

Langley Park Primary Academy Modern Foreign Languages Progression Map

MFL	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Listening and responding (understand short passages made up of familiar language) Speaking (Can they use short phrases to give a personal response)	Listening and responding,(identify and note the main points and give a personal response on a passage) Speaking (have a short conversation where they are saying 2-3 things)	Listening and responding,(identify and note the main points and give a personal response on a passage) Speaking (have a short conversation where they are saying 2-3 things)	Listening and responding,(identify and note the main points and give a personal response on a passage) Speaking (have a short conversation where they are saying 2-3 things and use short phrases to give a personal response)	Speaking (have a short conversation where they are saying 2-3 things,use short phrases to give a personal response)	reading and responding, (read and understand short texts using familiar language,identify and note the main points and give a personal response, read independently, se a bilingual dictionary or glossary to look up new words) writing (write 2-3 short sentences on a familiar topic, say what they like and dislike about a familiar topic)
Year 4	Listening and Responding	Speaking	Reading and Responding	Listening and Responding	Reading and Responding	Writing
Year 5	<p>-Listening and Responding</p> <p>Do they understand longer passages made up of familiar language in simple sentences?</p> <p>Can they identify the main points and some details?</p> <p>Speaking</p> <p>Reading and Responding</p> <p>Writing</p> <p>Can they use a dictionary or glossary to check words they have learnt?</p>	<p>Listening and Responding</p> <p>Do they understand longer passages made up of familiar language in simple sentences?</p> <p>Can they identify the main points and some details?</p> <p>Speaking</p> <p>Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p>Reading and Responding</p> <p>Writing</p> <p>Can they adapt and substitute individual words and set phrases?</p> <p>Can they use a dictionary or glossary to check words they have learnt?</p>	<p>French phonics a, i, e, Listening and Responding</p> <p>Do they understand longer passages made up of familiar language in simple sentences?</p> <p>Can they identify the main points and some details?</p> <p>Speaking</p> <p>Reading and Responding</p> <p>Can they understand a short story or factual text and note some of the main points?</p> <p>Can they use context to work out unfamiliar words?</p> <p>Writing</p> <p>Can they adapt and substitute individual words and set phrases?</p> <p>Can they use a dictionary or glossary to check words they have learnt?</p>	<p>French Phonics Listening and Responding</p> <p>Do they understand longer passages made up of familiar language in simple sentences?</p> <p>Can they identify the main points and some details?</p> <p>Speaking</p> <p>Can they hold a simple conversation with at least 3-4 exchanges?</p> <p>Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p>Reading and Responding</p> <p>Can they understand a short story or factual text and note some of the main points?</p> <p>Can they use context to work out unfamiliar words?</p> <p>Writing</p> <p>Can they write a paragraph of about 3-4 simple sentences?</p> <p>Can they adapt and substitute individual words and set phrases?</p> <p>Can they use a dictionary or glossary to check words they have learnt?</p>	<p>French Phonics Listening and Responding</p> <p>Do they understand longer passages made up of familiar language in simple sentences?</p> <p>Can they identify the main points and some details?</p> <p>Speaking</p> <p>Can they hold a simple conversation with at least 3-4 exchanges?</p> <p>Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p>Reading and Responding</p> <p>Can they understand a short story or factual text and note some of the main points?</p> <p>Can they use context to work out unfamiliar words?</p> <p>Writing</p> <p>Can they write a paragraph of about 3-4 simple sentences?</p> <p>Can they adapt and substitute individual words and set phrases?</p> <p>Can they use a dictionary or glossary to check words they have learnt?</p>	
Year 6	<p>pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-12 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'j'ai - I have', 'il/elle est - it is' and implicitly encounter the negative forms of these.</p>	<p>pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-12 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'j'ai - I have', 'il/elle est - it is' and implicitly encounter the negative forms of these.</p>	<p>"The theme is animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult. The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi' (also/too/as well), 'mais' (but). Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources."</p>	<p>"The theme is animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult. The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi' (also/too/as well), 'mais' (but). Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources."</p>	<p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story - The Very Hungry Caterpillar - in French. Pupils are first introduced to useful vocabulary from the story - numbers, days of the week, fruits, foods - and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways - with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take some video of your pupils' performances or have the most confident perform in assembly!</p>	<p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story - The Very Hungry Caterpillar - in French. Pupils are first introduced to useful vocabulary from the story - numbers, days of the week, fruits, foods - and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways - with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take some video of your pupils' performances or have the most confident perform in assembly!</p>