

## Tarporley C of E Primary School Progression Document for Modern Foreign Languages

At Tarporley C of E Primary, we deliver a two-year planning cycle carefully tailored to the needs of our pupils and following our BOOKS approach. We have designed an inspiring and exciting curriculum that fosters BRAVERY, is OUTWARD-FACING, provides OPPORTUNITIES, develops the appropriate KNOWLEDGE AND SKILLS and nurtures a sense of SPIRITUALITY all with high quality books at the heart of our teaching and learning. Our aim is that all children will know, understand, do and remember more during their journey with us.

This progression document outlines the specific knowledge and skills from the National Curriculum in England (2013) which pupils are expected to learn in each phase over a two-year period. Where appropriate, we have indicated which statements refer to the substantive content of our curriculum (the specific, factual content for the subjects, which must be delivered in a careful sequence) and those relating to the disciplinary content (the action taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge).

Our curriculum for the Early Years Foundation Stage reflects the areas of learning identified in the EYFS Statutory Framework (2021). The areas of learning are split into two different areas; prime and specific. The prime areas of learning are: Personal, Social and Emotional Development, Communication and Language and Physical Development. The specific areas include essential skills and knowledge and provide contexts for learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. We recognise that pupils' learning in EYFS provides the foundations for their future, so below we have included objectives that are the building blocks for learning in Year 1 and beyond.

### National Curriculum Requirements

Pupils should be taught to:

- Attentively listen 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 language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar word 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 and how these differ from or are similar to English

**Listening**

	<b>EYFS</b>	<b>Key Stage 1 – Years 1 and 2</b>	<b>Lower Key Stage 2 – Years 3 and 4</b>	<b>Upper Key Stage 2 – Years 5 and 6</b>
<b>Disciplinary Skills</b>	<p>Appreciate and actively participate in traditional short stories and fairy tales.</p> <p>Demonstrate awareness that some people may speak a different language.</p> <p>Show understanding by simple response or action.</p> <p>Listen carefully to correct pronunciation.</p>	<p>Appreciate short stories and fairy tales and start to understand some of the familiar words in what we hear.</p>	<p>Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught.</p> <p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to ‘gist listen’ even when hearing language that has not been taught or covered.</p>

### Speaking

	EYFS	Key Stage 1 – Years 1 and 2	Lower Key Stage 2 – Years 3 and 4	Upper Key Stage 2 – Year 5 and 6
<b>Disciplinary Skills</b>	<p>Learn to repeat and reproduce the language I hear with accurate pronunciation.</p> <p><b>Copy pronunciation accurately.</b></p> <p><b>Join in with songs, rhyme, single words or short phrases.</b></p>	<p>Learn to articulate key words introduced in the lesson and understand their meaning.</p>	<p>Communicate with others using simple words and short phrases covered in the units.</p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Learn to recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>

### Reading

	EYFS	Key Stage 1 – Years 1 and 2	Lower Key Stage 2 – Years 3 and 4	Upper Key Stage 2 – Year 5 and 6
<b>Disciplinary Skills</b>	<p>Be able to identify written versions of the words I hear.</p>	<p>Being able to identify the written version of a wider range of the words I hear.</p> <p>Recognise that a word may not be written in English.</p>	<p>Read familiar words and short phrases accurately by applying knowledge from introductory units. Understand the meaning in English of short words I read in the foreign language.</p> <p>Read aloud short pieces of text applying knowledge learnt from introductory units. Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings.</p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge (through phonics lessons) including awareness of accents etc. Decode unknown language using bilingual dictionaries.</p>

**Writing**

	<b>EYFS</b>	<b>Key Stage 1 – Years 1 and 2</b>	<b>Lower Key Stage 2 – Years 3 and 4</b>	<b>Upper Key Stage 2 – Year 5 and 6</b>
<b>Disciplinary Skills</b>	<p>Consolidate letter formation skills by copying words in the foreign language from a model.</p> <p>Attempt to imitate simple words spoken in a different language</p>	<p>Start to reproduce nouns and determiners/articles from a model.</p>	<p>Write familiar words and short phrases using a model or vocabulary list. E.g. 'I play the piano.' 'I like apples'.</p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. E.g. My name, where I live and my age.</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. E.g. My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g. A presentation or description of a typical school day including subjects, time and opinions.</p>

**Grammar**

	<b>EYFS</b>	<b>Key Stage 1 – Years 1 and 2</b>	<b>Lower Key Stage 2 – Years 3 and 4</b>	<b>Upper Key Stage 2 – Year 5 and 6</b>
<b>Disciplinary Skills</b>		<p>Start to understand that foreign languages can have different structures to English. E.g. many nouns have a determiner/article in foreign languages which we don't have in English.</p>	<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. E.g. 'I like...', 'I play...', 'I am called...'</p> <p>Better understand the concept of gender and which article to use for meaning (E.g. 'the', 'a' or 'some'). Introduce simple adjectival agreement (adjectival agreement when describing nationality), the negative form and possessive adjectives. E.g. 'In my pencil case I have...', or 'In my pencil case I do not have...'</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (E.g. definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation. (E.g. 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour. E.g. 'my blue coat'.</p> <p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. (E.g. which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation – both regular and irregular. E.g. 'to go', 'to do', 'to have' and 'to be'.</p>

Should you have questions about our curriculum, please contact Miss Helen Maddocks, our Curriculum Lead, or our Subject Lead for **Modern Foreign Languages, Mr Bonner**

Lower Key Stage 2 – Years 3 and 4						
Cycle A	Autumn Term		Spring Term		Summer Term	
Unit Titles	<i>J'apprends le français - I'm Learning French (E)</i>	<i>Les instruments – Instruments (E)</i>	<i>Je peux... - I am Able to...(E)</i>	<i>Les fruits - Fruits (E)</i>	<i>Au salon de thé - At the Tearoom (I)</i>	<i>Je me présente - Presenting Myself (I)</i>
Substantive Knowledge	<p>Locate France, Paris, and a few key cities on a map.</p> <p>Introduced to the Francophone world and French.</p> <p>Learn how to say 'hello', 'goodbye', as well as ask and answer the question 'how are you?'</p> <p>Learn how to ask and answer the question 'what is your name?'</p> <p>Learn how to recognise, recall and spell numbers 1-10 in the foreign language.</p> <p>Learn how to recognise, recall and spell ten different colours.</p>	<p>Recognise, recall and spell ten different instruments with their definite article/determiner.</p> <p>Introduced to the verb 'to play (an instrument)' in the first person singular, with the aim of being able to form a short sentence with the instrument nouns.</p>	<p>Recognise, use and remember 10 common French verbs/activities.</p> <p>Use these verbs in the infinitive to make a short sentence starting with 'Je peux'.</p> <p>Introduced to the conjunctions 'and' and 'but' so that they are able to form more interesting and complex sentences about what activities they can and cannot do.</p>	<p>Name, recognise and remember up to 10 fruits in French.</p> <p>Attempt to spell some of these nouns with their correct article/determiner.</p> <p>Ask somebody in French if they like a particular fruit.</p> <p>Say what fruits we like and dislike in French.</p>	<p>Remember and recall a wide range of foods, snacks and drinks typically served in a salon de thé.</p> <p>To understand better how to change a singular noun to a plural form.</p> <p>Perform a short role-play ordering what they would like to eat and drink.</p>	<p>Count to 20.</p> <p>Ask somebody how they are feeling, their age, name and where they live.</p> <p>Say how we are feeling, how old we are, what our name is and where we live.</p> <p>Apply rules of adjectival agreement when saying our nationality.</p>

Vocabulary Overview	Language to ask how somebody is feeling and give a reply.  Ten key colours and numbers 1-10.  <i>All on Vocabulary Sheet.</i>	10 common instrument nouns with their determiners.  <i>All listed on the Vocabulary Sheet.</i>	Ten different high frequency action verbs linked to common activities. 'Je peux' and 'je ne peux pas' plus ten common infinitive verbs.  <i>All on Vocabulary Sheet.</i>	Un/une/les for 10 common fruits in French. Language required to ask a question in French and how to answer. J'aime...(I like...) Je n'aime pas...(I don't like...)  <i>All on the Vocabulary Sheet.</i>	A wide range of common food, snacks and drinks available in a typical French salon de the. Transactional language required to order and pay for food.  All listed on vocabulary sheet.	Revisit numbers 1-10 and expressing how you are feeling. New language to ask and answer questions related to basic personal details (name, age, where you live and nationality).  <i>All listed on the Vocabulary Sheet.</i>
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Lower Key Stage 2 – Years 3 and 4						
Cycle B	Autumn Term		Spring Term		Summer Term	
Unit Titles	<i>J'apprends le français (Intro lessons)</i> <i>Shapes (E)</i>	<i>Les animaux - Animals (E)</i>	<i>Les saisons - Seasons (E)</i>	<i>Les legumes - Vegetables (E)</i>	<i>Les glaces - Ice-Cream (E)</i>	<i>En classe - In the Classroom (I)</i>
Substantive Knowledge	Name and recognise up to 10 shapes in French.  Attempt to spell some of these nouns.	Learn how to recognise, recall and spell five different animals with their indefinite article/determiner.	Name, recognise and remember all four seasons in French.  Say which is our favourite seasons in French.	Name, recognise and recall from memory up to 10 vegetables in French.  Attempt to spell some of these nouns with their plural article/determiner.	Name, recognise and remember up to 10 ice-cream flavours in French.  Attempt to spell some of these flavours.	Remember and recall 12 classroom objects with their indefinite article/determiner.

	<p>Recognise that nouns have an article in French and in this case, the indefinite 'un' or 'une'.</p> <p>Have an opportunity to learn and/or revise numbers 1-5.</p>	<p>Learn how to recognise, recall and spell a further five different animals with their indefinite article/determiner.</p> <p>Introduced to the high-frequency irregular verb 'to be' in the first person singular, with the aim of being able to form a short sentence with the animal nouns.</p>	<p>Say why it is our favourite season in French.</p> <p>Start to recognise and use the conjunction 'et' (and) in our spoken and written responses.</p>	<p>Learn and use the high frequency verb 'je voudrais' (to want) in French.</p>	<p>Use the structure 'je voudrais...' plus an ice-cream flavour.</p> <p>Say whether we would like a cone or pot and possibly how many scoops.</p> <p>Learn how to say 'please' and 'thank you' in French.</p>	<p>Replace an indefinite article/determiner with a possessive adjective.</p> <p>Say and write what they have and do not have in their pencil case.</p>
<b>Vocabulary Overview</b>	<p>10 common shape nouns with their determiners.</p> <p>Consolidate numbers 1-5.</p> <p>Nouns – un or une (masculine or feminine)</p> <p><i>All listed on the Vocabulary Sheet.</i></p>	<p>10 common animals plus their appropriate indefinite article.</p> <p>Je suis = I am.</p> <p><i>All listed on Vocabulary Sheet.</i></p>	<p>Nouns/determiners for the four seasons.</p> <p>Language required to say which is our favourite season and why.</p> <p>Conjunctions 'et' (and) and 'car' (because) featured in the Challenge section.</p> <p><i>All listed on Vocabulary Sheet.</i></p>	<p>10 common vegetables and their plural definite article/determiner.</p> <p>Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have.</p> <p><i>All listed on the Vocabulary Sheet.</i></p>	<p>Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot.</p> <p><i>All listed on the Vocabulary Sheet.</i></p>	<p>11 nouns and articles for common classroom objects, 10 simple classroom commands.</p> <p>J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'...(I don't have).</p> <p><i>All listed on the Vocabulary Sheet.</i></p>

Upper Key Stage 2 – Year 5 (and Year 6 2023-24)

Cycle A	Autumn Term	Spring Term	Summer Term
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Unit Titles	<i>Ma famille - My Family (I)</i>	<i>La date - The Date (I)</i>	<i>Quel temps fait-il? - What Is the Weather? (I)</i>	<i>As-tu un animal? - Do you have a pet? (I)</i>	<i>Chez moi - My Home (I)</i>	<i>Les vêtements - Clothes (I)</i>
Substantive Knowledge	<p>Remember the nouns for family members in French from memory.</p> <p>Describe our own or a fictitious family in French by name, age and relationship.</p> <p>Count to 70 in French.</p> <p>Understand possessive adjectives better in French. ('my' form only)</p>	<p>Recognise and recall the 12 months of the year in French.</p> <p>Ask what the date is and say the date in French.</p> <p>Ask somebody when their birthday is and say when their own birthday in French is.</p>	<p>Recognise and recall the 9 weather expressions in French from memory.</p> <p>Ask what the weather is today and give a reply in French.</p> <p>Describe the weather in France, in French using a weather map with symbols.</p>	<p>Know the nouns and indefinite articles for 8 common pets.</p> <p>Ask somebody if they have a pet and give an answer back.</p> <p>Say in French what pet we have/do not have and give our pet's name.</p> <p>Start to use the simple conjunctions <b>et</b> (and) and <b>mais</b> (but) to make more complex and interesting sentences.</p>	<p>Say and write in French whether we live in a house or an apartment.</p> <p>Say what room we have and do not have at home using the key structure <b>chez moi il y a...</b> and <b>chez moi il n'y a pas de/d'...</b></p> <p>Use the conjunction '<b>et</b>' (and) to link two sentences together.</p>	<p>Recognise and recall from memory a variety of items of clothing.</p> <p>Explore the regular 'er' whole verb present tense conjugation of the verb <b>porter</b> to describe what you and possible somebody else is wearing.</p> <p>Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.</p>
Vocabulary Overview	<p>Revisit basic personal details (name/age/where you live/nationality)</p> <p>Learn the nouns and articles/determiners for family members.</p> <p>He/she is called and numbers 1-100.</p>	<p>The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is.</p>	<p>9 weather phrases and structures involved for asking and saying a question about the date today.</p> <p>Compass points to help understand and read a French weather map.</p>	<p>8 common pets</p> <p>J'ai – I have</p> <p>Je n'ai pas de/d – I don't have</p> <p><i>All listed on the Vocabulary Sheet.</i></p>	<p>Basic personal details including high frequency 1<sup>st</sup> person singular verbs je suis, je m'appelle, j'ai, je suis and j'habite.</p> <p>Key vocabulary on 10 nouns and indefinite articles for rooms of the</p>	<p>Revisit colours.</p> <p>21 items of clothing</p> <p>Je porte – I wear</p> <p>Days of the week</p> <p>Revisit 9 weather phrases and structures involved for asking and saying a question about the date today.</p>

	How to say how old we are.  <i>All on the Vocabulary Sheet.</i>	<i>All listed on Vocabulary Sheet.</i>	<i>All listed on Vocabulary Sheet.</i>		house will be learnt along with key structures <b>J'habite dans</b> and <b>chez moi</b> <b>il y a...</b> and <b>chez moi</b> <b>il n'y a pas de...</b>  <i>All listed on Vocabulary Sheet.</i>	<i>All listed on Vocabulary Sheet.</i>
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Upper Key Stage 2 – Year 6 (2024-25 onwards)						
Cycle A	Autumn Term		Spring Term		Summer Term (Transition Units)	
Unit Titles	<b>À l'école - At School (P)</b>	<b>Manger et Bouger - Healthy Lifestyle (P)</b>	<b>Le week-end - At the Weekend (P)</b>	<b>Moi dans le monde - Me in the World (P)</b>	<b>Aprendo español - I am Learning Spanish (E)</b>	<b>Los animals - Animals (E)</b>
Substantive Knowledge	Name the subjects we study in school in French with the correct definite article/determiner.  Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.	Say and write what we eat and drink to stay healthy.  Say and write what we do not eat and drink to stay healthy.  Say and write the activities we do and do not do to stay in shape including a choice of physical activities.	Tell the time in French using quarter past, half past and quarter to.  Say and write in French what we do at the weekend using two or more sentences.  Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.	Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.  Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical	To locate Spain, Madrid and a few key cities on a map.  Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish.	Name and recognise up to 10 animals in Spanish.  Attempt to spell some of these nouns with their correct indefinite article.  Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).

	<p>Start to tell the time by learning how to say time by the hour.</p> <p>Explore the irregular, high frequency verb 'aller' (to go) in full.</p>	<p>Follow a simple, healthy recipe in French.</p>		<p>sites between Paris and Port-au-Prince.</p> <p>Say and write something we do to help the planet.</p>		
Vocabulary Overview	<p>Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question 'Est-ce que tu aimes...?' and a variety of justifications to expand the opinion given in reply.</p> <p><i>All listed on the Vocabulary Sheet.</i></p>	<p>20 food and beverages that are considered good/bad for your health.</p> <p>Six activities that you should try and do and two activities that you should try not to do to stay healthy.</p> <p><i>All listed on Vocabulary Sheet.</i></p>	<p>Ten phrases on activities to do at the weekend.</p> <p>A range of conjunctions and opinions to be able to answer the question 'Qu'est-ce que tu fais le week-end?'.</p> <p><i>All listed on the Vocabulary Sheet.</i></p>	<p>A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet.</p> <p><i>All listed on the Vocabulary Sheet.</i></p>	<p>Language to ask how somebody is feeling and give a reply.</p> <p>Ten key colours and numbers 1-10.</p> <p><i>All listed on Vocabulary Sheet.</i></p>	<p>10 common animals. The animal nouns in Spanish plus their appropriate indefinite article/determiner.</p> <p>First person conjugation of the verb ser (soy = I am).</p> <p><i>All listed on Vocabulary Sheet.</i></p>

Key	E	Early Language
	I	Intermediate
	P	Progressive