MNSP Modern Foreign Languages Progression

Key Skills/ NC Aims

- 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

Concepts:

- Purpose and audience
- Imaginative description
- Sentence construction
- Spelling
- Punctuation
- Presentation
- Analysis(grammar)

Year 3 content	Year 4 content	Year 5 content	Year 6 content
• Greetings and name • Classroom instructions • Numbers 0-10 • Age • Days • *Jacques le gourmand* (story making) • Numbers 11-20 • Christmas • Colours • Describe your pet (animals/colours) • Numbers 21-39 • Months • Easter • Body parts • Traditional song: *Le fermier dans son pré* • Where in the world is X language spoken? • *Jacques et le haricot magique*	• Family • How I travel to school(bus/walk) etc • Weather • Numbers - reinforce prior learning (intro money for context/shopping) • Likes/dislikes - toys/games • Numbers 30-39 • Christmas • Shopping- how much? Recognising currency relating to language • Easter • • Sports • Animals - *Les 4 amis* (story); *Le Carnaval des Animaux* • *Le Roi tête en l'air*-prepositions/ items in the house • Numbers 40-69	• Alphabet • Places in town. Coordinates(apply alphabet and numbers and places in town; reinforce prepositions) • My journey to school • Directions • Christmas • Food likes/dislikes. *J'ai mangé/J'ai bu* • Weather and seasons (rhyme weather/ French towns e.g. *A Calais, il fait mauvais*) - phonic awareness • Months and dates/birthday rap *'Quelle est la date de ton anniversaire?'* • Easter • Planets- names and descriptions (adjectives- *rapide/lente*/size/colour/ temperature/	• What's the time?(hours) • What's the time?(half hours) • What's the time?(1/4 hours) • School subjects • School times and subjects • Morning routine- introduction to reflexive verbs and analogue time • Places in town(prepositions and descriptions) • Dictionary use • Numbers 69-100 (and beyond for dates- famous people dates of birth) • Shopping- apply numbers(revisiting food/greetings etc)
Threshold Concepts To speak confidently (oracy)	Milestone 1 • Understand a range of spoken phrases • Answer simple questions and give basic information • Give responses to questions about everyday events • Pronounce words showing a knowledge of sound patterns	Milestone 2 • Understand the main points from spoken passages • Ask others to repeat words or phrases if necessary • Ask and answer simple questions and talk about interests • Take part in discussions and tasks • Demonstrate a growing vocabulary • Take part in a role play and perform to an audience	Milestone 3 • Understand the main points and opinions in spoken passages • Give a short prepared talk that includes opinions • Take part in conversations to seek and give information • Refer to recent experiences or future plans, everyday activities and interests • Vary language and produce extended responses

			• Be understood with little or no difficulty • Devise and perform a role play
To understand the culture of the countries in which the language is spoken (inter- cultural understanding)	• Identify countries and communities where the language is spoken • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken • Show awareness of the social conventions when speaking to someone	• Describe with some interesting details some aspects of countries or communities where the language is spoken • Make comparisons between life in countries or communities where the language is spoken and this country.	• Give detailed accounts of the customs,history and culture of the countries and communities where the language is spoken • Describe, with interesting detail,some similarities and differences between countries and communities where the language is spoken and this country
To read fluently (knowledge about language)	• Read aloud everyday words and phrases • Use phonic knowledge to read words • Read and understand short written phrases • Read out loud familiar words and phrases • Use books or glossaries to find out the meanings of new words	• Read and understand the main points in short written passages • Read short texts independently • Use a translation dictionary or glossary to look up new words	• Read and understand the main points and some of the detail in short written passages • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials
To write imaginatively	• Write or copy everyday words correctly • Label items and choose appropriate words to complete short sentences • Write one or two short sentences • Write short phrases used in everyday conversations correctly	• Write a few short sentences using familiar expressions • Express personal experiences and responses • Write short phrases from memory with spelling that is readily understandable	• Write short texts on familiar topics • Use knowledge of grammar to enhance or change the meaning of phrases • Use dictionaries or glossaries to check words • Refer to recent experiences or future plans, as well as to everyday activities • Include imaginative and adventurous word choices • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty) • Use dictionaries or glossaries to check words
Assessment Assessment would be predominantly oral or brief written tasks e.g labelling /cloze text /matching tasks			

POP Tasks	POP Tasks	POP Tasks	POP Tasks
• To orally greet in at least 2 ways and introduce themselves and ask another's name • To respond to physically and give orally simple classroom instructions • To be able to count to 10 in French • To correctly match digits to the written word in French • To use numbers out of order • To be able to tell another their age (could be linked to prior learning of greetings- deeper task would be to greet,introduce themselves by name and add their age) • To correctly match French and English days of the week. • Recite story(days of week/food) • To be able to count from 11 to 20 in French in and out of order • To correctly match digits to the written word in French • To describe an animal (name/colour) • To be able to count from 21 to 39 in French in and out of order • To correctly label (using a given list of months out of order) pictures of various months e.g Christmas picture for December/pancake for February) • To play *Jacques a dit* and respond correctly • Sing heads,shoulders, knees and toes in French • To label a body outline using a list of words • To sing and act traditional song • To be able to explain in English and show on a map where French is spoken globally • To understand the main themes of a traditional story	• To correctly label brother/sister/ mother/ father/ grandparents on a picture. Apply possessive adjectives ma/mon • To talk in simple sentences about their own family. eg *John est mon frere/mon frere s'appellle John* • To orally ask and answer how they travel to school • To talk about today's weather and match weather picture to weather words eg *il fait du brouillard* • To play charades for likes /dislikes toys/games (actions reinforce learning) • Apply all numbers to 39 to shopping role plays • Use 2 verbs in present tense je fais +preposition - write a diary of sporting activities (deeper learning would link to days of week) • To apply adjectives and verbs when telling story orally • Guess where an object is hidden (apply *'les lunettes sont dans la cuisine' Non, elles ne sont pas là'*) • Tell and write stories to show application of prepositions, time connectives and places in the house • Recognise numbers 40-69 from listening activities	• Alphabet- recognise letter sounds and categorise letters- compare and contrast to English • Identify places on a map/through games • Find places on a map using coordinates • Follow a journey itinerary on a map and trace it • Apply previous present tense verbs to give instructions in the imperative form • To orally express food preferences and understand others' • To understand and use 2 verbs in the perfect tense to explain what I have eaten/drank • To understand and say weather phrases - more complex e.g. *il y a*…. • Design a poem using weather phrases and French towns- rhyming phonemes • Be able to say today's date and significant dates e.g Christmas • Be able to say when my birthday is and ask another when their birthday is • Be able to list French planets in solar system order • To use adjectives to describe planets orally and in writing/play a 'Guess which planet?' game	• Draw time from a listening activity • Answer 'Quelle heure est -il?' • Match times to clocks • To use a given timetable to answer questions about what time /day they have each subject • To recognise nonsense sentences about morning routines and say vrai/faux • Produce a leaflet for local high street with key places • Write a description of an imaginary town • Numbers 69-100 - guess the number (more/less than) • Shopping role play using numbers for change eg *C'est combien?*