

MFL PROGRESSION AT SPROATLEY ENDOWED CE PRIMARY ACADEMY

Intent	 Through our Christian Values - Friendship, Compassion, Trust and Respect: We Encourage, Build & Hope together...no one left behind. Based on 1 Thessalonians 5-11 — ⊕ — At Sproatley, we use the Language Angels scheme of work and resources to ensure we offer a relevant, broad and vibrant foreign languages curriculum that will inspire and excite our pupils. All pupils will be expected to achieve their full potential by encouraging high expectations and standards in their foreign language learning; in exploring different languages and cultures, our children will also experience the importance of diversity and understand how it represents the world we live in.	 SPROATLEY CURRICULUM
Implementation	The four key language learning skills; listening, speaking, reading, writing are taught and all necessary grammar is covered in an age-appropriate way across KS2. All classes have access to a well-sequenced foreign languages curriculum using the Language Angels scheme of work and resources. This scheme progressively develops pupil skills in French through regularly taught and well-planned weekly lessons (30-45 mins) in KS2 which is taught by our MFL subject lead. Children 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. Lessons offer appropriate levels of challenge and stretch. Children are taught to look	

	up and research vocabulary they are unsure of and have a bank of reference materials to help them with their spoken and written tasks. This bank of reference materials develops into a reference library to help children recall and build on previous knowledge throughout the year and year on year.
Impact	All children develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language also offers children the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.
Substantive Knowledge	In MFL, this is carefully sequenced, factual knowledge learnt such as the phonemes, grammar, vocabulary and linguistic structures taught in every unit. This content is always clearly documented by unit and the 'elements' the pupils are expected to learn in terms of that unit are always clearly displayed.
Disciplinary Knowledge	In MFL, this is how the children use the factual knowledge learned. 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. The progressive aim is that children will be exposed to much longer texts and will then be encouraged to formulate their own, more personalised responses to the texts.

SUBSTANTIVE KNOWLEDGE

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Phonics	Know about the phonemes and graphemes: 'CH' 'OU' 'ON' 'OI' CH - pronounced like the 'sh'	Know about the phonemes and graphemes: 'I' 'IN' 'IQUE' 'ILLE' I - pronounced very	Know about the phonemes and graphemes: 'EAU' 'EUX' 'É' 'È' 'E' EAU - pronounced like an	Know about the phonemes and graphemes: 'QU' 'GNE' 'Ç' 'EN' 'AN' QU - pronounced as a hard

	sound in the English word 'shop'. OU - pronounced like the 'oo' sound in the English word 'tooth'. ON - pronounced as a French nasal sound and is very similar to the long 'onn' sound in the English word 'honk'. OI - pronounced like the English 'wah' sound found in the words 'wave' and 'waffle' years if required.	closely to how we pronounce the letter combination 'ee' in English. It is pronounced as we pronounce the 'ee' sound in our English words 'see' or 'keep'. IN - pronounced similarly to our English word 'an' but it sounds slightly different as it is another French nasal sound. It is pronounced like the 'an' sound in our English word 'clang'. IQUE - made up of two sounds: the 'i' vowel sound followed by a hard 'k' sound as in our English word 'kick'. The French phoneme 'ique' is pronounced very much like the 'eek' sound in our English word 'week'. ILLE - made up of two sounds: the vowel 'i' sound followed by a 'yuh' sound. The 'yuh' sound can be found when we pronounce the 'ye' sound in our English words 'yellow' and 'yes'	elongated version of the 'a' sound in the English words 'cat' or 'pat'. EUX - pronounced almost identically to the letter 'e' in French but pronounced in a more drawn out, longer fashion. It is pronounced like the 'e' sound in our English sound pattern 'euh' much like the 'e' sound in the English word 'the' or like the 'i' sound in the English word 'bird'. É - pronounced very closely to how we pronounce the word 'eh' in English. It is pronounced as we say the 'e' sound in our English word 'set'. È - pronounced very similarly to the 'ai' sound in the English word 'air' or the 'e' in 'bet'. E - pronounced as 'euh' much like we pronounce the 'e' sound in the English word 'the'. years if required.	'k' or a hard 'c' sound. It is pronounced very much like the 'c' sound in our English word 'cook'. GNE - pronounced as a hard 'g' sound but to soften and lengthen the sound of the letter 'n' that follows it. The French phoneme 'gne' is pronounced as 'n-yuh' and sounds similar to the 'ni' sound in the English word 'onion' or the 'ny' sound in the English word 'canyon'. Ç - pronunciation of the letter 'ç' from a hard 'k' sound to a soft 's' sound. Adding the cedilla accent under the letter 'ç' makes the 'ç' look like a letter 's' and this is the way the letter is pronounced. It is pronounced the same way as the letter 's' in our English words 'say', 'see' or 'snake'. EN - pronounced similarly to the way we say the 'on' sound in the English word 'song'
Vocabulary	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B

'I am learning' Numbers 1 - 10 in French Colours: Red, green, yellow etc... Simple greetings (e.g. 'Hello. How are you?' etc) 'Animals' 10 animals in French (e.g horse, pig, dog, cat etc...) 'I am able to' 10 action verbs in French (e.g. ride a bike, paint etc...) How to say the above in the negative form (e.g. 'I am not able to ride a bike' etc.) 'Fruits' 10 common fruit nouns with their determiner in French. How to say the name of fruits in both singular and plural form. Express preferences, likes and dislikes. 'In the classroom' The nouns and determiners for 12 common classroom objects. The words for the possessive 'my' in French. Language to describe what I have/do have not in my pencil case (e.g. In my pencil case I	Revisit: Simple greetings (e.g. 'Hello. How are you?' etc) Numbers 1-20 in French. Colours: Red, green, yellow etc... 'Instruments' 10 common instruments with first and then in a short phrase using the 1st person 'je joue' 'Vegetables' 10 common vegetable nouns with ch their plural determiner in French. How to ask for a 1 kilo and/or ½ a kilo. How to use the structure 'je voudrais'. 'Ice creams' 10 ice-cream flavours in French. How to ask for a pot, cone and the number of scoops in French. 'Presenting myself' Numbers 1-20 in French. How to present myself (Hi! My name is Cécile and I am ten years old. I live in Paris.) Key questions: How are you	'The Date' The days of the week in French The months of the year in French. The numbers 21-31 in French. Key questions and phrases with the date: What is the date today? When is it your birthday? 'My Home' Revisit high frequency verbs je suis, je m'appelle, j'ai, je suis and j'habite. Key vocabulary on 10 nouns and indefinite articles for rooms of the house including phrases j'habite dans and chez moi il y a ... and chez moi il n'y a pas de.. 'Clothes' 21 items of clothing & their determiners. A new verb: to wear, I wear. The words for the possessive 'my' in French. 'Habitats' 5 different types of habitats. 5 different types of plants. 5 different types of animals. 'At School' The nouns and determiners	'Family' The nouns & determiners for family members. The words for the possessive 'my' in French. Numbers 1-70 in French High frequency verbs: High frequency verbs: he/she is called; He/she is. 'Weather' The 9 weather phrases for asking and saying a question about the date today. Compass points to also help understand and read a French weather map. 'Goldilocks' Simple words in the story Simple phrases in the story such as 'Il etait une fois'- once upon a time 'Planets' The nouns for the 10 key elements of the Solar System with a range of appropriate adjectives to describe them, as well as a new set of adjectives to describe qualities/character of the astronauts.
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	have/do not have a pen.. 'In the tearoom' 20 words for foods, snacks and drinks. Key questions and phrases for a role-play at the salon de thé. Key vocabulary to be able to pay the bill.	feeling? 'Do you have a pet?' 8 common pets & their determiners. Key questions: Do you have a pet? A wider range of conjunctions: e.g. 'but'.	for 10 subjects. The 7 days of the week in French. Language to describe what subjects I like/do not like and why. 'The Vikings' Vocabulary to describe height, hair type length and colour and eye colour. Key verbs and vocabulary to also talk about daily routine. EG J'ai + adjectival phrase	'The Weekend' Telling the time around the clock in French. 10 activities we may do at the weekend. Extended phrases including an activity, a time and an opinion (e.g. At the weekend I watch TV at 10.15. It's great!) 'Me in the world' The vocabulary required for personal details. I am called... I am...years old. I live in... More challenging and authentic language connected to celebrations, religions and the protection of our planet to widen the range of language.
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DISCIPLINARY KNOWLEDGE

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar	Learn to listen to longer passages and understand more of what we hear by	Listen more attentively and for longer. Understand more of what we hear even when	Listen more attentively and for longer. Understand more of what we hear even when

	words and short phrases covered in the units taught.	picking out key words and phrases covered in current and previous units.	some of the language may be unfamiliar by using the decoding skills we have developed.	some of the language may be unfamiliar by using the decoding skills we have developed.
Speaking	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 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.
Reading	Read familiar words and short phrases accurately by applying knowledge from Phonics Lesson 1. Understand the meaning of short words read in a foreign language	Read aloud short pieces of text applying knowledge learnt from Phonics and Pronunciations Lesson 1 and 2. Understand most of what we read in the foreign language when it is based on a familiar language.	Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase 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 vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name,	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions/adjectives and possessive

			my age, where I live, a pet I have, a pet I don't have and my pet's name.	adjectives. Eg: A presentation or description of a typical school day including subjects, times 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' 'to be'