



## Curriculum Progression in Modern Foreign Languages

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;"><b>Listening</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Listen attentively to a range of simple phrases or stories, showing understanding through joining in and responding.</p> <p>Listen to and accurately repeat specific phonemes in songs and rhymes and begin to make links to spellings.</p>	<p>Listen attentively to a range of simple phrases or stories, showing understanding through joining in and responding.</p> <p>Listen to and accurately repeat specific phonemes in songs and rhymes and begin to make links to spellings.</p> <p>Notice that the target language may contain different phonemes (e.g. rr, j (h)) and that some similar sounds may be spelled differently to English.</p>	<p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example, summarising in English the key points of what he/she has heard in the target language.</p> <p>Identify different ways to spell key sounds and select the correct spelling of a familiar word.</p>	<p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</p> <p>Apply knowledge of phonemes and spellings to attempt the reading of unfamiliar words.</p>
<p style="text-align: center;"><b>Speaking</b></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p>	<p>Ask and answer simple questions. Repeat sentences heard and make simple adaptations to them.</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience.</p>	<p>Ask and answer a range of questions on different topic areas.</p> <p>Use familiar sentences as models, making varied adaptations to create new sentences.</p> <p>Read aloud using accurate pronunciation and present a short, learned piece for performance.</p>	<p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Adapt known complex sentences to reflect a variation in meaning.</p> <p>Begin to use intonation to differentiate between sentence types, e.g. questions vs statements.</p>	<p>Engage in conversations, asking for clarification when necessary.</p> <p>Speak in sentences using knowledge of basic sentence structure.</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience.</p>
<p style="text-align: center;"><b>Reading</b></p> <p>Read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>Read some familiar words using mostly accurate pronunciation.</p> <p>Read carefully and recognise new words in simple writing.</p> <p>Read carefully and recognise familiar words in simple writing.</p>	<p>Show understanding of a range of familiar written phrases, showing understanding by joining in/responding.</p> <p>Read carefully and show understanding of new words in familiar writing, for example songs, poems and rhymes.</p>	<p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p> <p>Learn a song or poem using the written text for support.</p> <p>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.</p>	<p>Read aloud and understand a short text containing some unfamiliar words, using accurate pronunciation.</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p>

<p><b>Writing</b></p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions, orally and in writing.</p>	<p>Write some single words from memory. Use simple adjectives such as colours and sizes to describe things.</p> <p>Record descriptive sentences using a word bank or writing frame.</p>	<p>Write words and short phrases from memory.</p> <p>Use a wider range of adjectives to describe things in more detail, e.g. describing someone's appearance.</p> <p>Write descriptive sentences using a model but beginning to use some words from memory.</p>	<p>Write phrases and some simple sentences from memory and write a short text such as an email/letter with support from a word/phrase bank.</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.</p>	<p>Write a range of phrases and sentences from memory.</p> <p>Adapt phrases to create new sentences.</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</p>
<p><b>Grammar</b></p> <p>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 to build sentences; and how these differ from or are similar to English.</p>	<p>Start to understand that nouns may have different genders and recognise clues to identify this, e.g. articles.</p> <p>Have knowledge and recall of 1<sup>st</sup> person singular of high frequency verbs.</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality).</p> <p>Introduce the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'.</p>	<p>Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...')</p> <p>Begin to use conjunctions.</p>	<p>Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).</p> <p>Become familiar with a wider range of conjunctions.</p> <p>Become more confident with conjugating irregular high frequency verbs.</p> <p>Understand how to express opinions.</p>

### Revisiting vocabulary and grammar

Due to the nature of learning a foreign language, there will be a high level of revisiting vocabulary and grammar points in every lesson in order to consolidate learning and reactivate prior knowledge.

#### Examples of high frequency vocabulary (by topic):

Greetings

Numbers

Colours

High frequency verbs in the present tense (ser – to be, tener – to have, llamarse – to be called, vivir - to live)

#### Development of SMSC

Many activities and subjects within MFL lend themselves to the development of cultural awareness and SMSC. These are sometimes stand alone lessons or short activities within lessons.