



ESW MFL Curriculum

Overview of Progression

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of learning	DfE Programme of Study Attainment Targets			Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	"Present ideas and information orally to a range of audiences."
	Project/Unit Title			NB only in mixed Y2/3 classes	I'm Learning French Animals I can Fruit Vegetables	Presenting myself Family In class In the tearoom Romans	The weather Do you have a pet? The date Planets At school	My home Clothes Habitats The weekend Vikings
	Substantive Knowledge (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...'	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	Consolidate 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',	Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied. Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate. Use accurate grammar, spelling and punctuation. Develop and use a wide-ranging and deepening vocabulary that goes

			or 'In my pencil case I do not have...'	describe clothes in terms of colour EG: 'My blue coat'.	'to have' and 'to be'.	beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
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 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.	Listen to a variety of forms of spoken language to obtain information and respond appropriately.
Listening		Learn to repeat and reproduce the language I hear with accurate pronunciation. Learn to articulate key words introduced and understand their meaning.	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 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 aloud short pieces of text applying knowledge learnt from 'Phonics 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.	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.	Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

				Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Decode unknown language using bilingual dictionaries.	Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.	
Writing			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, my age, where I live, a pet I have, a pet I don't have and my pet's 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. 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.	Transcribe words and short sentences that they hear with increasing accuracy. Express and develop ideas clearly and with increasing accuracy, both orally and in writing. Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.	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.
New Vocabulary See separate vocabulary document			https://educationsouthwest.sharepoint.com/:w:/r/sites/ESWConsistentPlanning/Shared%20Documents/General/MFL/ESW%20MFL%20Curriculum%20-%20vocab%20progression.docx?d=w9b371b6ff1734724a1d4f207d0a81e49&csf=1&web=1&e=aoQVrs				