

MFL Progression Document

|              | Y3                      | Y4                      | Y5                      | Y6                          |
|--------------|-------------------------|-------------------------|-------------------------|-----------------------------|
| Autumn       | I'm in Otter Class, get | Frozen Kingdom (T)      | Conflict (T)            | Toga-Tastic! (T)            |
| Spring       | me out of here! (T)     | Chopsticks and Lanterns | Eco Heroes (L)          | Fallen Stars (T)            |
| Summer       | Remember when (L)       | (L)                     | Stargazers (L)          | Survival of the fittest (L) |
| Thankfulness | Tribal Tales (C)        | Home and Away (C)       | Traders and Raiders (C) | Dream Big (C)               |
| Love         | I am Warrior! (C)       |                         |                         |                             |
| Courage      |                         |                         |                         |                             |

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| <p>EYFS/<br/>National<br/>Curriculum<br/>Links</p> | <p><b>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</b></p> <p>Pupils should be taught to:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>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.</p> |
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| <b>Assessment</b>                | <p>I can answer questions about myself in Spanish.<br/>I know numbers to 12, days of the week, colours and pets.<br/>I can hold a simple conversation with a partner.</p>  | <p>I can hold a conversation with a partner, talking about myself.<br/>I know numbers to 31 and months so I can say the date and my birthday in Spanish.</p>  | <p>I can hold a conversation, talking about myself and in a role-play situation (e.g. ordering food in a café) in Spanish.<br/>I can write sentences about myself including some or all of these.<br/>I can say my name, age, birthday, where I live, hobbies, sports, if I have pets, brothers or sisters.</p> | <p>I can read/listen to a text in French and answer questions.<br/>I can talk about myself; hold a conversation (formal and informal).<br/>I know numbers to 60 and pronouns “I” and “you” (formal and informal).</p>                                       |
| <b>Area of subject LISTENING</b> | <p>Repeat words modelled by teacher, show understanding with an action<br/>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>  | <p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).<br/>Pick out known words in an ‘authentic’ conversation.<br/>Children can understand and respond to a range of familiar spoken words and short phrases.</p> | <p>Begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary.<br/>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>                                     | <p>Listen to and show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary.<br/>Children can understand a short passage made up of familiar words and basic phrases.</p>                                    |
| <b>Area of subject SPEAKING</b>  | <p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.<br/>Recognise a familiar question and respond with a simple rehearsed response.<br/>Can repeat and say familiar words and short simple</p> | <p>Use common phrases.<br/>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.<br/>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p>                          | <p>Children can ask and answer questions on the current topic.<br/>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>   | <p>Engage in short scripted conversations.<br/>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create their own sentence.<br/>Children can ask and answer simple questions on a few very familiar topics.</p> |

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|                                | phrases, using understandable pronunciation.  | Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation                                  |   |   |
| <b>Area of subject READING</b> | Begin to recognise written vocabulary/ single words. Begin to recognise written phrases.  | Begin to recognise simple written phrases. Recognise simple written phrases and understand a range of familiar written phrases. | Read and show understanding of more complex written phrases. Read and show understanding of a piece of writing based on the current topic. Read short passages and pull answer questions on what they have read.          | Practice reading longer texts aloud, containing taught phrases and vocabulary. Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list. |
| <b>Area of subject WRITING</b> | Copy simple vocabulary. Children can write some single words from memory, with plausible spelling. Children can, with support, substitute one element in a simple phrase to vary the meaning. | Children can write simple words and several short phrases from memory. Children use understandable spelling.                    | Begin to use dictionaries to find the meaning of unknown words and to translate own ideas. Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. | Adapt taught phrases to create new sentences. Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.   |
| <b>Area of subject GRAMMAR</b> | Can use indefinite articles in the singular with masculine and feminine nouns. Can use the high-frequency verb forms (I have, it is, there is/are).   | Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and sequencers.          | Can use all persons of several regular verbs in the present tense (with the support of a frame).  | Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.   |
| <b>Value Links</b>             | <p style="text-align: center;"><b><u>Thankfulness</u></b></p> <p>I am thankful for the opportunity to learn a new language.<br/>I am thankful for the world around me and everyone in it.</p> |   | <p style="text-align: center;"><b><u>Love</u></b></p> <p>I am supportive of those around me. I respect and appreciate differences in others.</p>  | <p style="text-align: center;"><b><u>Courage</u></b></p> <p>I have the courage to keep going and trying again.<br/>I have the courage to be resilient when I find things hard.</p>  |

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|                            | I am thankful for the resources I have to help me.   | I will include and encourage others in all our learning. | I have the courage to ask questions about the world around me. |
| <b>Metacognition Links</b> | <p>Cooperation – I can work in pairs and small groups.</p> <p>Cooperation – I can share my ideas with others and support them with their learning.</p> <p>Perseverance – If something is difficult, I will show reliance.</p> <p>Perseverance – I will put my best efforts into my learning</p> <p>Independence – I can listen to and follow instructions.</p> <p>Independence – I will take responsibility for my own learning.</p> <p>Motivation – I can self-motivate and motivate others.</p> <p>Motivation – I always look at how I can improve and further my learning</p> <p>Curiosity – I can ask questions to further my knowledge and understanding.</p> <p>Creativity – I can find different ways to do things.</p> |  |  |

