



Spalding St Paul's Primary Modern Foreign Language Progression

Breadth of study Key Stage 2:	Essential characteristics in our school: INTENT
<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 • Speak in sentences, using familiar vocabulary, phrases and basic language structures in a different tense. • 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 plural forms and the conjugation of high-frequency verbs, including the use of a past or future tense. • Look at the culture of the countries where the language is spoken. 	<p><i>The confidence to speak with good intonation and pronunciation and hold simple oral transactions.</i></p> <p><i>Fluency in reading words and simple statements, building a sight vocabulary.</i></p> <p><i>Fluency in writing simple statements, drawing on a range of building vocabulary.</i></p> <p><i>A strong awareness of the culture of the countries where the language is spoken.</i></p> <p><i>A passion for languages and a commitment to the subject.</i></p> <p><i>An independence in their learning and the ability to draw upon a wide range of resources.</i></p>

Threshold Concepts				
Listen effectively	Read fluently	Write imaginatively	Speak confidently	Understand culture of the countries in the language is spoken
Pupils will know how to listen for cognates and key words to infer meaning. They will also use social cues such as facial expression to support understanding of what is said.	This concept involves recognising key vocabulary and phrases.	This concept involves using key vocabulary and phrases to write ideas using basic key verbs and pronouns.	This concept involves using key vocabulary and phrases to verbally communicate ideas	This concept involves the background knowledge and cultural capital needed to infer meaning from interactions. For example, pupils will understand that traditionally French people shake hands to greet one another.



	Read Fluently	Write Imaginatively	To Speak Confidently	To understand the culture of the countries in which the language is spoken
<p>Y5/6</p> <p>Food, healthy eating, sports, countries, nationalities, Daily routine, school experience, Planets and weather</p> <p>Francophonie: Madagascar & Algeria</p>	<p>F1: Read and understand the main points and some of the detail in short written texts.</p> <p>F2: Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>F3: Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>F4: Show confidence in reading aloud, and in using reference materials.</p> <p>Read short paragraphs, spot key words, cognates, identify inconsistencies eg le ciel est jaune..., identify tenses.</p>	<p>F5: Write short texts on familiar topics.</p> <p>F6: Use knowledge of grammar to enhance or change the meaning of phrases.</p> <p>F7: Use dictionaries or glossaries to check words.</p> <p>F8: Refer to recent experiences or future plans, as well as to everyday activities. (LES PASSE-TEMPS- COMBINE J'AI JOUE/JE VAIS JOUER TO DISCUSS PLANS)</p> <p>F9: Include imaginative and adventurous word choices.</p> <p>F10: Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p> <p>F11: To use punctuation such as accents to convey tenses. (Y6 All topics)</p> <p>Adapt sentences to suit own purpose, match genders and tenses. Write about themselves and their daily routines.</p>	<p>F12: Understand the main points and opinions in spoken passages. (J'AIME/ JE DETESTE/J'ADORE)</p> <p>F13: Give a short prepared talk that includes opinions. (LES PASSE-TEMPS-SAYING WHAT I PREFER DOING WITH FREE-TIME)</p> <p>F14: Take part in conversations to seek and give information.</p> <p>F15: Refer to recent experiences or future plans, everyday activities and interests. LES PASSE-TEMPS- COMBINE J'AI JOUE/JE VAIS JOUER TO DISCUSS PLANS)</p> <p>F16: Vary language and produce extended responses.</p> <p>F17: Be understood with little or no difficulty.</p> <p>Use an increasing amount of key phrases spontaneously. Talk about themselves with confidence, expressing their own opinions about the events of their daily lives.</p>	<p>F18: Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. (01.12 NOEL- EXPLAIN HISTORY) (14.7 BASTILLE DAY)</p> <p>F19: Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. (LES PAYS- LA FRANCOPHONIE) (LES PASSE-TEMPS- STEREOTYPES OF NATIONAL SPORTS)</p>
<p>Y4</p> <p>Personal descriptions, animals, where I live.</p> <p>Francophonie: Canada</p>	<p>READ</p> <p>F1: Read and understand the main points in short written statements.</p> <p>F2: Read short texts independently, using context to support understanding of unfamiliar words.</p> <p>F3: Use a translation dictionary or glossary to look up new words.</p> <p>Read short descriptions describing people/animals. Using key phrases in first & third person. Recognise adjectival</p>	<p>WRITE</p> <p>F4: Write a few short sentences using familiar expressions.</p> <p>F5: Express personal experiences and responses.</p> <p>F6: Write short phrases from memory with spelling that is readily understandable.</p> <p>Labelling/matching words. Re-use modelled sentences and adapt with own choice.</p>	<p>SPEAK</p> <p>F7: Understand the main points from spoken passages.</p> <p>F8: Ask others to repeat words or phrases if necessary.</p> <p>F9: Ask and answer simple questions and talk about interests.</p> <p>F10: Take part in discussions and tasks.</p> <p>F11: Demonstrate a growing vocabulary related to topics and</p>	<p>UNDERSTAND</p> <p>F12: Describe with some interesting details some aspects of countries or communities where the language is spoken.</p> <p>F13: Make comparisons between life in countries or communities where the language is spoken and this country. (31.10 HALLOWEEN) (01.12 NOEL ISA PROJECT)</p>



	<p>cognates , grand, petit, calme. Spot animal cognates. Reognise cognates and key words to describe where I live. J'habite... Colours</p>	<p>Express opinions with j'adore, je deteste, je voudrais</p>	<p>Use greetings spontaneously and basic phrases independently for example to state the date when asked. Use spontaneously Comment dit-on..? to ask for vocabulary and Je voudrais to To express simple opinions readily. J'aime/je deteste/ je prefere</p>	
<p>Y3 Introducing myself, basic opinions, age, family Francophonie: France</p>	<p>READ F1: Read out loud everyday words and short phrases. (T1/T2/T3) F2: Use phonic knowledge to read words. (T2/T3) F3: Read and understand words and short written phrases. (T3: MA FAMILLE- 1/2/3 PERSON TO DESCRIBE FAMILY RELATIONSHIP HE IS/SHE IS) F4: Read out loud familiar words and phrases. (T1;INTRODUCING ONESELF- SELECT THE PHRASE DESCRIBING YOURSELF) F5: Use reference sheets to find out the meanings of new words. Use cognates to spot familiar words, symbols and gestures to understand meanings of words. Greetings Names of family members- maman Numbers 1-31</p>	<p>WRITE F6: Write or copy everyday words correctly. F7: Label items and choose appropriate words to complete modelled short statements. F8: Write one or two short sentences. (T1/2: BASIC INTRODUCTORY PHRASES.) (T3: MA FAMILLE- 1/2/3 PERSON TO DESCRIBE FAMILY RELATIONSHIP HE IS/SHE IS) F9: Write short statements/ words used in everyday conversations correctly. Labelling/ matching words in a context linked to topics – curriculum topics as well as the three themes in French</p>	<p>SPEAK F10: Understand a range of spoken questions/ instructions. F11: Understand standard language (sometimes asking for words or phrases to be repeated). F12: Answer simple questions and give basic information. F13: Give responses to questions about everyday events. (T1: INTRODUCING ONESELF, using first/second person, present tense) F14: Pronounce words showing a knowledge of sound patterns. (T1: INTRODUCING ONESELF-BONJOUR SONG) Comment t'appelles tu? Je m'appelle Ca va? Ca va bien, merci. Quelle age a tu? J'ai ans. Months of the year</p>	<p>UNDERSTAND F15: Identify countries and communities where the language is spoken. Be able to locate on the map and know their names in French F16: Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. F17: Show awareness of the social conventions when speaking to someone. (T1: INTRODUCING ONESELF- VOCAB/BISOUS) Kissing of cheeks/ shaking hands Celebrations- (1.12 CHANSON DE NOEL (Christmas)/ ISA PROJECT)/ (1.4 POISSON D'AVRIL) Easter traditions. Bonne Anniversaire! Awareness of foods in celebrations and be able to name them- le gateaux etc</p>