

MFL: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

FOUNDATION

The key things we want children to know/be able to do	Cycle A	Cycle B
In The Foundation Stage, children learn in a child-led, freeflow environment within their provision. Communication is a key part of a child's development and creates the foundations from which all other subject areas can flourish. Learning other languages should be fun. At this age we want children to develop an interest in other languages. Language Learning (LL), Knowledge about Language (KaL) and Intercultural Understanding (IU) can be introduced in a variety of inspiring ways: -songs on the Smart Board -books and stories about other countries -saying the register in another language, not just your school's target language e.g. a different language each week. (Bonjour in French, Bonjourno in Italian, Jendobre in Polish). -watch familiar stories in other languages e.g. The Hungry Caterpillar -count steps in the outdoors in another language -blow bubbles and pop them counting in another language -use musical instruments to play along to songs in other languages -have a class teddy who only understands your target language. -paint/model/draw animals connected to songs you sing. - celebrate festivals and events from other countries and cultures, not just your target language. EYFS DEVELOPMENT MATTERS links: Communication and Language:Speaking, Listening and Attention and Understanding -Literacy -Mathematics -Understanding the World: People and Communities and The World -Expressive Arts and Design: Being Imaginative		

YEAR 1 & 2

The key things we want children to know/be able to do	Cycle A	Cycle B
Children should be exposed to activities which enable them to listen, speak, read and write about the target country/language. Children will develop grammar skills through repeated exposure to language. Activities to include: • games (board/interactive) • books • role play • songs • dance • quizzes		

YEAR 3 & 4

The key things we want children to know/be able to do	Cycle A	Cycle B
LISTENING - begin to listen attentively to spoken language and show understanding by joining in and responding <i>short dialogues of about 2 sentences (questions/answers)</i> - begin to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <i>know some vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs /trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i> - begin to appreciate stories, songs, poems and rhymes in the language <i>nursery rhymes, language songs, authentic material whole school / topic based.</i>		
SPEAKING - begin to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <i>begin to ask and answer yes/no questions, ask and answer questions with question word (comment / quel age / où / qu'est -ce que) , answers in sentences (with a verb)</i> - begin to explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <i>vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i> - begin to speak in sentences; including familiar vocabulary, phrases and basic language structures - begin to use some of the following verbs - avoir / être / porter / aimer / détester / aller / jouer/ manger / boire - begin to present ideas and information orally to a range of audiences - tu (informal) / vous (formal), role plays (market, cafe) - begin to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>begin to use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)</i> - begin to describe people, places, things and actions orally - adjectival,verb, plural endings, verb endings - begin to use pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <i>vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i>		
READING - begin to read carefully and show understanding of words, phrases and simple writing <i>eg.write a 3-sentence paragraph</i> - begin to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>begin to use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)</i>		

WRITING - begin to write phrases from memory, and adapt these to create new sentences, to express ideas clearly - write a sentence about themselves/topics covered - give opinions with the same structure across a range of topics - eg. food, hobbies, clothes, music - begin to describe people, places, things and actions in writing - eg. write a sentence		
GRAMMAR begin to understand basic grammar appropriate to the language being studied, including: - feminine and masculine forms - the different forms of high-frequency verbs (verb endings) - agreement of the adjectives (+e, +s) - position of the adjectives (before/after the nouns) - plural forms of the nouns - infinitive form (to swim / to do, raw form of the verb you find in a dictionary) - asking questions (word order) - partitive article Some (du/de la / de l', des) - possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses) - negative form (ne ...pas) - il y a / il n'y a pas de - forms of the verb (je / tu / il elle on) - avoir / être / porter / aimer / détester / aller / jouer/ manger / boire - articles (le/la/les, un/une)		
CULTURE begin to understand some cultural issues relevant to the country being studied - greetings (handshake, bises/kisses, un check/elaborate fist pump) - geography of France/french-speaking countries - famous French people, artists (painters, musiciacs, etc.) - landmarks - food and drink - school day - festivals and celebrations - climate, population - history		

YEAR 5 & 6

The key things we want children to know/be able to do	Cycle A	Cycle B
LISTENING Become more able to listen attentively to spoken language and show understanding by joining in and responding <i>eg short dialogues of about 3 sentences (questions/answers)</i> Become more able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <i>e.g know a wider range of vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i> Be more able to appreciate stories, songs, poems and rhymes in the language: <i>nursery rhymes, language songs, real authentic material</i> <i>eg whole school / topic based</i>		
SPEAKING Be more able engaging in some conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <i>ask and answer a yes/no question, ask and answer questions with question word (comment / quel age / où / qu'est -ce que)</i> Be more able exploring some of the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <i>vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i> Be more able speaking in sentences, using familiar vocabulary, phrases and basic language structures Be more able using a wider range of verbs (avoir / être / porter / aimer / détester / aller / jouer/ manger / boire) Be more able presenting ideas and information orally to a range of audiences <i>tu (informal) / vous (formal), role plays (market, cafe)</i> Become familiar with a broader range of vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>become more confident using bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)</i> Be more able at describing people, places, things and actions orally <i>(adjectival endings, verb endings)</i> Use more accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <i>Know a wider range of vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/ trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)</i>		
READING Be more able to read carefully and show understanding of words, phrases and simple writing <i>4 sentence paragraph</i> Develop vocabulary and ability to understand new words that are introduced into familiar written material, including through using a dictionary		

<i>Become more familiar using bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)</i>		
WRITING Develop skills to write phrases from memory, and adapt these to create new sentences, to express ideas clearly and write some sentences about themselves/topics covered Be more able to give opinions with the same structure across a range of topics (eg food, hobbies, clothes) Be more able to describe people, places, things and actions in writing Write some sentences		
GRAMMAR Show a wider understanding of a range of basic grammar appropriate to the language being studied, including: - feminine and masculine forms - the different forms of high-frequency verbs (verb endings) - agreement of the adjectives (+e, +s) - position of the adjectives (before/after the nouns) - plural forms of the nouns - infinitive form (to swim / to do, raw form of the verb you find in a dictionary) - asking questions (word order) - partitive article Some (du/de la / de l', des) - possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses) - negative form (ne ...pas) - il y a / il n'y a pas de - forms of the verb (je / tu / il elle on) - avoir / être / porter / aimer / détester / aller / jouer/ manger / boire - articles (le/la/les, un/une)		
CULTURE Develop a wider understanding of : - greetings (handshake, bises/kisses, un check/elaborate fist pump) - geography of France / French speaking countries - famous French people, artists (painters, musicians) - landmarks - food and drink - school day - festivals and celebrations - climate, population - history		