



Waddington All Saints Academy

A L.E.A.D. Academy

MfL Curriculum

Year 3 to Year 6



Overarching Principles

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). We have adopted a whole school approach to the teaching of French to all KS2 pupils.

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between French and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Subject Intent

- ❖ All pupils develop a genuine interest and positive curiosity about foreign languages.
- ❖ Learning a second language will offer pupils the opportunity to explore relationships between language and identity.
- ❖ All pupils will develop a deeper understanding and appreciation of other cultures and the world around them.
- ❖ The intention is that pupils will begin their journey towards becoming a life-long language learner.

Substantive Knowledge	Disciplinary Knowledge	Connecting themes
<ul style="list-style-type: none">❖ Foundational language skills❖ Foster cultural awareness: French culture, traditions and customs	<ul style="list-style-type: none">❖ Provide a strong linguistic foundation through fundamental aspects of French grammar, syntax and phonetics.	<ul style="list-style-type: none">❖ Units of work are connected by the three language pillars of phonics, vocabulary

❖ Encourage creativity and expression: fostering confidence and fluidity in communication

❖ Cultivate writing proficiency
❖ Develop reading comprehension skills to foster critical-thinking and interpretation

and grammar

Substantive Knowledge:

This is the carefully sequenced, factual knowledge learnt in a foreign language curriculum at primary phase, which includes the phonemes, grammar, vocabulary and linguistic structures taught in every unit, teaching type or teaching phase. This content is always clearly documented by unit and the 'elements' the pupils are expected to learn in terms of that unit will always be clearly displayed and itemised.

The minimum content all pupils should aim to know by the end of primary phase:

- Recognise and know how to pronounce the key phonemes suggested on the phonics mats.
- Recognise, recall and remember as a minimum the vocabulary presented in the Core Vocabulary Mat (numbers at least 1-31, days of the week, months of the year, the weather, colours, key greetings, key question words and phrases, key high frequency verbs, simple opinions).
- Recognise, recall and remember the vocabulary and linguistics structure from all the extra units covered across the key stage.
- Understand the key grammatical concepts of gender, noun plurality, determiners, adjectival agreement, negative structures, possessive adjectives, conjunctions, regular and irregular high frequency verbs, verb conjugation, opinions and justifications.

Disciplinary Knowledge:

The linguistic skills is how to use what is taught. This is what pupils are expected to be able to do with the content presented and learnt in each unit, teaching type or teaching phase - the things that are unique to learning foreign languages. It is the questions pupils will be expected to ask and answer by the end of the unit and what pupils should be able to understand and express in written or oral form. The aim is to teach pupils to become more independent learners and learn how to use and manipulate the foreign language more creatively and with increased accuracy. To learn to use a range of language learning strategies when trying to decode less familiar language and understand that these are transferable skills. Understanding the grammar taught and being able to use it to communicate effectively. To say more, to write more and understand more of what they hear and read as they move through primary phase using a growing knowledge and understanding of the foreign language taught.

The minimum linguistic skills all pupils should aim to have by the end of primary phase:

- Know how to greet somebody and ask how they are feeling.
- Say how they are feeling.
- Ask somebody their name.
- Tell somebody their name.

- Ask somebody their age.
- Say how old they are.
- Ask somebody where they live.
- Tell somebody where they live.
- Present themselves with key details such as name, age and where they live. • Know how to say the date.
- Know how to say when their birthday is.
- Ask somebody when their birthday is.
- Know how to describe the weather.
- Ask what the weather is like.
- Describe a/their own family.
- Ask somebody if they have any siblings and ask what he/she/they are called.
- Say if they have a pet and what it is called.
- Ask somebody if they have a pet.
- Describe something by colour using their knowledge of adjectival agreement.
- Say what they have/do not have in their pencil case and/or home.
- Describe a school day/a weekend in detail.
- Pronounce what they say and read in longer text with increased accuracy and intonation.
- Learn how to gist listen and read using language learning strategies so that they understand more of what they hear and read.
- Have improved metacognition and be able to remember and recall more quickly.
- Learn to look for cognates and hooks. Be aware of 'false friends' that confuse meaning.
- Know how to use a bilingual dictionary to understand the meaning of unknown words.
- Know how to use a bilingual dictionary to look up translations of English words they do not know.
- Know that verb forms change more and how to do it when talking about others.
- Say and write more with increased confidence, speed, improved pronunciation and general accuracy.

Key Subject Teaching Approach at All Saints

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned fortnightly lessons in Key Stage 2 which will be taught by class teacher or a learning support assistant.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. All teachers will know where every child is at any point in their foreign language learning journey. The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail

annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Language Angels are categorised by 'Teaching Type' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Grammar Grid (downloadable from the "Curriculum Guidance" area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- Start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units.
- Move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units.
- End with opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels 'Teaching Type'. It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'.

The school has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities that will be offered with of stretch and differentiation.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Assessment




- ❖ Assessment in each of the four key language learning skills is completed at the end of each unit.


Progression map through the various teaching types

The Progression Map shows how pupil foreign language learning across each of the key skills of SPEAKING, LISTENING, READING, WRITING and GRAMMAR progresses within each Language Angels Teaching Type. It also shows how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels Teaching Type from Early Language to Intermediate and on to Progressive. It is a visual demonstration of the progression that takes place in each of the key language learning skills in TWO ways:

1. WITHIN a Teaching Type

2. ACROSS each Teaching Type.

Speaking							
	Early Learning Teaching Type	→	Intermediate Teaching Type	→		Progressive Teaching Type	
	<p>Pupils start to speak in the foreign language and work on building up their memory skills.</p> <p>Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc.</p> <p>Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term.</p>			<p>Pupils build up a larger bank of spoken vocabulary.</p> <p>Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased.</p> <p>Nouns will always be taught with the appropriate definite, indefinite and/ or partitive articles.</p> <p>Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.</p>			<p>Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation.</p> <p>It moves away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated.</p> <p>It also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.</p>

	<p>Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice cream'.</p> <p>We begin to move from single words to short, simple phrases</p>		<p>Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic.</p> <p>Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. We move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall.</p> <p>Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit.</p> <p>Pupils will use these more expanded speaking structures in units including: 'Pets', 'Family', 'My Home', 'Habitats', 'Romans', 'The Date', 'The Weather', 'Clothes' etc.</p>		<p>Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics.</p> <p>Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning.</p> <p>Pupils will also start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people). This expansion of spoken tasks takes place in a number of our Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'The Planets', 'WWII'.</p>
	<p>Teachers will ensure that pupils are also exposed to key spoken everyday useful and relevant language. Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'</p>		<p>Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units.</p> <p>Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant</p>		<p>Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. Personal details and core key phrases are now embedded and are used frequently in combination with the extra new language taught in each of our Progressive units without the need to revisit the core language first.</p>

				language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'		
	Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice cream'. We begin to move from single words to short, simple phrases.			Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc.		Pupils engage in longer conversations on a much wider range of topics. They will be able to accurately and easily use transferable language along with the new vocabulary they learn in our Progressive units. They will be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'The Planets', 'WWII', 'Habitats'
	Pupils will, even at this early level, start to be able to give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'			Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.		Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion in units including: 'At School' and 'The Weekend'
	Teachers will ensure that their classes explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps.			Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. Pupils are also encouraged to pronounce and recite the short poems and rhymes provided in the 'Phonetics' unit.		Pupils continue to explore, understand and mimic the patterns of sound and language. We hope that pupils will be willing to attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point.

Listening

	Early Learning Teaching Type	→	Intermediate Teaching Type	→	Progressive Teaching Type
	<p>Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. (NB: This development of listening skills takes place in all of our Early Language units.)</p>		<p>Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set.</p>		<p>Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understanding better what they hear and use their skills to “gist” listen to unknown target language to complete the tasks set.</p>
	<p>Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in the foreign language. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills.</p>		<p>Pupils are taught to appreciate familiar stories and songs in the foreign language using stories such as ‘Goldilocks & The Three Bears’. They are expected to understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language. There are numerous differentiated listening tasks provided in all units to develop and evidence progress in these listening skills.</p>		<p>Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: ‘Me in the World’, ‘WWII’, ‘The Olympics’, ‘At School’, ‘The Weekend’, ‘The Planets’ and ‘Healthy Lifestyles’ to evidence learning and progression in their listening skills.</p>

Reading

	Early Learning Teaching Type	→	Intermediate Teaching Type	→	Progressive Teaching Type
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<p>Pupils learn to gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches.</p> <p>Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with. This takes place in many Early Language units and also some Creative Curriculum units that contain slightly more text, as in our ‘Ancient Britain’ unit.</p>			<p>Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.</p>		<p>Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes.</p> <p>Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. Units such as ‘Me in the World’, ‘WWII’, ‘The Planets’, ‘The Olympics’ and ‘The Vikings’ feature extended passages of foreign language text for pupils to read and decode.</p>
			<p>Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language for each Intermediate Teaching unit. By using familiar story telling units (‘Goldilocks & The Three Bears’) and Creative Curriculum units (‘Habitats’, ‘The Romans’, ‘The Olympics’), pupils are exposed to a wider range of language and more challenging reading exercises. By completing the reading tasks provided in our Intermediate Teaching units pupils will develop and progress their foreign language reading ability and skills.</p>		<p>Pupils will now be able to read age appropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding). Learning and progression in reading is evidenced by pupils being able to complete reading tasks in our Progressive Teaching units containing more complicated and, at times, unknown/unseen language from other themes and topics.</p>

Writing

<p>Early Learning Teaching Type</p>	<p>→</p>	<p>Intermediate Teaching Type</p>	<p>→</p>	<p>Progressive Teaching Type</p>
<p>Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative</p>		<p>Pupil will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on</p>		<p>Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions</p>

<p>accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles).</p> <p>Extra challenge writing activities are provided in some Early Language units where pupils are encouraged to attempt to spell and write some simple words and vocabulary from memory</p>		<p>language and vocabulary taught in our Intermediate Teaching units. Sentences will include the correct use nouns, articles and verbs.</p> <p>Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p>		<p>and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory</p>
<p>Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc.</p>		<p>Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement.</p> <p>Pupils learn to write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary from topics such as: 'Family', 'Pets', 'My Home', 'Clothes' and 'The Date'. For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters." etc. Completing these more challenging written tasks provides evidence of pupil progression in their writing skills.</p>		<p>Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Using topics such as 'At School', 'The Weekend', 'Me in the World' and 'Healthy Lifestyles' we use a variety of writing tasks and activities encouraging pupils to create multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic foreign language text. In our Progressive Teaching units we encourage pupils to produce their written work from memory with support and practice over time. Completion of the various written tasks provided in our Progressive Teaching units will evidence the learning and progression pupils are making in developing their writing skills.</p>

				<p>Pupils also learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'.</p>		
				<p>In Intermediate Teaching units pupils are encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.</p> <p>Intermediate Teaching units encourage pupils to create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.</p>		<p>In Progressive Teaching units pupils should be able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.</p> <p>Pupils should now be able to write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular). Our Progressive 'Regular Verbs' and 'Irregular Verbs' units help pupils better understand pronouns and what a fully conjugated verb looks like in the foreign language.</p>
	<p>Pupils are encouraged to challenge themselves in their foreign language learning. This includes, amongst other linguistic challenges, attempting translations. The ability to translate from the foreign language into English is an important writing skill.</p> <p>The Early Language Teaching units teach pupils how to translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy.</p>			<p>The Intermediate Teaching units require pupils to translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language.</p> <p>We also teach pupils how to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Being able to use a dictionary also helps to improve general knowledge of vocabulary and expands the general knowledge of the language we teach in our units. Examples: Looking up other animals/pets, other rooms of the house, other conjunctions / connectives etc.</p>		<p>Translating longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy is required in our Progressive Teaching units.</p> <p>Pupils are expected to use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations. Some pupils may also start to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class. Pupils are encouraged to combine old and new language to</p>

							<p>demonstrate the development and progression of their grammatical awareness and writing skills. Pupils learn to describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy though units such as: 'At School', 'The Weekend' and 'The Vikings'.</p>
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Grammar

	Early Learning Teaching Type	→	Intermediate Teaching Type	→	Progressive Teaching Type
	<p>To understand the concept of gender. To start to understand the concept of nouns and articles. To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play</p>		<p>To understand better the use of the possessives, first person and possibly other forms too. To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</p> <p>To learn ow to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”.</p> <p>To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don’t have. In my pencil there is. In my pencil case there is not.</p> <p>To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.</p>		<p>To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.</p> <p>Pupils will be introduced to the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.</p>

Language Learning Skills Progression KS2

Skill	Year 3	Year 4 <i>(Assuming at least 1 year of previous foreign language learning)</i>	Year 5 <i>(Assuming at least 2 years of previous foreign language learning)</i>	Year 6 <i>(Assuming at least 3 years of previous foreign language learning)</i>
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	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	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.	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.
Speaking	Communicate with others using simple words and short phrases covered in the units.	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.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity	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
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	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 using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or	Write some short phrases based on familiar topics and begin to use	Write a paragraph using familiar language incorporating	Write a piece of text using language from a variety of units

	vocabulary list. EG: 'I play the piano'. 'I like apples'.	connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	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. EG: A presentation or description of a typical school day including subjects, time and opinions
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our 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). 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'.
To ensure all of the above skills progression points are covered, the following phonics must be covered:	Phonics & Pronunciation Lesson 1	Phonics & Pronunciation Lesson 2	Phonics & Pronunciation Lesson 3	Phonics & Pronunciation Lesson 4

KS2 MfL Curriculum Overview

	Year 3	Year 4	Year 5	Year 6
Autumn Term	Phonetics 1 (XT) & I Am Learning French (E)	Phonetics 2 (XT) & I am able (E)	Phonetics 3 (XT) & Vegetables (E)	Phonetics 4 (XT) & Pets (I)
Spring Term	Instruments (E)	Fruit (E)	In the Classroom (I)	At the Tea Room (I)
Summer Term	Ice-Creams (E)	Presenting Myself (I)	Family (I)	Clothes (I)

Year 3

Unit	Speaking	Listening	Reading	Writing	Grammar
I Am Learning French (E)	Say colours and numbers 1-10. Role play on saying how you are and what your name is.	Listen to model role-plays and infer meaning. Numbers listening exercise.	Match colours to written form. Match written form of numbers to digits.	Create name labels.	N/A
Instruments (E)	Be able to say "I play..." plus an instrument in foreign language by end of unit.	Match sound to instrument sound / picture / word / phrase.	Match word to instrument picture / word / phrase in English.	Activities in lessons 1-5.	Definite article / quantitative article. First person singular of verb 'to play' (an instrument).
Ice Creams (E)	Starting with the individual flavours and building towards a role play in an ice-cream shop / parlour.	Matching sounds to ice cream flavours in pictures, words and phrases. Extended listening challenge offered in lesson 4 with extra vocabulary for cones and	Match word to ice cream flavour picture / word. Extended reading opportunities offered in lessons 4 & 5 including cones, pots and number of	Differentiated tasks building towards designing their own ice cream in lesson 5 using flavours, cones, pots and number of scoops. Short translation tasks (from English into the foreign	Verb structures - first person singular form of the phrase 'I would like...

		pots.	scoops	language) provided in lesson 5.	
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Year 4

Unit	Speaking	Listening	Reading	Writing	Grammar
I am able (E)	Activities in lessons 1-5. Say "I am able to.." / "I can..." plus activity by end of unit.	Activities in lessons 1-5. Match sound to picture / word / phrase.	Activities in lessons 1-5. Match key verb to picture / word / phrase in English.	Activities in lessons 1-5. Differentiated worksheets in lesson 5.	Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only.
Fruit (E)	Name 10 fruits and say "I like..." and "I don't like..." plus a fruit by end of unit.	Match sound to picture / word / phrase. Understanding slightly longer text.	Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5.	Activities in lessons 1-5. Differentiated worksheets in all lessons.	Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.
Presenting Myself (I)	Perform role play with name, age, where they live and nationality in lesson 5.	Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3	Read role-plays and understand the content.	Lesson 5 contains differentiated numbers worksheets and ID card. Extended written opportunity week 5.	Nationalities and adjectival agreement based on gender.

Year 5

Unit	Speaking	Listening	Reading	Writing	Grammar
Vegetables (E)	Short role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg only) by end of unit.	Match sound to picture / word / phrase. Understanding slightly longer text.	Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5.	Activities in lessons 1-5. Differentiated worksheets every lesson.	Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".

In the Classroom (I)	'What I have.. / don't have..' in my pencil case in lesson 5.	Matching sound to picture / word / phrase in lessons 3-4.	Match word to picture / sound / phrase.	Various tasks in lessons 1-5. 'I have... / I don't have...' worksheets in lesson 3. Extended written opportunity week 4.	Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have...'
Family (I)	Present orally on your / a family in lesson 5.	Match sounds to picture / word / phrase.	Longer reading task in lesson 5.	Lesson 5 contains a written presentation based on a / your family. Extended written opportunity week 5.	Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'

Year 6

Unit	Speaking	Listening	Reading	Writing	Grammar
Pets (I)	Oral class survey / interview on pets in lesson 5.	Match sound to picture / word / phrase throughout whole unit.	Match words to picture / sound / phrase. Create pet ID card in lesson 5.	Various written tasks in lessons 1-5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4. Extended written opportunity week 5.	Gender and changing an indefinite article to a definite article. Worksheet in lesson 3.
At the Tea Room (I)	Café role play in lesson 5.	Match sound to picture / word / phrase.	Match words to picture / sound / phrase	Activities in lessons 1-5. Simple worksheet in lesson 3. Create a menu with prices in lesson 5.	1st person singular 'I would like / have' when ordering food and drink.
Clothes (I)	Describe what you wear in terms of colour and in lesson 5 saying what you are packing in a suitcase to go on holiday.	Activities in lessons 1-5. Extended listening exercises in lessons 4 and 5	Activities in lessons 1-5. Extended reading exercises in lessons 4 and 5	Activities in lessons 1-5. Translation tasks in lesson 4 and extended writing opportunities in lesson 5.	Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.

Skills Development Overview

The 12 teaching targets present broad statements detailing the foreign language skills all Key Stage 2 pupils should be striving to achieve by the end of the key stage. However, the Key Stage 2 journey lasts 4 years and there are no specified milestones or key performance indicators provided so that schools can measure the progress of their pupils during their foreign language learning journey. Teachers and pupils need to be able to gauge if they are on target to meet the required expectations by the end of the key stage. Here at Waddington All Saints, we have a more practical breakdown of each of these 12 teaching requirements, translating them into what their pupils should be able to do in the foreign language by the end of each year of Key Stage 2. It's important to break our language learning journey down in to "stepping-stones" so that school leaders, teachers, pupils and parents know the various "milestones" each pupil should be able to achieve at the end of each year of key stage 2. This is the best way to ensure that all of the expectations are met and exceeded by the end of the key stage. What follow are the stepping-stones or milestones utilised by our school and it breaks down the 12 teaching requirements of the DfE Programme of Study into deliverable, classroom realities. The foreign language learning targets for each year of key stage 2 are first broken down in to the speaking, listening, reading, writing and grammar skills pupils should have developed by the end of the year.

Year 3				
Speaking	Listening	Reading	Writing	Grammar
<ul style="list-style-type: none"> • Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). • Speak aloud familiar words or short phrases in chorus. • Use correct pronunciation when speaking and start to see links between pronunciation and spelling. 	<ul style="list-style-type: none"> • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). • Develop understanding of the sounds of individual letters and groups of letters (phonics). 	<ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases (e.g. <ul style="list-style-type: none"> • Basic nouns and first person "I" form of simple verbs) in written text. • Read aloud familiar words or short phrases in chorus. 	<ul style="list-style-type: none"> • Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). 	<ul style="list-style-type: none"> • Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.
Year 4				
Speaking	Listening	Reading	Writing	Grammar

<ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions, using longer phrases and sentences. • Present short pieces of information to another person. • Apply phonic knowledge to support speaking (also reading and writing). 	<ul style="list-style-type: none"> • Listen for and identify specific words and phrases in instructions, stories and songs. • Follow a text accurately whilst listening to it being read. 	<ul style="list-style-type: none"> • Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). • Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. 	<ul style="list-style-type: none"> • Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. • Introduce and use the negative form. • Begin to look at what a fully conjugated verb looks like.
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Year 5

Speaking	Listening	Reading	Writing	Grammar
<ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary. • Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. • Understand and express simple opinions using familiar topics and vocabulary. 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). • Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	<ul style="list-style-type: none"> • Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). 	<ul style="list-style-type: none"> • Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). • Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.) • Check spellings with a dictionary. 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. • Use the negative form, possessives and connectives. • Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

Year 6

Speaking	Listening	Reading	Writing	Grammar
<ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. • Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). • Use connectives to link together what they say so as to add 	<ul style="list-style-type: none"> • Read aloud with expression and accurate pronunciation. • Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, and letters). 	<ul style="list-style-type: none"> • Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. • Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what 	<ul style="list-style-type: none"> • Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). • Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.) 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. • Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are,

fluency.		they hear.	<ul style="list-style-type: none">• Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).	understand a verb stem and the different endings (where appropriate) for the main types of verbs. <ul style="list-style-type: none">• Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).
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