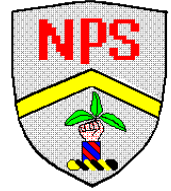


Nettlesworth Primary School

MFL

Progression of Skills



At Nettlesworth Primary School children in EYFS & KS1 follow La Jolie Ronde scheme 'Little Languages' providing all children with opportunities to experience different languages before starting the MFL National Curriculum in year 3.

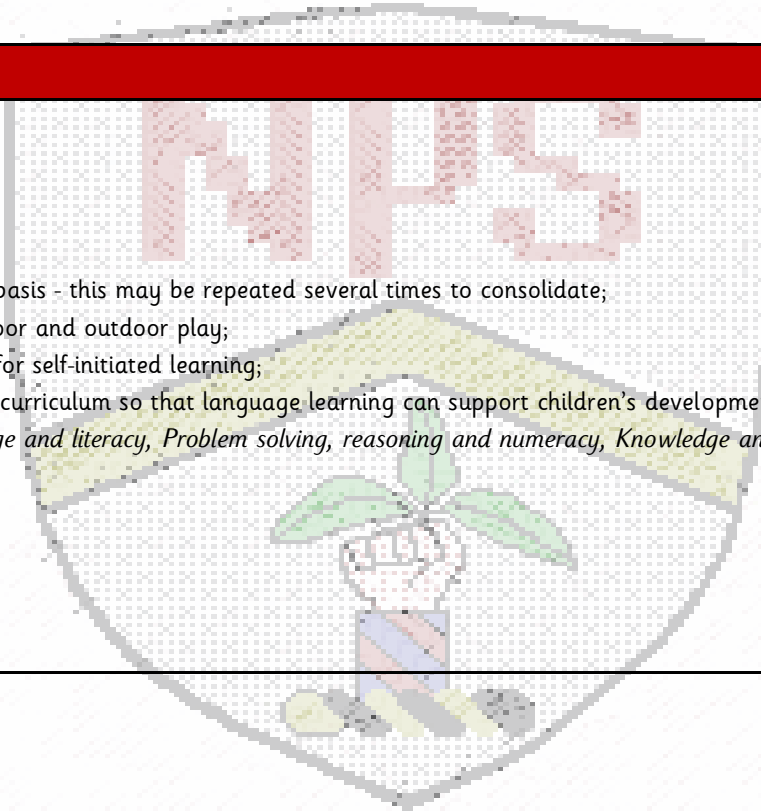
EYFS

An Introduction to Foundation Stage

In EYFS we:

- Provide a 10 minute circle time experience on a 1-2 week basis - this may be repeated several times to consolidate;
- Provide activities which are sustainable for use in both indoor and outdoor play;
- Provide activities for groups of children with opportunities for self-initiated learning;
- Link activities closely to the Early Years Foundation Stage curriculum so that language learning can support children's development and learning across the following areas:

Personal, social and emotional development, Communication, language and literacy, Problem solving, reasoning and numeracy, Knowledge and understanding of the world, Physical development and Creative development



Foundation Stage 2 Overview

Week	Theme	Key language
1	Meeting and greeting	N/A
2	Greeting and saying hello	Hello
3	Joining in with a very simple finger rhyme	Hello
4	Joining in with a simple finger rhyme; recognising tone of voice	Hello
5	Joining in with a simple finger rhyme using different voice tones (French only – enjoying a short story)	Hello
6	Relay race game	Hello Sir / Miss
7	Autumn; an action song	Yes, no
8	Autumn; making a display and understanding praise words	Yes, no (Receptive language: super, well done, very good, excellent)
9	Being at school in another country	N/A
10	Putting actions to a song	N/A
11	Looking at books written in another language	N/A
12	Christmas; Christmas decorations, Christmas around the world – one or two traditions	N/A
13	Christmas; listening to a Christmas carol	N/A
14	As above	N/A
15	Counting to 3 and sorting objects	One, two, three
16	Counting; ordering numbers 1 to 3	One, two, three
17	Joining in with an action song	N/A
18	An introduction to names in the foreign language; allocating names to puppets	Hello
19	Eating breakfast and keeping healthy	N/A
20	Putting actions to a song	N/A
21	Counting to four	One, two, three, four
22	Mummy	Hello Mummy
23	Making a card for Mummy	Mummy
24	Sorting animals into family groups: Daddy, Mummy, Baby	Daddy, Mummy, Baby
25	Deducing meaning of spoken language through context; watching teacher allocate items to members of a family – Mummy and children of different ages	Yes, no
26	Favourite foods; foods from around the world; joining in with an action song	N/A
27	Watching garlic bread being prepared	N/A
28	Joining in with aa playground game and song	N/A
29	As above	N/A
30	Enjoying a short story; understanding the events in a story through use of pictures	N/A

KS1

An Introduction to Year 1

In Year 1 we:

- Provide a 10-15 minute activity each week, which may be repeated throughout the week to consolidate
- Provide a wide variety of songs (in several languages) and activities to enthuse and excite children
- Enable children to understand and use some routine language, such as greetings, reacting to foods offered, expressing emotions
- Explore some sounds in a foreign language, through looking at individual words and listening to short stories
- Give children a glimpse of the lives of their peers in other countries as they watch children playing and celebrating a birthday party

Year 1 Overview

Week	Theme	Key language
1	Celebrating Birthdays	Happy Birthday
2	Recognising similarities and differences between in different languages	N/A
3	Enjoying a short story	N/A
4	Reacting to Food items	Thank you. Yum! Delicious! Yuk!
5	Reacting to Food items	Thank you. Yum! Delicious! Yuk!
6	Observing the preparation of a simple dish; tasting and reacting	Thank you. Yum! Delicious! Yuk!
7	Reacting to Food items while taking part in a circle game	Thank you. Yum! Delicious! Yuk!
8	Learning everyday language through a song	Hello, thank you, please
9	Celebrating other languages; recalling numbers 1-3 or 1-6 through a team game	One, two, three (four, five, six)
10	Recognising previously learned language, problem solving	Yum yum! One, two, three. Happy, sad
11	Emotions	(Receptive language: happy, sad, tired, angry, excited, worried)
12	Emotions	(Receptive language: happy, sad, tired, angry, excited, worried)
13	Christmas	N/A
14	Christmas	N/A
15	New Year	Happy New Year!
16	Enjoying a short story	N/A
17	Watching (and performing) a simple finger rhyme	N/A
18	Number 1 to 3; noticing patterns	Thank you. One, two, three
19	Exploring the sound of some words in different languages	N/A
20	Action Song	N/A
21	Exploring an aspect of Culture; Chinese New Year	N/A
22	Exploring an aspect of Culture; Chinese New Year	N/A
23	Emotions	(Receptive language: happy, sad, tired, angry, excited, worried)
24	Emotions	Happy, sad, tired, angry, excited, worried
25	Participating in a playground game	N/A
26	Playing with a vowel sound	N/A
27	Action song and warm up game	One, two, three, four, five
28	Imitating Accents	N/A
29	Enjoying a Fable	N/A
30	Recognising and applying patterns	Red, blue

KS1

An Introduction to Year 2

In year 2 we:

- Provide a 10-20 minute session of language learning each week, some of which may be repeated during the week
- Provide a wide variety of songs (in several languages) and activities to enthuse and excite children
- Provide the opportunity for children to work individually or collaboratively, through games, exploring patterns, playground games and traditional dances
- Make links with other areas of the curriculum through exploring the seaside at home and abroad
- Increase children's confidence in performing to an audience as they present mini role plays

Year 2 Overview

Week	Theme	Key language
1	Action song	N/A
2	Enjoying a short story	I am
3	Recognising repeated language within a story	I am (happy, sad, tired)
4	Joining in with a story, using expression	What a pity! Well done! (French only; Spanish N/A)
5	Colours and patterns	Red, blue
6	Colours, turn taking	Red, blue, yellow, green
7	Colours, learning through play	Red, blue, yellow, green
8	Guessing the names of shapes; using knowledge of English to deduce meaning	(Receptive language: a blue circle
9	Creating a sports kit	Red, yellow, green, blue, white, black, and
10	Playground games around the world	One, two, three, four, five
11	A simple clapping game	N/A
12	Taking part in a playground game from Mexico or France	N/A
13	Christmas	N/A
14	Christmas	N/A
15	In the fruit shop	Orange, pear, banana, apple, kiwi
16	In the fruit shop	As above + How much is it?
17	In the fruit shop; recalling and re-using language in a new context	As above + revision of vocabulary from previous years: hello, please, thank you, yum yum, goodbye, numbers 1 to 5
18	In the fruit shop, working in groups	As above
19	In the fruits shop, presenting a mini role play	As above
20	Exploring dance; learning about traditional dances	N/A
21	Exploring dance; learn a simple dance	N/A
22	Performing a simple dance	N/A
23	Performing a simple dance	N/A
24	The seaside, exploring physical and human features; making links between English and the foreign language	N/A
25	The seaside; comparing the coastline at home and abroad	Revisiting colours – red, yellow, green, blue, black, white, orange
26	The seaside; how a foreign resort has changed over the last century; enjoying a traditional song	N/A
27	Buying food at the seaside	Ice cream, coca cola, lemonade, orange juice
28	Buying food at the seaside; recalling and re-using language	As above + hello, please, how much is it, thank you, goodbye
29	Buying food at the seaside; presenting a mini role play	As above
30	A holiday song	N/A

Key Stage 2 National Curriculum Expectations

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.

	Class 4 LKS2	Class 5 UKS2
	<p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 	<p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in French; c listen and understand the main points and some detail from short, spoken material in French.
	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.
	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.
	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.

Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people.
	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words. 	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material.
	<p>KS2 Languages National Curriculum Children 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>Children can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in French and English. 	<p>KS2 Languages National Curriculum Children 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>Children can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.
	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; c replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Stories, Songs, Poems and Rhymes	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

Stories, Songs, Poems and Rhymes	<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling. 	<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
Grammar	<p>KS2 Languages National Curriculum Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c recognise and use partitive articles; d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; f use a simple negative form (ne... pas); g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; h recognise and use the first person possessive adjectives (mon, ma, mes); i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; k use simple prepositions in their sentences; l use the third person singular and plural of the verb ‘être’ in the present tense. 	<p>KS2 Languages National Curriculum Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify word classes; b demonstrate understanding of gender and number of nouns and use appropriate determiners; c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; d name and use a range of conjunctions to create compound sentences; e use some adverbs; f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; g explain and use elision; state the differences and similarities with English; h recognise and use the simple future tense of a high frequency verb; compare with English; i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it’s formed; j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); k recognise and use a range of prepositions; l use the third person plural of a few high frequency verbs in the present tense; m name all subject pronouns and use to conjugate a high frequency verb in the present tense; n recognise and use a high frequency verb in the perfect tense; compare with English; o follow a pattern to conjugate a regular verb in the present tense; p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.