



MFL Progression Map

Intent

Here at Holy Trinity, we recognise that learning a language enriches the curriculum and helps to create enthusiastic learners and allows pupils to develop positive attitudes to languages moving forwards in life. The skills, knowledge and understanding gained should aid the development of children's understanding of their own culture and those of others. We understand and embody that 'A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world' At Holy Trinity, we recognise that the early acquisition of French will facilitate the learning of other languages as the children move through life. We aim to prepare children for the KS3 language curriculum to enable them to transfer their skills confidently and successfully. We hope that learning a new language has a positive impact on achievement in other subjects as well as helping to improve thinking skills and memory abilities.

Implementation

At Holy Trinity, French is taught across Key Stage 2. We use the North Tyneside Scheme of Work to support the teaching and learning of French. The scheme provides clear progression of the development of speaking and listening and vocabulary acquisition. We are supported in the teaching of French by the local authority's MFL Lead, Caroline Smith.

We use a variety of methods to allow the children to engage fully with the teaching of French. Such as:

- Songs and rhymes are used to further the children's vocabulary and enhance phonetic and memory skills.
- Games that are used to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play scenarios are used so that the children can relate when in similar situations in the future.
- Reading and writing quality materials approved by the North Tyneside scheme.

SEND children are present in lessons and are supported where necessary through use of staffing and appropriately levelled resourcing. The lesson content features a mix of songs, games and activities which are accessible and enjoyable.



MFL Progression Map

Impact

We will see the impact of the teaching of French in the following ways:

- Children will be able to confidently communicate with each other in French.
- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language through application of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the French culture.
- Children will learn how language skills can be applied to a range of languages and make links to our own language.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.
- Children will recognise that language skills learnt in the classroom will be very useful for travelling and work purposes in their futures.
- Children will be made aware that a recognised qualification in a modern foreign language can facilitate university access to vocational courses which have a foreign language component.

Key Stage 2 National Curriculum Expectations

- 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



MFL Progression Map

Speaking and Listening

| Objective | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|--|
| Children should listen attentively to spoken language and show understanding by joining in and responding | <p>To listen and understand single words and familiar short phrases linked to topics such as me, my school, my family, weather, greetings & instructions.</p> <p>To listen and respond to the language with actions, symbols and pictures.</p> <p>To listen and follow simple classroom instructions</p> | <p>To listen and understand a series of short sentences on a familiar theme.</p> <p>To listen to information and respond with words, actions and pictures. This may involve an ordering activity e.g. listening to a song/poem and putting the lines in the correct order.</p> <p>To listen to the language and respond confidently to a range of instructions and simple questions</p> | <p>To listen and show understanding of longer sentences, short texts and conversations containing familiar and unfamiliar language.</p> <p>To listen for information in short messages, dialogues, short texts/stories and note the main points.</p> <p>To listen and respond to a range of questions.</p> | <p>To listen and show understanding of longer texts / conversations covering a range of topics and with more unfamiliar language.</p> <p>To listen to a range of longer texts of different types and note the main points and some details.</p> <p>To listen and respond to a wide range of spoken language.</p> |
| Children should learn to speak in sentences, using familiar vocabulary, phrases and basic language structures | <p>Communicate orally using simple words and phrases. Repeat words and simple phrases modelled by the teacher. Recall words and simple phrases.</p> <p>Use familiar vocabulary to say a simple sentence using a rehearsed language scaffold.</p> | <p>Communicate orally using familiar vocabulary and high frequency structures. Speak 2 or 3 simple sentences independently. Start to join sentences together using simple connectives</p> | <p>Communicate orally using a variety of different word classes and basic language structures. Speak 3 or more sentences independently and include complex sentences.</p> | <p>Communicate orally demonstrating an ability to be creative with language. Use a mixture of longer complex sentences and short simple sentences which include a range of language structures and a wide vocabulary.</p> |
| Children should learn to engage in conversations; ask and answer questions; express opinions and | <p>Ask and answer simple questions.</p> <p>Express basic facts</p> | <p>Ask and answer several simple and familiar questions independently. (e.g on myself, the weather).Take part in role-plays</p> | <p>Hold simple conversations on familiar topics.</p> | <p>Initiate and engage in longer conversations recycling language from a range of topics.</p> |



MFL Progression Map

| | | | | |
|--|---|--|--|--|
| respond to those of others; seek clarification and help | Communicate understanding or lack of (“Oui/ non!” or through gesture. I do/don’t understand”) | Express likes and dislikes e.g. j’aime les chats, mais je déteste les rats! Ask for a simple clarification, e.g. something to be repeated or to speak more slowly | Express opinions and understand the opinions of others. Ask for help or clarification e.g. for the meaning of a word in English | Express and justify opinions on a range of topics. Ask for clarification using a range of phrases. |
| Children should explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | Understand that sounds are different in another language. Listen and identify particular phonemes in rhymes and songs. | Extend phonic knowledge through rhymes, songs and poems. Start to understand the link between accented letters and pronunciation. Begin to link sound to spelling. | Extend knowledge of sound/spelling links and improve spelling. Identify patterns of language in familiar songs, poems and short text. | Use phonic knowledge to pronounce familiar and unfamiliar language with more confidence and accuracy. |
| Children should develop accurate accuracy. pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | Understand that it is important to pronounce words accurately. Identify individual sounds in words and pronounce them accurately in sequence | Use phonic knowledge to pronounce familiar words accurately, and to predict the correct pronunciation of some unfamiliar words. Copy intonation in spoken language. Understand the meaning of intonation, especially when asking a question. | Start to predict the pronunciation of unfamiliar words in sentences/ short texts using phonic knowledge, liaison and silent letter rules Use intonation when reading aloud with increasing accuracy | Use phonic knowledge to pronounce familiar and unfamiliar language with more confidence and accuracy. Use intonation in spoken language confidently and with increasing accuracy. |
| Children should present ideas and information orally to a range of audiences | Present simple personal information in words, phrases and short rehearsed sentences. | Present information using a wider range of phrases and short sentences. | Retell a story using drama and spoken language to an audience | Perform own story/poem to an audience. |



MFL Progression Map

| | | | | |
|--|------------------------------------|--|--|--|
| | Perform a song or rhyme in a group | Perform a story, playlet or poem in a group or individually. Give a series of simple of simple instructions and ask for things in the classroom in French | | |
|--|------------------------------------|--|--|--|



MFL Progression Map

Reading

| Objective | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|---|--|
| Children should read carefully and show understanding of words, phrases and simple writing | Read and show understanding of familiar single words and phrases and find the information asked for. Identify phonemes in familiar words | Read and show understanding of short sentences and a range of more complex familiar phrases. | Read and show understanding of longer complex sentences using familiar language. Read and show understanding of more short texts, both fiction and non-fiction | Read and show understanding of increasingly complex fiction and non-fiction texts, with appropriate accuracy |
| Children should appreciate stories, songs, poems and rhymes | Participate in rhymes, poems, songs and stories and start to memorise verses and refrains. | Read and understand familiar language in rhymes, poems, songs and stories. | Express opinions on a range of short texts and start to justify them. | Answer detailed comprehension questions on a text and provide evidence from the text to support answers. |
| Children should broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary | Use strategies for memorisation of vocabulary; e. g. gestures, mime and drama Use a simple word list to find the meaning of unfamiliar words See the similarities between words in English and French. | Be familiar with the layout of a bilingual dictionary. Use a bi-lingual dictionary to find the meaning of individual words Start to use strategies for working out the meaning of unfamiliar words and phrases. | Use a bilingual dictionary confidently to find the spelling, meaning, gender and word class of words Children to use a range of strategies and sources and to understand or predict the meaning of unfamiliar words in a short text. | Confidently use a dictionary/ online dictionary to locate meaning of words Decode a fiction/non fiction text using their well developed grammatical knowledge and increasing vocabulary |



MFL Progression Map

Writing

| Objective | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|---|
| Children should write phrases from memory | <p>Copy familiar words and phrases accurately, including accents</p> <p>Write single familiar words and phrases from memory.</p> <p>Start to write 1-2 short sentences from memory.</p> | <p>Write familiar phrases and short sentences from memory.</p> <p>Start to join sentences together using conjunctions (<i>et ,mais, puis</i>)</p> <p>Begin to write a complex sentence using <i>parce que</i> or <i>quand</i> e.g. <i>Quand il pleut, je regarde la télévision.</i></p> | Write 3 or more sentences from memory/ independently using a variety of grammatical structures and range of vocabulary. | Write a paragraph independently using a range of simple and complex sentences. |
| Children should adapt these to create new sentences, to express ideas clearly. | <p>Spell important phonemes accurately in dictated words on mini whiteboards</p> <p>Complete short gapped tasks with familiar missing words</p> <p>Start to build a bank of phoneme families to support spelling e.g. 'i' phoneme- <i>il y a,voici, stylo, petit</i></p> | <p>Complete short gapped tasks then use them to write sentences</p> <p>Copy and adapt sentences using a writing frame</p> | <p>Copy and adapt longer complex sentences using a writing frame.</p> <p>Start to adapt short texts with the support of a dictionary.</p> <p>Use a bilingual dictionary and phonic knowledge to support the accurate spelling of new words.</p> | <p>Adapt a written text to demonstrate to increased grammatical awareness e.g. move from 1st -3rd person or from present to simple future.</p> <p>Use a bilingual dictionary, glossary or online tools with increasing accuracy to improve and develop a piece of writing</p> |
| Children should describe people, places, things and | Using a learnt given model of high frequency words write 1-2 sentences | Write a short description with support (e.g. changing key words in a given model) | Write longer descriptions using a variety of simple and complex sentences and grammatical structures | Write a variety of short texts independently demonstrating increased grammatical |



MFL Progression Map

| | | | |
|--------------------------------------|--|--|--|
| <p>actions orally and in writing</p> | <p>independently to describe a thing, person, place e.g. <i>Dans mon sac il y a un stylo bleu et une gomme/Il fait beau à Paris./Il s'appelle Henri et il a 7 ans.</i></p> | <p>Write a short description of 3 -5 sentences using high frequency, rehearsed language in simple sentences e.g. <i>Voici mon chat. Il s'appelle Maxi et ii est noir. Il aime les lapins mais il detéste les chiens.</i></p> | <p>awareness using a variety of sentence starters and structures. <i>e.g. a postcard Je suis à Paris dans le nord de la France. Lundi j'ai visité La tour Eiffel. Il fait beau ici, donc Je vais jouer au foot. J'adore Paris en été parce que j'aime les cafés près de la rivière.</i></p> <p>Produce an extended piece of writing by redrafting previously written short texts</p> |
|--------------------------------------|--|--|--|