The Canterbury Primary School



Knowledge and Skills Progression Document

<u>MFL</u>

Strands of the		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
subject		FRENCH/T1	FRENCH/T1	FRENCH/T1	FRENCH/T1	FRENCH/T1	FRENCH/T1
Early Language	Year 1 There are no NC expectations for MFL in Key Stage 1. As a school we have decided that children will:	Greetings/song Listening • Learn to say 'hello' and 'goodbye' • Learn and join in with singing the 'Goodbye song'	Fruits/Les fruits Listening Learn to introduce themselves by their name Learn to respond	Name & Age and numbers 1- 31 Listening Children will be able to: Understand a few familiar spoken words and	Where do you live? Listening Children will be able to: Understand a range of familiar spoken phrases -	Weather Listening Children will be able to: Understand the main points from a short-spoken passage made up	Clothes/ French fashion Listening Children will be able to: • Understand and respond to spoken and
	Year 2 There are no NC expectations for MFL in Key Stage 1. As a school we have decided that children will:	 Learn to introduce themselves by them name Find out how Christmas is celebrated in France Learn to wish a 'Merry Christmas' in French 	appropriately when asked how they are feeling eg 'How are you?' 'I am feeling well'	phrases - e.g., the teacher's instructions: • a few words and phrases in a song or a rhyme • Numbers Follow simple instructions.	e.g. • Basic phrases concerning myself, my family, where they live and school.	of familiar language in simple sentences e.g. • A short rhyme or song, a telephone message, announcement or weather forecast.	written language from a variety of authentic sources.

T2 Animals/song Listening

- -learn to new vocabulary about animals.
- Learn and join in with singing the 'Les animaux'

T3 Colours/ song Listening

- Learn to say the names of a range of colours
- Locate France and England on a map and look at the French flag
- Learn that the French flag is called the 'Tricolore' and the names of the colours on the flag

Spanish /T4

- -learn to say the names of a range of fruits.
- Find out how Christmas is celebrated in France
- Learn to wish a 'Merry Christmas' in French.

T2Family /Famille Listening

- Learn to say how many brothers and sister have
- Learn how to label and create vour own family tree.
- Learn to respond appropriately when asked how many brothers, sisters. grandparents....d o you have.

Speaking

Children will be able to: Say and repeat single words and short simple phrases - e.g.

- Greeting someone
- Saying oui, non, s'il vous plait, merci (or equivalents in other languages)

Reading

Children will be able to recognise and read out a few familiar words and phrases - e.g.

- From stories and rhymes
- The date

Writing

Children will be able to: Can write or copy

T2 Places in school & directions Listening

Children will be able to: Listen for specific phonemes, words and phrases. Basic phrases concerning myself, my family, where they live and school directions. **Speaking** Communicate by asking

Food and **T**3 *opinions*

wider range of

questions and

answering

and

Arriving in Year 5 able to...

Continue to enjoy listening to songs, rhymes and stories. Identify specific phonemes, words and phrases.

 Sentences describing what people are wearing, what they are doing, an announcement or message.

Speaking

Children will be able to: Ask and answer simple questions and talk about their interests e.g.

- taking part in an interview about my area and interests; a survey about weather or favourite season.
- Discussing a picture with a partner, describing colours, shapes and saying whether I like it or not:

Reading

Children will be able to: Understand the main point(s) and

Speaking

Children will be able to:

- 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.
- Give a shortprepared talk, on a topic of choice, including expressing opinions - e.g.
- Talking on a familiar subject; Describing a picture or part of a story.

Reading

Children will be able to

the 'Hola song' their name **T5** the

Greetings/song Listening

- Learn to say 'hello' and 'goodbye'
- Learn and join in with singing
- Learn to introduce themselves by

Family/song Listening

- •Learn to say family members.
- Learn and join in with singing
- 'Mi familia'
- Learn to say how many brothers and sister have.

T3

Body parts Listening

- •Learn to say body parts
- Learn and join in with singing the
- 'Tete, epoule...'
- Learn and recognise body parts by pointing at the partner.

Spanish /T4 **Colours**

Listening

- Learn to say the names of a range of colours engaging on games and songs. • Learn and draw
- the rainbow and labelled after.

T5 Family and numbers

Listening

simple words or symbols correctly - e.g.

Numbers

T2 Colours/ days of the week

Listening

Children will be able to: understand familiar spoken words and phrases e.g., the teacher's instructions:

- Colours
- Days of the week.

Speaking

Communicate with others using simple words, phrases, and short sentences. Explore the patterns and sounds of language to help develop accurate pronunciation

Listen to a short text using familiar vocabulary and answer simple questions in English.

Respond to a wide range of classroom instructions.

Join in speaking

Speaking

activities willingly and confidently. Recall simple vocabulary such as colours, parts of the body, where do you live, directions, animals and, with practice and support, begin to use this vocabulary to build sentences. e.g. I have brown eves. Begin to use simple conjunctions e.g. I have brown

some of the detail from short written texts or passages in clear printed script e.g.

• Three to four sentences of information about a friend, a description of someone's school day.

Writing

Children will be able to: Write a few short sentences with support using expressions which they have already learnt e.g.

- a postcard, a simple note or message, an identity card Write a short text on a familiar topic, adapting language which they have already learnt- e.g.
- Three to four sentences for a

understand the main points and opinions in written texts from various contexts - e.g.

- A postcard or letter from a penpal; a written account of school life, a poem or part of a story ...
- Discover and develop an appreciation of a range of writing in French

Writing

Children will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt · Paragraphs of three to four sentences about myself,

• About a story

or a picture; a

T6

Body parts/song Listening

- •Learn to say body parts
- Learn and join in with singing the 'Cabeza, hombros...'
- Learn and recognise body parts by pointing at the partner.

- Learn to say how many brothers and sister have.
- •Learn to say numbers
- Learn and join in with singing the
- 'Mi familia'
- · Learn to respond appropriately when asked how many brothers, sisters, grandparents....d o you have.

T6 Body parts and art with numbers Listening

• Learn to respond appropriately when asked how many hands, shoulders....do you have.

and intonation naming colours and days of the week.

Reading

Recognise and understand some familiar written words and phrases. Show awareness of sound-spelling links.

Writing

Write some familiar simple words using a model and some from memory.

Grammar

Understand some basic grammar appropriate to the language being studied:

- Gender masculine, feminine nouns (singular)
- Word order of adjectives

eyes and black hair Use the

negative to give answers to simple questions about likes/dislikes e.g. I don't like Can also use a wider range of verbs to express opinion such as love, hate, adore, detest.

Ask and answer questions in 1st, 2nd, 3rd person singular. Begin to use pronouns. Recite a few lines from a story, poem or song with good pronunciation Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves.

wall display; a simple e-mail message ...

T2 Sports Listening Children will ble to:

Children will be able to: Attentively and understand more complex phrases and sentences

Speaking Take part in short conversations using familiar structures and vocabulary Use simple conjunctions to build more complex sentences and present information to others Understand and express more complex opinions Explore the patterns and sounds of

language to help

message
containing three
to four sentences;
a postcard or
greetings card

T2

Weather &
Opinions
Listening
Children will be
able to:

•Understand the main points and simple opinions in spoken sources e.g. story, song or passage Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions

Speaking

Use spoken language to initiate and sustain simple conversations on familiar topics and to describe

families, and • How to form develop accurate incidents or tell hobbies. pronunciation the negative stories from own Reading and intonation *T3* experience Reading Understand a Food and fruits Understand and short text using Read a variety of &very hungry begin to use the familiar language short simple texts caterpillar story. past tense to and be able to in different **Arriving in** describe events formats and in extract Year 4 able to... Present to an information to different contexts Enjoy listening to audience e.g. give simple Focus on correct songs, poems, role-play, answers in pronunciation and stories. presentation, and intonation, French and more Listen carefully performance. using tone of complex answers and identify Readina in English. voice and gesture familiar words in Read aloud from a to convey Follow a text songs, poems, text with good meaning when displayed in the and simple expression classroom at the reading aloud stories. Read and Writing same as listening Recognise, with understand the Write simple to it. confidence, the main points and Read familiar sentences and Spanish alphabet some detail from a words, phrases short texts using and Spanish short-written and short a model culture. passage. Use a dictionary sentences aloud Writing with good to check the Follow simple Write sentences pronunciation spelling of classroom and construct and begin to words. instructions. short texts using a apply phonic Grammar **Speaking** model. Write a knowledge when Understand some Take risks when few sentences meeting new basic grammar practising new from appropriate to the words. language and memory, using Understand that language being understand that knowledge of symbols such as studied: making accurate words, text and accents, cedillas • gender – sounds in another structure. and umlauts exist masculine, Grammar language means in the foreign feminine, neuterthey will have to

		1
	make different	language and tha
	mouth	these affect the
	movements.	pronunciation of
	Pronounce	words.
	familiar language	Begin to use a
	with good	bilingual
	pronunciation	dictionary to
	and intonation.	check the
	Ask and	meaning of new
	answer questions	words
	on a limited	Writing
	range of topics	Write a few
	such as age,	sentences using
	where they live,	words banks and
	and the date of	writing frames
	their birthday,	for support.
	which they have	Begin to use
	practised	pronouns.
	regularly.	Write two to
	Express likes	three simple
	and begin to	sentences from
	express dislikes.	memory and
	Reading	know how to
	Identify familiar	apply strategies
	words in a short	to help them with
	text e.g., a short	memorisation.
	verse of a poem,	Show
	two or three	willingness to
	sentences taken	have a go at
	from a familiar	writing new
	story or song and	words using
	give their	phonic
	meaning in	knowledge.
	English.	Grammar

nd that the ion of se a to new

adjectives, possessive pronouns

• verbs – how to form the future tense, conjugation of present tense verbs.

> T3 School objects & opinions

Arriving in Year 6 able to...

Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points Identify specific sounds in familiar and unfamiliar words. Identify numbers confidently to 50 and beginning to become familiar with numbers to 100.

Understand some basic grammar appropriate to the language being studied: verbs –begin to use the past tense, reinforce understanding of future tense and adverbs.

T3 **Sports** &Opinions Listening

Arriving in Year 7 able to...

Understand that some sounds and letter combinations need to be said and written differently from in English. Listen to spoken foreign language for details and gist. Identify key points and some detail.

Read aloud, as	Understand that	Enjoy the	Understand the
a class or group,	the definite	challenge of	main spoken
a chorus or	article/indefinite	meeting	points of a short
refrain from a	article changes	unfamiliar	text on a known
familiar text	according to the	language.	topic that
displayed on the	gender of noun	Speaking	contains familia
board.	and whether it is	Use	and
Read aloud and	singular or	spontaneously, a	unfamiliar
understand a	plural.	limited range of	language.
simple	Place high	phrases and	Follow a wide
conversation	frequency	sentences to seek	range of
with a partner	adjectives e.g.,	clarification and	classroom
that uses familiar	colour and size in	help.	instructions.
language. • a	the correct order	Pronounce and	Be confident
shopping lists	and see that	use the alphabet	and open to
Writing	endings can	with increasing	understanding
Complete a	change according	accuracy.	1
simple gapped	to gender of the nouns they	Use simple conjunctions so	very familiar
text by adding three or four	describe.	that they can	language spoke
familiar words.	Form the	create more	by someone
Write two or	negative to give	complex	other than thei
three sentences	answers to	sentences.	teacher i.e. the
on a familiar	simple questions	Have the	new teachers in
topic.	about	vocabulary to	Y7 Speaking
using a writing	likes/dislikes e.g.	give the opinions	Take part in a
frame and word	I don't like	they want to	simple
bank	with increasing	express.	conversation, a
Grammar	accuracy.	Begin to	and answer
Notice (where		understand and	questions and
relevant) that the	Spanish T4	use future tense	express opinior
definite/indefinit	- I	in spoken	Retrieve
e article changes	Greetings and	language.	numbers up to
according to	numbers 1-31	Perform a role-	50 with accurac
gender of noun.	/Pencil case	play, recite a	

Spanish T4

Alphabet /Greetings

Listening

Children will be able to: Understand a few familiar spoken words and phrases - e.g.

- •The teacher's instructions:
- Phonics
- New vocabulary and phrases in a song or a rhyme.

Speaking

Children will be able to: Say and repeat single words and short simple phrases – e.g.

- Greeting someone
- •Recognise different patterns

Listening

Children will be able to: Answer simple questions and give basic information – e.g.

• To Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out ageappropriate calculations.

Speaking

Children will be able to: Answer simple questions and give basic information - e.g. Saying the content and of number a pencil case making connection with colours and opinions.

Writing

short poem with confidence and with accurate pronunciation, using appropriate tone and intonation.

• Give constructive feedback to classmates.

Reading

Work well with a partner to work out a short text containing familiar and unfamiliar language. Enjoy the challenge of working out the meaning of unfamiliar language. Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation.

and numbers up to 100 with reasonable accuracy. Use spoken language confidently to initiative and sustain a simple conversation. Present simple information on a familiar topic to the class. Use peer- and self-assessment strategies to support language learning Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. Use a range of questions and statements spontaneously to seek clarification and help.

of the Spanish Children will be Apply phonic	Understand the
alphabet. able to write one knowledge when	term
or two short meeting new	'conjugation' and
	what it means
D = J! = 1 1 1 C11 ! TTT !!	when looking at
Children will be 11 1 W. 't 11	familiar verbs in
able to recognize simple form a g four contanger	the present
and read out a Word coardbox lusing	•
tew tamiliar word/phrace	tense.
words and T5 bank.	Reading
phrases - e.g. Body parts Write more	Read aloud with
• From stories & Picasso art interesting	increasing
and mynics Listentity Sentences by	confidence,
• Labels on Children will be adding one or	accuracy and
Tallifial Objects able to.	expression and
• The date Listen for conjunctions	know that
specific Personalise a text	symbols such as
	accents, cedillas
	and umlauts
	exist in the
	foreign language,
	why they are
	used and what
1 1 Attacent to write	they do.
correctly. wider range of two or three	
Word searches questions and sentences from	Be willing to
presenting short memory using	have a go at
T5 pieces of familiar	tackling the
Colours/days of information language.	pronunciation of
the week Explore the Grammar	new and
patterns and Explain	unfamiliar
	words, using
	phonic
able to: develop accurate familiar	
understand adjectives	

	familiar spoken	pronunciation	Adapt endings to	knowledge
	words and	and intonation.	familiar	gained
	phrases e.g., the		adjectives with	throughout KS2.
	teacher's	Reading	increasing	Understand key
	instructions:	Read and	accuracy	points and some
	• Colours	understand	Start to apply	detail in short
	• Days of the	familiar written	correct endings	written texts in
	week.	words, phrases	to a few	
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	and short texts	possessive	familiar contexts
	Follow simple	made of simple	articles.	and be able to
	classroom	sentences.	Create simple	give simple
	instructions.	Read a wider	sentences about	answers in
		range of words,	the future.	French and more
		phrases and	Have some	complex answers
	Speaking	sentences aloud.	understanding of	in English.
	Communicate	Follow text	the term	Understand key
	with others using	while listening	'conjugation' and	points in short
	simple.	and reading at	what it means	written texts in
		the same time.	when looking at	unfamiliar
	words, phrases	Apply phonic	familiar verbs in	contexts
	and short	knowledge to	the present tense.	Find the
	sentences.	support reading	•	meaning of new
	Explore the	and read words,	Spanish T4	words by using a
	patterns and	phrases and	Food &Phonics	bilingual
	sounds of	sentences aloud	Listening	_
	language to help	with increasingly	· ·	dictionary.
	develop accurate	accurate	Children will be	Writing
	pronunciation	pronunciation.	able to:	Write a short
	and intonation	_	Understand the	text on a familiar
	naming colours	Writing	main points from	topic using a
	and days of the	Write a short text	a short-spoken	model and
	week.	using a model	passage made up	adapting
		Write a few	of familiar	language already
	Reading	simple sentences	language in	learnt to suit
		from memory		their own
· · · · · · · · · · · · · · · · · · ·	•	<u>. </u>		

Recognise and understand some familiar written words and phrases. Show awareness of sound-spelling links.

Writing

Write some familiar simple words using a model and some from memory.

Grammar

Understand some basic grammar appropriate to the language being studied:

- Gender masculine. feminine – nouns (singular)
- Word order of adjectives
- How to form the negative

T6

Food and fruits &very hungry caterpillar story.

Apply phonic knowledge to support writing. Grammar Understand some

basic grammar appropriate to the language being studied: -gender – masculine. feminine neuter nouns (singular and plural); adjectives, pronouns -verbs - 1st, 2nd 3rd persons in questions and answers how to form the negative.

T6 Family, numbers and Story Arriving in

Year 5 able to... Continue to enjoy listening to songs, rhymes and stories. Identify specific phonemes, words and phrases.

simple sentences.

- e.g.
- Sentences describing what people are eating in Spanish and what are traditional dishes.

Speaking Children will be able to: Ask and answer simple questions and talk about their interests e.g.

• taking part in an interview about my area and interests: a survey about visited places or favourite foods:

Reading

Children will be able to: Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.

purposes. Writing reflects understanding of gender of nouns. forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense.

Use peer and self-assessment strategies to support language learning.

Grammar

Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary Show some understanding of past and future tense in spoken

Arriving in	Recognise	• very simple	and written
Year 4 able to	numbers $1 - 31$	messages on a	work.
Enjoy listening to	in Spanish and	Menu.	Use high
songs, poems and	multiples of 10	Writing	frequency
stories.	up to one	Children will be	adjectives with
Listen carefully	hundred and use	able to:	reasonable
and identify	this knowledge to	Write a few short	accuracy word
familiar words in	work	sentences with	order and
songs, poems and	out age	support using	
simple stories.	appropriate	expressions	endings.
Recognise, with	calculations.	which they have	Apply
confidence, the	Listen to a short	already learnt -	understanding of
Spanish alphabet	text using	e.g.	conjugation to
and Spanish	familiar	• Creating their	two or three
culture.	vocabulary and	own restaurant	familiar verbs in
	answer simple	name and Menu.	the present
	questions in	<i>T5</i>	tense.
Follow simple	English.	Festivals	
classroom	Respond to a	/Spanish culture	T4 SPANISH
instructions.	wide range of	Listening	
	classroom	Children will be	
Speaking	instructions.	able to:	Food &
Take risks when		Attentively and	Opinions
practising new	Speaking	understand more	Listening
language and	Join in speaking	complex phrases	Children will be
understand that	activities	and sentences.	able to:
making accurate	willingly and	Speaking	 understand and
sounds in another	confidently.	Take part in short	respond to
language means	Recall simple	conversations	spoken and
they will have to	vocabulary such	using familiar	written language
make different	as colours, parts	structures and	from a variety of
mouth	of the body,	vocabulary	authentic
movements.	where do you	Use simple	sources.
Pronounce very	live, directions,	conjunctions to	Speaking
familiar language	animals and, with	build more	Spoulding
with good			

pronunciation	practice and	complex	Children will be
and intonation.	support, begin to	sentences and	able to:
Ask and	use this	present	speak with
answer questions	vocabulary to	information to	increasing
on a limited	build sentences,	others.	confidence,
range of topics	e.g. I have brown	Understand and	fluency and
such as age,	eyes.	express more	spontaneity,
where they live,	Begin to use	complex	finding ways of
and the date of	simple	opinions.	communicating
their birthday,	conjunctions e.g.	Explore the	what they want
which they have	I have brown	patterns and	to say, including
practised	eyes and black	sounds of	through
regularly.	hair	language to help	discussion and
Express likes	Use the	develop accurate	asking questions,
and begin to	negative to give	pronunciation	and continually
express dislikes.	answers to	and intonation.	improving the
	simple questions	Reading	accuracy of their
Reading	about	Read a variety of	pronunciation
Identify familiar	likes/dislikes e.g.	short simple texts	and intonation.
words in a short	I don't like	in different	Describing food
text e.g., a short	Can also use a	formats and in	and opinions.
verse of a poem,	wider range of	different	
two or three	verbs to express	contexts.	Reading
sentences taken	opinion such as	Focus on correct	
from a familiar	love, hate, adore,	pronunciation	Read aloud from
story or song and	detest.	and intonation,	a text with good
give their	Begin to use	using tone of	expression
meaning in	pronouns.	voice and gesture	
English.	Recite a few	to convey	Read and
Read aloud, as	lines from a	meaning when	understand the
a class or group,	story, poem or	reading aloud.	main points and
a chorus or	song with good	Writing	some detail from
refrain from a	pronunciation.	Write simple	a short-written
familiar text	Give a short	sentences and	passage.
displayed on the	presentation in a	short texts using	
board.			

Read aloud and	small group or	a model	Writing
understand a	with a partner	Use a dictionary	
simple	e.g., a brief	to check the	Write sentences
conversation	weather report,	spelling of	and construct
with a partner	presentation	words.	short texts using
that uses familiar	about	Grammar	a model. Write a
language.	themselves,	Understand some	few sentences
Writing	families, and	basic grammar	from memory,
Complete a	hobbies.	appropriate to the	using knowledge
simple gapped	Reading	language being	of words, text
text by adding	Understand a	studied:	and structure.
three or four	short text using	• gender –	
familiar words.	familiar language	masculine,	
Write two or	and be able to	feminine, neuter-	<i>T5</i>
three sentences	extract	- adjectives,	Countries an
on a familiar	information to	possessive	Nationalities
topic using	give simple	pronouns	Listening
a writing frame	answers in	• verbs – how to	Children will b
and word bank	Spanish and	form the future	able to:
	more complex	tense,	dole to.
Grammar	answers in	conjugation of	Understand the
Notice	English.	present tense	main points and
differences in	Follow a text	verbs.	simple opinions
word order.	displayed in the	T6	in spoken source
Begin to	classroom at the	Musical	e.g. story, song
understand how	same as listening	instruments	or passage.
to form the	to it.	Arriving in	I I I I I I I I I I I I I I I I I I I
negative.	Read familiar	Year 6 able to	Understand
	words, phrases	TT .1	longer and more
	and short	Have the	complex phrase
	sentences aloud	confidence to	or sentences
	with good	listen to longer	
	pronunciation	texts that contain	
	and begin to	familiar and	
	apply phonic	unfamiliar	

	<u> </u>	 	 1		~
<u></u>			knowledge when	language and	Speaking
			meeting new	pick out some	
			words.	key points.	Use spoken
			Understand that	Identify specific	language to
			symbols such as	sounds in	initiate and
			accents exist in	familiar and	sustain simple
			the Spanish	unfamiliar words.	conversations on
			language and that	Identify numbers	familiar topics
			these affect the	confidently to 50	and to describe
			pronunciation of	and beginning to	incidents or tell
			words.	become familiar	stories from own
			Begin to use a	with numbers to	experience
			bilingual	100.	
			dictionary to	Enjoy the	Understand and
			check the	challenge of	begin to use the
			meaning of new	meeting	past tense to
			words.	unfamiliar	describe events
			Writing	language.	Present to an
			Write a few	Speaking	audience e.g.
			sentences using	Use	role-play,
			words banks and	spontaneously, a	presentation,
			writing frames	limited range of	performance.
			for support.	phrases and	
			Begin to use	sentences to seek	Reading
			pronouns.	clarification and	
			Write two to	help.	Read aloud from
			three simple	Pronounce and	a text with good
			sentences from	use the alphabet	expression
			memory and	with increasing	-
			know how to	accuracy.	Read and
			apply strategies	Use simple	understand the
			to help them with	conjunctions so	main points and
			memorisation.	that they can	some detail from
			Show	create more	
			willingness to		

		have a go at	complex	a short-written
		writing new	sentences.	passage.
		words using	Have the	r
		phonic	vocabulary to	Writing
		knowledge.	give the opinions	,,,,,,,,,
			they want to	Write sentences
		Grammar	express.	and construct
		Understand that	Begin to	short texts using
		the definite	understand and	a model. Write a
		article/indefinite	use future tense	few sentences
		article changes	in spoken	from memory,
		according to the	language.	using knowledge
		gender of noun	Perform a role-	of words, text
		and whether it is	play, recite a	and structure.
		singular or	short poem with	
		plural.	confidence and	Grammar
		Place high	with accurate	
		frequency	pronunciation,	Understand some
		adjectives e.g.,	using appropriate	basic grammar
		colour and size in	tone and	appropriate to the
		the correct order	intonation.	language being
		and see that	• Give	studied: verbs –
		endings can	constructive	begin to use the
		change according	feedback to	past tense,
		to gender of the	classmates.	reinforce
		nouns they	Reading	understanding of
		describe.	Work well with a	future tense and
		Form the	partner to work	adverbs.
		negative to give	out	
		answers to	a short text	
		simple questions	containing	
		about	familiar and	T6
		likes/dislikes e.g.	unfamiliar	Miro & Picasso
		I don't like	language.	art and Spanish
		with increasing		culture
1		accuracy.		

		Enjoy the	Arriving in
		challenge of	Year 7 able to
		working out the	
		meaning of	Understand that
		unfamiliar	some sounds and
		language.	letter
		Read familiar	combinations
		words, phrases	
		and short	and written
		sentences aloue	
		confidently and	
		with accurate.	i ili Liigiisii.
		pronunciation	Listen to spoken
		and good	foreign language
		intonation.	for details and
		Apply phonic	gist. Identify key
		knowledge who	
		meeting new	detail.
		words.	detaii.
		Writing	Understand the
		Write three or	main spoken
		four sentences	points of a short
		using	text on a known
		word/phrase	topic that
		bank.	contains familiar
		Write more	and unfamiliar
		interesting	language.
		sentences by	language.
		adding one or	Follow a wide
		two simple's	range of
		conjunctions.	classroom
		Personalise a te	
		by changing or	
		or two element	
		of two element	
			and open to

		Use a bilingual	understanding
		dictionary and	very familiar
		word banks to	language spoken
		check spelling.	by someone other
		Attempt to write	than their teacher
		two or three	i.e. their new
		sentences from	teachers in Y7
		memory using	Speaking
		familiar	
		language.	Take part in a
		Grammar	simple
		Explain	conversation, ask
		confidently the	and answer
		word order for	questions and
		familiar	express opinions.
		adjectives	
		Adapt endings to	Retrieve numbers
		familiar	up to 50 with
		adjectives with	accuracy and
		increasing	numbers up to
		accuracy.	100 with
		Start to apply	reasonable
		correct endings	accuracy.
		to a few	
		possessive	Use spoken
		articles.	language
		Create simple	confidently to
		sentences about	initiative and
		the future.	sustain a simple
		Have some	conversation.
		understanding of	D (1
		the term	Present simple
		'conjugation' and	information on a
		what it means	
		when looking at	

		familiar verbs in the present tense. Explain with confidence how to form the negative in simple sentences.	familiar topic to the class. Use peer- and self-assessment strategies to support language learning Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. Use a range of questions and statements spontaneously to seek clarification and help. Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense.

	Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign
	language, why they are used and what they do. Be willing to have a go at tackling the pronunciation of new and
	unfamiliar words, using phonic knowledge gained throughout KS2. Understand key points and some detail in short
	written texts in familiar contexts and be able to give simple answers in French and more

		complex answers in English.
		in Liighsii.
		Understand key
		points in short
		written texts in
		unfamiliar
		contexts
		Find the
		meaning of new
		words by using a
		bilingual
		dictionary.
		Writing
		Write a short
		text on a familiar
		topic using a
		model and
		adapting
		language already
		learnt to suit their
		own purposes. Writing reflects
		understanding of
		gender of nouns,
		forming the
		plural, word
		order, agreement
		of high frequency
		adjectives. Writing may also
		show some
		Janon Some

	understanding of past and future tense. Use peer and self-assessment strategies to support language learning.
	Grammar
	Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary. Show some
	understanding of past and future tense in spoken and written work.
	Use high frequency adjectives with reasonable accuracy word order and endings.

			Apply understanding of conjugation to two or three familiar verbs in the present tense.

End Points

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To inspire children	To inspire children				
to foster a love for	to foster a love for				
foreign language	foreign language				
learning.	learning.				