



St. Edward's Catholic Primary School

Skills Progression



Celebrating Our Diversity

Creating Independent Thinkers

Producing Global Citizens in a Caring Community

Developing Opportunities Through Our Curriculum

Aspiring To Be Technological Innovators

Skills Progression in Modern Foreign Languages

- Studies by Research in Primary Languages (RiPL) have demonstrated that children benefit from different kinds of MFL teaching and learning activities as they progress through primary school.
- A sense of progression and achievement becomes increasingly important in Year 5 and Year 6. This suggests expansion beyond a main emphasis on fun and repetition to more structured reflective opportunities for learning.
- Our older children are capable of linguistic analysis and can benefit from explicit grammar teaching for French. They can attempt to make creative use of fixed expressions that they have learnt in earlier years.
- Such activities can encourage children with a home language other than English to access their enhanced knowledge of language and their enhanced phonological awareness.

Our curriculum has always aimed to promote progress across Key Stage 2 in terms of:

- knowledge about how language works and ability to implement that knowledge (notably knowledge of phonics and grammar)
- language learning strategies (such as memorisation skills and use of clues to derive meaning)

We are currently aiming to make this progress more visible to the children.

'Following Christ we reach our goals'



Skills Progression

Subject: Modern Foreign Languages (French)



For Knowledge about Language, in Year 3, children will learn to:

- Identify specific sounds, phonemes and words
- Imitate pronunciation of sounds
- Hear main word classes
- Recognise question forms and negatives
- Recognise how sounds are represented in written form
- Notice the spelling of familiar words
- Recognise that languages describe familiar things differently
- Recognise that many languages are spoken in the UK and the world
- Recognise conventions of politeness

For Language Learning Strategies, in Year 3, children will learn to:

- Discuss language learning and share ideas and experiences
- Use actions and rhymes and play games to aid memorisation
- Use context of what they see/read to determine some of the meaning
- Practise new language with a friend and outside the classroom
- Look at the face of the person speaking and listen attentively
- Use gestures to show they understand
- Write new words
- Compare the language with English

Yr 3 French phonics

There is a special French R.

At the end of a word, don't say the s!

At the end of a word, don't say the t!

Some sounds are the same.

Some sounds are different.

Yr 3 French grammar

Some nouns are masculine.

Some nouns are feminine.

Often, the word order is different

Questions have question words.

Questions have question marks.

As an example, content of introductory activities in Year 3:

Notre Père Year 3

Know that it is the Our Father

Map across to English once a term

Il y a chant Year 3

"Finger" memory trick, meaning

Weather Year 3

Six weathers with actions

'Following Christ we reach our goals'



Skills Progression

Subject: Modern Foreign Languages (French)



For Knowledge about Language, in Year 4, children will learn to:

- Reinforce and extend recognition of word classes and understand their function.
- Recognise and apply simple agreements, singular and plural.
- Use question forms.
- Recognise that texts in different languages will often have the same conventions of style and layout.
- Apply phonic knowledge of the language to support reading and writing.
- Identify a different writing system.

For Language Learning Strategies, in Year 4, children will learn to:

- Discuss language learning and share ideas and experiences.
- Use mental associations to help remember words.
- Ask for repetition and clarification.
- Use context and previous knowledge to find meaning and pronunciation.
- Practise new language with a friend and outside the classroom.
- Plan and prepare for a language activity.
- Read and memorise words.
- Sort words into categories.
- Apply knowledge about letters and simple grammatical knowledge to experiment with writing.
- Use a dictionary to look up spellings.

Yr 4 French phonics	Yr 4 French grammar
<p>There is a special French R.</p> <p>At the end of a word, don't say the s or the t!</p> <p>Some sounds are the same.</p> <p>Some sounds are different.</p> <p>H at the beginning of a word is silent.</p> <p>IN makes a nasty sound.</p> <p>É è ê â ç</p>	<p>Some nouns are masculine, some feminine.</p> <p>Some nouns are singular, some plural.</p> <p>Adjectives agree with their nouns.</p> <p>Often, the word order is different.</p> <p>Questions have question words, question marks.</p> <p>"Est-ce que" creates a question.</p> <p>Subject and verb can be reversed in a question.</p> <p>"NE verb PAS" turns a positive statement into a negative statement.</p> <p>I have seen that verbs conjugate.</p> <p>I have seen how the verb "to be" conjugates.</p> <p>I have heard about "elision" (<i>J'aime</i>) and "liaison" (<i>je suis une pizza</i>).</p> <p>I know about <i>TU</i> (you singular informal) and <i>VOUS</i> (you plural and singular formal).</p>

As an example, content of introductory activities in Year 4

<p>Notre Pere 4</p> <p>Know that it is the Our Father</p> <p>Map across from English once a term</p> <p>Nom tentation pain aujourd'hui Ne pas accents</p>	<p>Il y a chant Year 4</p> <p>"Finger" memory trick, meaning</p> <p>Literal meaning</p> <p>Discussion</p>	<p>Weather Year 4</p> <p>Question</p> <p>Six weathers with actions</p> <p>Phonics</p> <p>Making one of them negative</p>
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Skills Progression

Subject: Modern Foreign Languages (French)



For Knowledge about Language, in Year 5, children will learn to:

- Recognise patterns in simple sentences.
- Manipulate language by changing an element in a sentence.
- Apply knowledge of rules when building sentences.
- Develop accuracy in pronunciation and intonation.
- Understand and use negatives.
- Appreciate that different languages use different writing conventions.
- Recognise the typical conventions of word order in the foreign language.
- Understand that words will not always have a direct equivalent in the language.
- Notice different text types and deal with authentic texts

For Language Learning Strategies, in Year 5, children will learn to:

- Plan and prepare – analyse what needs to be done to carry out a task.
- Integrate new languages into previously learnt language.
- Apply grammatical knowledge to make sentences.
- Use actions and rhymes to aid memorisation.
- Ask for repetition and clarification
- Use context and previous knowledge to help understanding.
- Practise new language with a friend and outside the classroom.
- Look and listen for visual and aural clues.
- Use a dictionary or a word list.
- Pronounce/read aloud unknown words

Yr 5 French phonics

There is a special French R.

At the end of a word, don't say the s or the t!

Some sounds are the same.

Some sounds are different.

H at the beginning of a word is silent.

IN makes a nasty sound.

É è ê â ç C qu k Ch oi

Yr 5 French grammar

Some nouns are masculine, some feminine. Some nouns are singular, some plural.

Adjectives agree with their nouns.

I can explain "*mon, ma, mes*".

Often, the word order is different.

Questions have question words, question marks.

"*Est-ce que*" turns a statement into a question.

Subject and verb can be reversed in a question.

"*NE verb PAS*" turns a positive statement into a negative statement.

I can explain that verbs conjugate.

I know how the verbs "to be" and "to have" conjugate.

I have heard about "elision" (*J'aime*) and "liaison" (*je suis une pizza*).

I know about *TU* (you singular informal) and *VOUS* (you plural and singular formal).

I recognise French << speech marks >>.

As an example, content of introductory activities in Year 5

Notre Père Year 5

Know that it is the Our Father; map across from English once a term

Nom tentation pain aujourd'hui ciel/cieux

What other words can you identify?

Ne pas Accents Nouns and verbs

Il y a chant Year 5

"Finger" memory trick, meaning

Literal meaning Discussion

Finding it in other places

Identifying y in Bear Hunt

Weather Year 5

Question Six weathers with actions

Phonics Making one of them negative (all children to do it)

Weather song and videos

Identify new expressions. etc

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Modern Foreign Languages (French)

<p>For Knowledge about Language, In Year 6, children will learn to: Recognise patterns in the language.</p> <ul style="list-style-type: none"> • Notice and match agreements. • Use knowledge of words, text and structure to build simple spoken and written passages. • Use knowledge of word order and sentence construction to support understanding. • Use knowledge of word and text conventions to build sentences and short texts. • Devise questions for authentic use. 	<p>For Language Learning Strategies, in Year 6, children will learn to:</p> <ul style="list-style-type: none"> • Discuss language learning and reflect and share ideas and experiences. • Plan and prepare –what needs to be done in order to carry out a task? • Use language known in one context or topic in another context or topic. • Ask for repetition and clarification. • Use context and previous knowledge to help understanding and reading skills. • Practise new language with a friend and outside the classroom. • Listen for clues to meaning e.g. tone of voice, key words. • Apply a range of linguistic knowledge to create simple, written production. • Evaluate work. • Use a dictionary • Compare and reflect on techniques for memorising language.
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<p>Yr 6 French phonics</p> <p>There is a special French R.</p> <p>At the end of a word, don't say the s or the t!</p> <p>Some sounds are the same.</p> <p>Some sounds are different.</p> <p>H at the beginning of a word is silent.</p> <p>IN makes a nasty sound.</p> <p>É è ê â ç</p> <p>C qu k Ch oi En/em/am/an</p>	<p>Yr 6 French grammar</p> <p>Some nouns are masculine, some feminine, some singular, some plural. Adjectives agree with their nouns. I can explain "mon, ma, mes" and look for patterns.</p> <p>Often, the word order is different.</p> <p>Questions: as for Year 5</p> <p>"NE verb PAS" turns a positive statement into a negative statement.</p> <p>I can explain that verbs conjugate, with confidence. I can explain about, and start to recognise the infinitive. I am confident when discussing how the verbs "to be" and "to have" conjugate.</p> <p>I can explain about "elision" (<i>J'aime</i>) and "liaison" (<i>je suis une pizza</i>).</p> <p>I know about TU (you singular informal) and VOUS (you plural and singular formal).</p> <p>I recognise French << speech marks >>.</p>
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As an example, content of introductory activities in Year 6

<p>Notre Père Year 6 Know that it is the Our Father; map across from English once a term Nom tentation pain aujourd'hui ciel/cieux. What other words can you identify? Ne pas Accents Nouns and verbs Find the verbs conjugations on a model</p>	<p>Il y a chant Year 6 "Finger" memory trick, meaning Literal meaning Discussion Finding it in other places Using it in sentences</p>	<p>Weather 6 Question Phonics Six weathers with actions Making one negative Weather report Writing about the weather independently</p>
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