat modelled words;</p> <p>listen and show understanding of single words through physical response; teacher/pupil says 'bleu', children/partner show blue item</p>	<p>repeat modelled short phrases; les yeux verts – green eyes</p> <p>listen and show understanding of short phrases through physical response. 'splatting'/ pointing to/ holding up corresponding words or pictures</p>	
	<p>recognise a familiar question and respond with a simple rehearsed response;</p> <p>ask and answer a simple and familiar question with a response;</p> <p>Comment ça va? ça va bien/mal/très bien Comment t'appelles-tu? Je m'appelle x</p>	<p>express simple opinions such as likes, dislikes and preferences; J'aime + noun J'adore Je déteste Je n'aime pas ask and answer at least two simple and familiar questions with a response. Do you like..? Est-ce que tu aimes les bananes? Tu aimes les bananes ? Oui, j'aime les bananes/non, je déteste les bananes.</p>	
	Children can:	Children can:	Children can:
	<p>listen and show understanding of simple sentences containing familiar words through physical response;</p> <p>J'ai mal à la tête (act out having a sore head)</p> <p>Je vais porter un short (act out putting on some shorts)</p>	<p>listen and understand the main points from short, spoken material in French; pick out that someone is talking about sports, appearance, food, school etc (familiar subjects) listen and understand the main points and some detail from short, spoken material in French. pick out that someone is talking about sports, appearance, food, school etc (familiar subjects) and give some examples of what was said.</p>	
	<p>engage in a short conversation using a range of simple, familiar questions; visit to doctors: • Bonjour monsieur / madame. Quel est le problème? • Bonjour docteur. J'ai mal à la tête. • Oh! Prenez ce médicament. (Take this prescription) • Merci docteur. Au revoir.</p> <p>ask and answer more complex questions with a scaffold of responses; <i>Quel temps fait-il? What's the weather like?</i></p> <p>En France, il y a des orages dans le nord. Dans le sud, il fait chaud et il y a du soleil. Dans les Alpes, il fait froid et il neige. Dans l'ouest, il y a du brouillard et du vent. Dans le centre, il pleut.</p>	<p>express a wider range of opinions and begin to provide simple justification;</p> <p>converse briefly without prompts.</p>	



<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>words: numbers 1-10 At least 5 colours At least 5 pets/animals</p> <p>Phrases: Le crayon bleu Ça va mal</p> <p>Adjectives : Mal/bien/très bien/ comme ci comme ça/colours</p> <p>Question and response : Comment ça va? ça va bien/mal/très bien Comment t'appelles-tu? Je m'appelle x</p> <p>More able: Quel âge as-tu ? J'ai x ans.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>intonation accent elision (contractions) e.g. c'est l'animal instead of ce est and le animal silent letters</p> <p>words: numbers 11-20 + euros to 20 euros at least 5 food items at least 5 transport words at least 5 countries les cheveux –hair (or hairs to be exact) les yeux – eyes</p> <p>phrases : je voudrais + food noun likes and dislikes j'aime, j'adore, je déteste, je n'aime pas</p> <p>Question and response : Do you like..? Est-ce que tu aimes les bananes? Tu aimes les bananes ? Oui, j'aime les bananes/non, je déteste les bananes.</p> <p>Travelling to/transport Où voyages-tu? Where are you travelling to? Comment voyages-tu? How are you travelling? Je voyage à Italie. Je voyage en avion.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>manipulate language</p> <p>words: numbers 21-60 at least 5 days of the week at least 5 months of the year at least 5 clothes items at least 5 body parts at least 5 places in town at least 5 weather words</p> <p>phrases: J'ai mal à la/au/aux ...I have a sore... Je vais porter - I am going to wear Il y a – there is Mon anniversaire c'est le 29 Janvier.</p> <p>Questions and responses: When is your birthday ? Quelle est la date de ton anniversaire ? Mon anniversaire c'est le 29 Janvier.</p> <p>Quel est le problème? (at the doctors)</p> <ul style="list-style-type: none"> Bonjour docteur. J'ai mal à la tête. Oh! Prenez ce médicament. (Take this prescription) Merci docteur. Au revoir. <p><i>Is there a cinema in town?</i> Il y a un cinéma en ville? (raise your voice at the end) Answer: Oui, il y a un cinéma. <i>Yes there is a cinema</i> Or: Non, il n'y a pas de cinéma. <i>No, there is no cinema</i> <i>Where are you going? Tu vas où?</i> Je vais au cinéma. <i>I am going to the cinema</i></p> <p><i>Quel temps fait-il? What's the weather like?</i></p> <p>En France, il y a des orages dans le nord. Dans le sud, il fait chaud et il y a du soleil. Dans les Alpes, il fait froid et il neige. Dans l'ouest, il y a du brouillard et du vent. Dans le centre, il pleut.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>provide justification (parce que)</p> <p>liaison (liaisons happen when a consonant which is normally silent, suddenly gets pronounced at the beginning of the word that follows it e.g. petit ami, nous avons, vous avez)</p> <p>Words: Numbers 60-100 At least 5 personality adjectives At least 5 where I live words At least 5 shopping items At least 5 leisure time activities At least 5 school words</p> <p>Phrases: Dans ma maison il y a ...</p> <p>Questions: C'est combien? How much it is? (money and shopping) Où habites-tu? Where do you live?</p> <p>Extending sentences:</p> <p>With coordinating conjunctions- et/ou/aussi/mais=and/or/also/but</p> <p>With subordinating conjunctions – parce que (because) J'aime le tennis parce que c'est énergétique.</p>
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	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>words: numbers 1-10 At least 5 colours At least 5 pets/animals</p> <p>Phrases: Le crayon bleu Ça va mal</p> <p>Adjectives : Mal/bien/très bien/ comme ci comme ça/colours</p> <p>Short sentence : ça va bien/mal/très bien Je m'appelle x. J'ai x ans.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>words: numbers 11-20 + euros to 20 euros at least 5 food items at least 5 transport words at least 5 countries les cheveux –hair (or hairs to be exact) les yeux – eyes</p> <p>phrases : je voudrais + food noun likes and dislikes j'aime, j'adore, je déteste, je n'aime pas</p> <p>Simple sentences: J'aime les bananes/non, je déteste les bananes. Je voyage à Italie. Je voyage en avion. J'ai les yeux bleus. J'ai les cheveux bruns.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Main point</p> <p>cognate - A cognate is a word whose meaning is blatantly obvious because it exactly, or very closely, resembles an equivalent English word. The only difference between the two words lies in their pronunciation. In many instances, you can immediately recognize French words because English language has adopted them.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p>
<p>Stories, Songs, Poems and Rhymes</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p>		<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p>	
	<p>Children can:</p> <p>listen and identify specific words in songs and rhymes and demonstrate understanding;</p> <p>alphabet song</p>	<p>Children can:</p> <p>listen and identify specific phrases in songs and rhymes and demonstrate understanding.</p>	<p>Children can:</p> <p>listen and identify rhyming words and specific sounds in songs and rhymes;</p> <p>follow the text of familiar songs and rhymes, identifying the meaning of words;</p> <p>le boogie woogie (body parts) head, shoulders, knees and toes</p>	<p>Children can:</p> <p>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</p> <p>La Nuit avant Noel TWAS THE NIGHT BEFORE XMAS</p>



<p>join in with actions to accompany familiar songs, stories and rhymes;</p> <p>Brown_bear COLOURS AND ANIMALS SPLAT GAME Cendrillon CINDERELLA La_petite_poule_rouge ANIMALS Le_fermier THE FARMER'S IN HIS DEN</p>	<p>join in with words of a song or storytelling.</p> <p>Aladdin</p> <p>Jacques_et_le_Haricot_Magique JACK AND THE BEANSTALK</p> <p>Chaperon Rouge LITTLE RED RIDING HOOD</p> <p>Chere maman with sound ANIMALS and ADJECTIVES</p> <p>La_chenille_qui_fait_des_trous VERY HUNGRY CATERPILLAR food and days of the week</p> <p>Ma_surprise_du_Zoo1 DEAR ZOO</p>	<p>follow the text of a familiar song or story;</p> <p>Quelle-est le date de ton anniversaire?</p> <p>follow the text of a familiar song or story and sing or read aloud;</p> <p>je m'habille et je te croque CLOTHES Handa ANIMALS AND FRUIT Les_Quatre_Amis AMINALS AND BODY PARTS the_wind_and_the_sun Un_voyage_dans_l'espace_avec_le_Docteur DR WHO JOURNEY INTO SPACE Y5 TOPIC</p>	<p>understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</p> <p>C'est pas vrai by Gigi Bigot</p>
<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p>



Grammar	Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and plural 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.		Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and plural 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.	
	Children can:	Children can:	Children can:	Children can:
	show awareness of word classes nouns, adjectives and verbs and be aware of similarities in English;	show awareness of word classes – nouns, adjectives and verbs and be aware of similarities in English;	identify word classes	identify word classes
	Show an awareness of the gender of nouns Animals unit	name the indefinite and definite articles for both genders and use correctly; a/an = un/une – indefinite the = le/la – definite (determiner)	demonstrate understanding of gender and number of nouns and use appropriate determiners; le/la/les/l'	
	Show an awareness of plural nouns Animals unit	say how to make the plural form of nouns; Most French nouns form their plural by adding an -s to their singular form . If the singular noun ends in -s, -x or -z, no further-s is added in the plural . Most nouns ending in -eau or -eu add an -x in the plural .	recognise and use partitive articles; (The partitive article is created by combining the preposition de with the definite article : For masculine nouns: de + le = du—e.g., du lait (some milk). For feminine nouns: de + la = de la—e.g., de la viande (some meat). For nouns that begin with a vowel or a silent h: de + l' = de l'—e.g., de l'eau (some water).)	
		begin to use a simple negative form (ne... pas); je n'aime pas +food item		
				name and use a range of conjunctions to create compound sentences; et, ou, aussi/mais
	Show an awareness of the position of adjective in French phrase Colours – le crayon rouge	show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use un chien noir- a black dog (masculine) une souris noire – a black mouse(feminine) les yeux bleus – blue eyes (plural)	explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; opportunity when describing what you're going to wear.	



	<p>name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</p> <p>first person I – je second person you – tu</p> <p>J'ai (infinitive avoir – to have) Comment t'appelle-tu? (appeler – to call)</p>	<p>recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; je voudrais = I would like (works naturally with food)</p>	<p>name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; Je – first person Tu – second person third person he/she/one – il/elle/on Il/elle va porter ... he/she is going to wear demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; recognise and use the close future tense of a familiar verb in the first, second and third person singular; explain how it's formed; Je vais porter – I am going to wear Il/elle va porter – he/she is going to wear Je vais + infinitive Tu vas + infinitive il/elle/on va + infinitive nous avons + infinitive vous avez + infinitive ils/elles vont + infinitive use the third person singular and plural of the irregular verb 'être' in the present tense. Il/elle/on est = he/she/one is or c'est = it is Use with birthdays and weather unit</p>	<p>recognise and use the simple future tense of a high frequency verb; compare with English;</p> <p>when speaking/writing about school and future plans</p> <p>follow a pattern to conjugate a regular verb in the present tense; infinitive jouer – to play</p> <p>Je I joue Tu you joues il/elle joue he/she Nous jouons we Vous jouez you (plural) ils/elles jouent they choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</p> <p>use the third person plural of a few high frequency verbs in the present tense;</p>
			<p>Use some adverbs</p>	
	<p>use simple prepositions in their sentences; en (by) with transport Je voyage en avion – I travel by plane</p>		<p>recognise and use a range of prepositions;</p>	
	<p>recognise and use the first person possessive adjectives (mon, ma, mes);</p>			<p>recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</p>
<p>i</p>			<p>explain and use elision; state the differences and similarities with English;</p>	



<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>gender of noun masculine feminine plural noun verb adjective singular present tense</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>indefinite a (un/une) definite the (le, la, les, l')</p> <p>negative form preposition subject-verb agreement imperfect tense - je voudrais</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>simple future tense conjunction irregular verb (être)</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p>
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