




## Shortlanesend Progression Overview – MFL



### French

Languages are taught progressively through the 3 pillars of: Phonics, Vocabulary and Grammar. To develop these key areas, the curriculum has been structured progressively through each of the following aspects.

				
Listening	Speaking	Reading	Writing	Grammar

### Key concepts (Big Ideas) in LANGUAGES

Languages are taught progressively through the 3 pillars of:

- Phonics (the system of the sounds of a language and how these are represented in written words)
- Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)
- Grammar (including syntax and inflectional and/or derivational features ie: the systems for changing the form of a word and for creating new words respectively)

For most pupils, they will be beginners when learning a new language. Their main tasks will therefore be to:

- Learn and internalise the sounds, vocabulary and grammar of the language
- Understand and produce these when they are combined into sentences
- Build up the range and complexity of grammatical features and vocabulary to increase the length and complexity of text that is spoken, written or understood

Pupils will learn a language through a series of thematic units eg: myself, family, food, weather etc... to give a context to apply their phonics, vocabulary and grammar knowledge. In each unit, they will have opportunities for speaking, listening, reading and writing.

**PHONICS:** Phonics is embedded through all units of work. Pupils will learn to recognise, say, read and write the sounds needed for form words and to pronounce them correctly. As well as the phonemes, pupils will also encounter the following Spanish linguistic and grammatical concepts as they progress through the units:

- The pronunciation of the letters 'C' and 'Z' as 'TH' in Spanish (depending on the vowel that follow)
- Rolling 'RR' sound and rolling 'R' sound if a word starts with a letter 'R'
- 'Hard' or 'soft' pronunciation of the letters 'G' and 'C' depending if the vowel after is a 'hard' vowel (A,O, U) or 'soft' vowel (E, I)
- The effect of accents


**GRAMMAR:**




Pupils will learn the rules of grammar that apply to a different language and revisit these rules through different context, applying them in speaking, listening, reading and writing activities.


**VOCABULARY:**

Pupils will be taught a bank of topic words and use these, alongside their developing grammar and phonics knowledge, to understand and construct phrases and sentences in a different language with increasing complexity. In addition, there will also be a focus on common words which are repeated regularly to support pupils understanding and construction of language. The development of vocabulary is embedded through the units of work and applied to speaking, listening, reading and writing activities.

**Knowledge and skills sequencing LANGUAGES**

	<u>YEFS</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<p><u>Grammar</u></p> 				<p>To start to understand the concept of noun gender and the use of articles.</p> <p>To use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>To understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>To understand simple adjectival agreement (eg: adjectival agreement when Describing nationality).</p> <p>To understand the negative form and possessive adjectives</p>	<p>To learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>To understand the rules of adjectival agreement and possessive adjectives.</p> <p>To start to explore full conjugation (EG: 'I wear...', 'he/she verb wears...' and</p>	<p>To understand 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>To become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>

					(eg: 'In my pencil case I have...' or 'In my pencil case I do not have').	also be able to describe clothes in terms of colour EG: My blue coat'.	
<u>Listening</u> 				<p>To listen to and enjoy short stories, nursery rhymes and songs.</p> <p>To be able to recognise familiar words and short phrases covered in the units taught.</p>	<p>To learn to listen to longer passages and understand more of what they hear.</p> <p>To be able to pick out key words and phrases from current and previous units when listening.</p>	<p>To be able to listen more attentively and for longer periods.</p> <p>To understand more of what they hear, even when some language may be unfamiliar, by using decoding skills.</p>	<p>To be able to listen to longer text and more authentic foreign language material.</p> <p>To learn to pick out cognates and familiar words to gain a broad understanding of what they have heard, even though some language may be unfamiliar.</p>
<u>Speaking</u> 				<p>To learn to communicate with others using simple words and short phrases.</p>	<p>To be able to communicate with others with improved confidence and accuracy.</p> <p>To learn to ask and answer questions based on the language covered in the unites.</p>	<p>To be able to communicate on a wider range of topics and themes.</p> <p>To be able to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>To learn to recall previously learnt language and incorporate it with new language with increasing speed and spontaneity.</p> <p>To be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>
<u>Reading</u> 				<p>To be able to read familiar words and short phrases accurately by applying phonics knowledge.</p> <p>To understand the meaning in English of some words read in the foreign language.</p>	<p>To be able to read aloud short pieces of text, applying phonics knowledge.</p> <p>To understand most of what they read in a foreign language when the text is based on familiar language.</p>	<p>To understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>To increase knowledge of phonemes and letter strings and apply these when reading.</p>	<p>To be able to tackle unknown language with increased accuracy by applying phonics knowledge, including awareness of accents, silent letters etc...</p> <p>To decode unknown language using a bilingual dictionary.</p>

<p><b>Writing</b></p> 				<p>To be able to write familiar words and short phrases using a model or vocabulary list.</p>	<p>To be able to write some short phrases based on familiar topics.</p> <p>To begin to use conjunctions and the negative form where appropriate.</p>	<p>To be able to write a paragraph using familiar language incorporating conjunctions, a negative response or adjectival agreement when required.</p> <p>To be able to substitute words for suitable alternatives.</p>	<p>To be able to write a piece of text using language from a variety of units covered.</p> <p>To learn to adapt any models provided to show solid understanding of grammar covered.</p> <p>To begin to incorporate conjugated verbs and to use conjunctions, adjectives and possessive adjectives.</p>
<p><b>Curriculum subject</b></p>	<p><b>Significance</b></p>	<p><b>Similarity and difference</b></p>	<p><b>Cause and consequence</b></p>	<p><b>Continuity and change</b></p>	<p><b>Responsibility</b></p>	<p><b>Communication (Oracy &amp; Written)</b></p>	<p><b>Enquiry</b></p>
<p>Languages</p>		<p>Similarity and differences between languages. How this can help learn a language.</p>				<p>Speaking, listening and communicating in another language. Building vocabulary.</p>	