



Scalford Modern Foreign Languages - Curriculum & Progression Maps

National Curriculum	Our Vision	Notes
The national curriculum for languages aims to ensure that all pupils: • 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.	Learning a foreign language is a doorway to understanding another culture and should foster curiosity. Our language teaching should provide a foundation for learning further languages and equip pupils to study and work in other countries. Learning another language should provide a new perspective on our own language, giving pupils with a fresh opportunity to understand the workings of their first language. At Scalford we teach French, the language of our closest neighbours in Europe. Learning a language is a mastery subject in which you accumulate knowledge and skills and in which you must build learning in a logical order. In our school (and in our mixed Y4/5/6 in particular) we operate a one-year cycle in which lessons are differentiated to facilitate learning progression. This has the added advantage of providing abundant opportunity for recapping and revising.	Although not required to study MFL, our Y2s are exposed to the basics of learning a language and take part in lessons warm-ups and starters. This lays down an invaluable foundation for when they start learning formally in Y3.

Subject content (from National Curriculum)

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Base 2 – Y3 (& Y2 in part): 1 year cycle

Autumn	Spring	Summer
Greetings Me & my name Counting How old are you? Days	Parts of the body Describing things (colours) Food Pets Revision	Around the house Weather Sports Places to go Revision

Base 3 – Y4-6: 1 year cycle

Autumn	Spring	Summer
Greetings Describing yourself Counting Recognising larger numbers Revision	Months, dates, times Parts of the body (& gender, prepositions) Describing things (colours) Food (& daily routines) Pets (& adjectives) Revision	Around the house Weather (including tenses) Sports (and translation into English) Places to go (& other pronouns) Revision

MFL Progression

Theme	Y3	Y4	Y5	Y6
Greetings	Speak basic greetings in French	to understand and speak greetings in French	to understand, read and speak greetings in French	to write greetings in French
Describing Yourself	to introduce yourself by name	to describe yourself using être and basic adjectives	to describe yourself using être, basic adjectives and J’aime	to describe yourself using être, basic adjectives, J’aime and negatives
Counting & numbers (including ages)	to count from 1-10 in French I can tell you my age	to count in French 1-20	to count in French 1-50	to count in French 1-1000
Days, dates and times	I can say the days of the week	I can say the months of the year	I can say dates	I can say times of day
Parts of the body (& gender, prepositions)	I can name some parts of the body	I can name parts of the body	I can name parts of the body in a sentence with the correct gender	I can name and describe positions of parts of the body using prepositions.
Describing things (colours, clothes)	I can say some colours I can describe some clothing and its colour	I can describe objects using colours (masculine only).	I can describe objects using colours (masculine and feminine).	I can describe objects using colours (masculine, feminine and plural).
Food (& daily routines)	I can name some foods	I can ask for foods.	I can explain what food I eat for each meal.	I can recount my day, including what I’ve eaten.
Pets (& adjectives)	I can name some pets.	I can describe the colour of pets.	I can describe pets and who they belong to.	I can describe what pets are like with other adjectives.
Around the house	I can name some rooms.	I can describe what different rooms.	I can explain what I do in different rooms.	I can explain what you would see in different rooms.
Weather	I can describe the weather	I can ask and answer about the weather	I can explain what the weather is like and what clothing I’ll need.	I can describe the weather in the past, present and future.
Sports	I can describe some sports	I can translate some simple phrases about sport into English.	I can translate written sentences about sport into English.	I can translate spoken sentences about sport into English.
Places to go	I can name some places	I can tell you where I’m going	I can tell you where I’m going and why.	I can use digital tools to ask how I get to different places.