

Cropredy CE Primary School

Modern Foreign Languages Curriculum and Progression Map

	Year 3	Year 4	Year 5	Year 6
Theme	<ul style="list-style-type: none"> All about me Greetings Introductions Numbers 0 – 10 Classroom instructions Traditions and celebrations All about me All colours Portraits Body parts Food Fruits and vegetables At the market, Traditions and celebrations 	<ul style="list-style-type: none"> All about me Greetings (extended) Introductions, Numbers 0 – 20 Age and family Portraits Body parts, describing words Food Fruits and vegetables and preferences, At the market Traditions and celebrations Animals & stories Pets & Farm animals Describing words 	<ul style="list-style-type: none"> About FRANCE Cultural understanding: France, Alphabet & Phonics Celebrations Date and Calendar, Birthday, Traditions and celebrations Food and preferences Fruits & vegetables, Breakfast and ordering lunch At School In class Time School topics and Timetable About France: French History, Traditions and celebrations 	<ul style="list-style-type: none"> About FRANCE Cultural understanding: France, Alphabet & Phonics Celebrations Date and Calendar, Birthday, Traditions and celebrations At School In class Time School topics and Timetable About France: French History, Traditions and celebrations Animals and Stories French play: For e.g. Goldilocks and The Three Bears School /Sports & activities Sports Preferences
Listening	<ul style="list-style-type: none"> Listen attentively and understand instructions. Recognise and respond to sound patterns and words. Listen and respond to simple rhymes, stories and songs. Listen attentively and show understanding by joining in and responding. Listen for specific words and phrases. Follow a short familiar text listening 	<ul style="list-style-type: none"> Listen attentively and understand instructions. Recognise and respond to sound patterns and words. Listen and respond to simple rhymes, stories and songs. Listen attentively and show understanding by joining in and responding. Listen for specific words and phrases. Listen for sounds rhyme and rhythm. Follow a short familiar text listening and reading at the same time. (More in depth) 	<ul style="list-style-type: none"> Follow a short familiar text listening and reading at the same time. Listen attentively and understand more complex phrases and sentences; join in to show understanding. Listen for gist. Understand longer and more complex phrases / sentences. Pick out main details from a story, poem, song, conversation or passage. 	<ul style="list-style-type: none"> Follow a short familiar text listening and reading at the same time. Listen attentively and understand more complex phrases and sentences; join in to show understanding. Understand longer and more complex phrases / sentences. Pick out main details from a story, poem, song, conversation or passage.
Speaking	<ul style="list-style-type: none"> Speak with increasing confidence. Perform simple communicative tasks using single words, phrases. Recognise questions and negatives and politeness conventions. Ask and answer questions on several topics. Imitate pronunciation and intonation so that others can understand. 	<ul style="list-style-type: none"> Speak with increasing confidence. Perform simple communicative tasks using single words, phrases and short sentences. Make links between some phonemes, rhymes and spellings, and read aloud familiar words. Recognise questions and negatives and politeness conventions. Ask and answer questions on several topics. Imitate pronunciation and intonation so that others can understand. Memorise language and present ideas and information e.g. a short presentation about self / role play. 	<ul style="list-style-type: none"> Speak with increasing fluency. Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. Prepare a short presentation on a familiar topic. Understand and express simple opinions. Initiate and sustain conversations and tell stories. Speak in sentences using familiar vocabulary, phrases and basic language structures. Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. Speak with increasing spontaneity. 	<ul style="list-style-type: none"> Speak with increasing fluency. Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. Prepare a short presentation on a familiar topic. Understand and express simple opinions. Initiate and sustain conversations and tell stories. Speak in sentences using familiar vocabulary, phrases and basic language structures. Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. Speak with increasing spontaneity. Use repair strategies to keep a conversation going.
Reading	<ul style="list-style-type: none"> Recognise some familiar words in written form. Respond to written language from a range of sources. Appreciate stories, songs and poems in the language. 	<ul style="list-style-type: none"> Recognise some familiar words in written form. Respond to written language from a range of sources. Appreciate stories, songs and poems in the language. Read and understand a range of familiar written phrases. Follow a short familiar text listening and reading at the same time. Make links between some phonemes, rhymes and spellings. Apply phonic knowledge of the foreign language in order to decode text. 	<ul style="list-style-type: none"> Begin to use a dictionary to look words up and find meaning. Read carefully and show understanding of words, phrases and simple writing. Re-read frequently a variety of short texts. Read and understand the main points and some detail from a short written passage. Identify different text types and read short, authentic texts for enjoyment or information. Match sound to sentences and paragraphs. Broaden vocabulary. Develop strategies for understanding new words in familiar material including using a dictionary. 	<ul style="list-style-type: none"> Begin to use a dictionary to look words up and find meaning. Read carefully and show understanding of words, phrases and simple writing. Re-read frequently a variety of short texts. Read and understand the main points and some detail from a short written passage. Identify different text types and read short, authentic texts for enjoyment or information. Match sound to sentences and paragraphs. Broaden vocabulary. Develop strategies for understanding new words in familiar material including using a dictionary.

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		<ul style="list-style-type: none"> Read some familiar words and phrases aloud and pronounce them accurately. Use cognates and familiar language to help deduce meaning. 	<ul style="list-style-type: none"> Apply phonic knowledge of the foreign language in order to decode text. 	<ul style="list-style-type: none"> Apply phonic knowledge of the foreign language in order to decode text.
Writing		<ul style="list-style-type: none"> Experiment with the writing of simple words. Write simple words and phrases using a model. Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory. 	<ul style="list-style-type: none"> Write phrases from memory and adapt these to make new sentences. Express ideas clearly. To write words, short phrases and short sentences, using a reference. Be able to write at varying length, for different purposes and audiences. Write sentences on a range of topics using a model. Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy. 	<ul style="list-style-type: none"> Write phrases from memory and adapt these to make new sentences. Express ideas clearly. To write words, short phrases and short sentences, using a reference. Be able to write at varying length, for different purposes and audiences. Write sentences on a range of topics using a model. Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy.
Grammar		<ul style="list-style-type: none"> Nouns, gender. Singular and plural forms. Definite and indefinite article. Develop an awareness of sound spelling link to be able to write with increasing accuracy. Recognise different word classes e.g. nouns, verbs, adjectives. Personal pronouns I, you, it, Question words. Develop an awareness of the place of the adjective in the sentence. Develop an awareness of adjectival agreements. Develop an awareness of word order. Apply knowledge of language rules and conventions when building short sentences. 	<ul style="list-style-type: none"> All Year 4 and: Personal pronouns. I, you, he, she, it, Begin to use adjectival agreements with accuracy. Use of prepositions. À + definite article. De + definite article. Use a range of adverbs to make messages more interesting. 	<ul style="list-style-type: none"> All Year 5 and: Personal pronouns. I, you, he, she, it, we, they. Develop an awareness of verb patterns. Conjugate regular high frequency verbs. Conjugate some basic high frequency irregular verbs. Begin to use adjectival agreements with accuracy. Use of prepositions. À + definite article. De + definite article. Prepositions. Use a range of adverbs to make messages more interesting. Apply correct verb endings to write accurately. Verbal phrases – talk about yesterday or tomorrow in a simple way e.g. il y avait.

	KS2 Programme of Study 2014	Year 3	Year 4	Year 5	Year 6
	Listening				
L1	Listen attentively and show understanding by joining in and responding	Respond confidently to greetings, register, classroom instructions, phonics Join in with number video, dogs audiobook, the Hungry Caterpillar story, and the paper butterfly activity	Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations Play Hide and Seek in French	Understand and respond to a specific range of classroom instructions Understand essential likes / dislikes relating to food and sports Understand and respond to movement instructions	Understand a range of spoken opinions heard in sentences and short texts.
L2	Link the spelling, sound and meaning of words	Apply phonics knowledge to rhyming comptines, tongue twisters, phonics cards, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills)	Develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs (Il est né), birthday songs	Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge	Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts.
	Speaking				

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S1(a) Ask and answer questions	<p>Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal)</p> <p>Comment ça va? (How are you?)</p> <p>Comment tu t'appelles? (What do you call yourself?)</p> <p>Je m'appelle (I call myself)</p> <p>Quel âge as-tu? (How old are you?)</p> <p>J'ai...ans. (I am ...years old)</p> <p>Qu'est-ce que tu as dans ta trousse? (What do you have in your pencil case?)</p> <p>Dans ma trousse, j'ai... (In my pencil case I have...)</p> <p>Tu as un/une...? (Do you have a...?)</p> <p>Comment dit-on... en anglais/en français? (How do you say ... in English/French?)</p> <p>Tu as un animal? (Do you have a pet?)</p> <p>Quel est ton animal favori? (Which is your favourite animal?)</p>	<p>Ask / answer questions about birthdays, ages, dates, times, simple maths Comment ça se dit en français? (How do you say that in French?)</p> <p>C'est de quelle couleur? (What colour is?)</p> <p>Combien de ... y a-t-il? (How many... are there?)</p> <p>Quel jour sommes-nous? (What day is it (today)?)</p> <p>Quelle est la date aujourd'hui? (What date is it (today)?)</p> <p>Quelle est la date de ton anniversaire? (When is your birthday?)</p> <p>Comment il s'appelle? Comment elle s'appelle? (What is he/she called?)</p> <p>Comment ça s'écrit? (How do you spell that?)</p> <p>Est-ce que tu as.....? (Do you have..?)</p> <p>Tu as les yeux de quelle couleur? (What colour are your eyes?)</p> <p>Et tes cheveux? (And your hair)</p>	<p>Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things</p> <p>Quelle heure est-il? (What time is it?) Il est une heure. Il est cinq heures. (It's one o'clock, It's five o'clock)</p> <p>A quelle heure prends-tu ton petit déjeuner? (What time do you have breakfast?)</p> <p>Qu'est ce que tu manges au petit-déjeuner? (What do you have for breakfast?)</p> <p>A quelle heure prends tu ton déjeuner au collège ? (What time do you have lunch in school?)</p> <p>A quelle heure déjeunes-tu/ prends tu ton goûter/ dînes-tu? (What time do you have lunch, have tea, have dinner?)</p> <p>Ça se prononce comment? (How do you pronounce?)</p> <p>Quel(s) sport(s) fais-tu? (What sports can you play?)</p> <p>Quel(s) instrument(s) de musique joues-tu?(What instrument do you play?)</p> <p>Quel(s) instrument(s) de musique sais-tu jouer? (What instrument can you play?)</p>	<p>Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known, main details about particular festivals</p> <p>Quel temps fait-il? (What's the weather like?)</p> <p>Où habites-tu? (Where do you live?) D'où viens-tu? (Where do you come from?)</p> <p>Quelles langues parles-tu? (What languages do you speak?) Est-ce qu'il y a...? (Is there...?)</p> <p>Qu'est qu'il y a(What is there...?)</p> <p>Où est....? (Where is ...?) Qu'est ce-que tu portes? (What do you wear?)</p>
S1(b) Express opinions and respond to those of others		<p>Use: A mon avis (In my opinion), je crois que (I think that)</p>	<p>Tu aimes ...? (Do you like?)</p> <p>Qu'est-ce-que tu aimes manger/boire?(What do you like eating / drinking) Qu'est ce que tu préfères au collège? Pourquoi est-ce que tu aimes ... ?(Why do you like..?)</p>	<p>Tu aimes...? (Do you like...?) Pourquoi aimes-tu..? (Why do you like..?) Qu'est ce-que tu penses de...? (What do you think of...?)</p>
S1© Ask for clarification and help	<p>Signal a problem: Monsieur, Madame, Mademoiselle, J'ai un problème</p>	<p>Signal a problem: Monsieur, Madame, Mademoiselle, J'ai un problème Ask for help: Pouvez-vous m'aider?</p>	<p>Signal a problem: Monsieur/ madame j'ai un problème...</p> <p>Ask for help and give a detail: Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? Ask for other things: Est-ce que je peux travailler avec ...?</p>	<p>Signal a problem: Monsieur/ madame j'ai un problème...</p> <p>Ask for help and give a detail: Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? Ask for other things: Est-ce que je peux travailler avec ...?</p>
S2 Speak in sentences	<p>Use the verb forms j'ai / je n'ai pas de, c'est + nouns + adjectives in the context of animals and pencil case items to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. (NB: consistent use of KS1 L1 gestures applied to KS2 FL learning and then also cross phase to KS3). Say what your favourite ... is</p>	<p>Use these sentence structures: Mon anniversaire est le / il est une heure (deux heures etc) / Aujourd'hui c'est le ---- de... (Hier c'était le de / Demain ce sera le de) Ca commence à.... / Ca finit à.....C'est..... / Ce n'est pas il y a.../ il n'y a pas (de).....</p>	<p>Say what sports you play using "jouer à la/au" or "faire du/de la" and when you do it "je joue au foot tous les lundis". Express opinions in sentences using "J'aime" and "j'adore", give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" Say what you eat and drink and when Say what you</p>	<p>Express opinions in sentences using "J'aime" and "j'adore", give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" Use the 3rd person of key verbs to say what other people do. To talk about the weather. To say where you live. Talk about your town.</p>

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			like to eat and drink using 'j'aime manger/boire'	
S3 Describe people, places, things and actions orally (to a range of audiences)	Describe animals with colours Choral re-telling of stories, pair work, group work, assemblies re-telling the Hungry Caterpillar story	Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others Birthday survey, songs	Describe actions: eating / drinking at different times, playing sports and instruments	Describe the key geographical features of France Describe where things are Describe the where you live. To say what you wear.
Reading				
R1 read and show understanding of words, phrases and simple texts	Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple FL phrases are true or false Hungry Caterpillar story text, Colour by numbers activity	My Birthday Story in French / Pocoyo video questions Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party)	Read short texts and answer questions to show understanding	Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out
R2 appreciate stories, songs, poems and rhymes in the language	Join in confidently with the classroom instructions song, greetings song, phonics song, Ours Brun story, tongue twisters, Old Macdonald song	Numbers song, birthday and Christmas songs, Alain le Lait & Pocoyo video episodes, months / days rhymes	Film clips on sports and food in France/ Belgium/Switzerland	French film: Kirikou. French poems.
R3 read aloud with accurate pronunciation	Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text	Numbers Read and add questioning intonation	Pronounce sports (including cognates) using correct sounds	Pronounce place names when reading aloud from text or from a map. To read a text using knowledge of phonics.
R4 understand new words that are introduced into familiar written material	Enjoy stories, rhymes, songs, videos with language beyond level of active production Numbers / Days of the week / food items in Hungry Caterpillar story	Encore (again!) / Tout le monde est prêt? – j'arrive (- Coming ready or not!) / birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making cards and booklets		adjectives of reasons to support opinions, using 'parce que' to provide reasons, language for countries, locations, directions
R5 use a dictionary			Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words	Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary).
Writing				
W1 write words and phrases from memory	Write on mini-white boards and/or trace on arm: simple sentences e.g. J'ai un cheval blanc with reasonable accuracy from short-term memory. Write individual words for snacks on food plates for display from memory.	Write short exclamations and questions from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to videos) Write ' My birthday is on the ... of ... ' from memory with accurate spelling.	Write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time.	label maps – using il y a/ il n'y a pas with confidence to write sentences from memory
W2 adapt phrases to create new sentences	Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Brown Bear story to change colour – animal combinations in sentences with J'ai un/une	Animal maths Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list - using ' je vais + verbs', time exercise	Adapt short text about someone else's sports / freetime to write a short text about own free time.	Write a holiday postcard, adapting a model. Write a short text about where you live. Create a conversation about yourself.

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		Include simple connectives 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also).			
W3	describe people, places, things and actions in writing	Describe animals with colours Create mini-books	Revision – colours and numbers Describing pictures/paintings in terms of shapes and their position Describing emotions – happy, sad Describing hair / eyes of self and others Describe house and home Make birthday cards, Design invites,	Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory).	Express opinions and giving reasons (from memory) Describe places and compare locations (from memory)
	Grammar				
G1	Gender of nouns - definite and indefinite articles	Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)		Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs jouer au/ à la and faire du/de la	Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).
G2	Singular and plural forms of nouns	Form plural nouns	Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural		Some irregular plurals learnt.
G3	Adjectives (place and agreement)	Learn adjectival positioning and adjectival agreement (active use of regular singular forms)	Use of plural nouns	Agree adjectives in reasons after parce que c'est/ce sont, remembering to match number and gender.	Agree adjectives in reasons after parce que c'est / ce sont, remembering to match number and gender.
G4	Conjugation of key verbs (and making verbs negative)	Use j'ai, je n'ai pas de, c'est, ce sont	Use adjectives (agreement and position) with more confidence	Use all persons MANGER/BOIRE Use 1st/2nd person PRENDRE (le petit déjeuner) Use all persons FAIRE / JOUER Use j'aime + manger/ boire/ jouer/ faire	Use 'il y a'
G5	Connectives and qualifiers, adverbs of time, prepositions of place	Use simple connectives 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also).	Create greater variety of sentences using the key verb forms from Y3. Use il y a / il n'y a pas de and c'est / ce n'est pas.... Retell story with 3rd person ER verbs (non-explicit focus) Use future tense (je vais + infinitive verb), infinitives	Use days of the week (les lundis, etc..)	Use the verbs être and aller