

**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

**Modern Foreign Languages (MFL) at Studley Green**  
**Intent**

**MFL is learning about the languages and cultures of other countries.**

**Aims**

- To develop the enjoyment, confidence and competence of each child in the modern foreign language they are learning. At Studley Green we have chosen to teach French as our chosen language using the scheme by Language Angels.
- For pupils to be passionate, curious and confident about their own foreign language learning abilities, making significant progress in working towards or meeting the targets of the KS2 programme of study before moving onto secondary school.
- To ensure that pupils of all abilities develop solid foundations in the **5 key language learning skills (speaking, listening, reading, writing and grammar)** preparing them for the next stage in their language learning journey.
- To extend their knowledge of how language works and explore the similarities and differences between French and English.
- To strengthen their sense of identity through learning about culture in other countries and comparing it with their own, thus having a deeper understanding of cultural similarities and differences.

**National Curriculum Expectations**

***Purpose of study***

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries

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### **Unit Mapping & Skills Development Overview**

#### ***The National Curriculum for Languages aims to ensure that all pupils:***

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

#### ***DfE Attainment Targets***

##### ***By the end of KS2 Pupils should be able to:***

1. Listen attentively to spoken language and show understanding by joining in and responding
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. Present ideas and information orally to a range of audiences
7. Read carefully and show understanding of words, phrases and simple writing
8. Appreciate stories, songs, poems and rhymes in the language
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. Describe people, places, things and actions orally and in writing
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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**Implementation**

- French is taught in a whole-class setting by the class teacher or teaching assistant if being taught during PPA time in Key Stage 2 classes including the Resource Base
- Weekly lessons are 30-45 minutes long
- Teachers follow the 6 lesson sequence planned for each unit, adapting it as necessary for their learners
- Lessons are designed to motivate, captivate and interest children with clear achievable objectives, fun songs, games, interactive powerpoints and consolidation worksheets.
- Each lesson focuses on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).
- Knowledge organisers and Unit Vocabulary lists are given to children to support their language learning
- SEN children have access to the curriculum through variation of task, grouping or support from an adult
- We aim to teach 6 units each year - these are laid out in the bespoke unit planner created for us by Language Angels to accommodate our individual needs
- It is our aim that vocabulary and phrases / songs are revisited in short bursts throughout the week to consolidate knowledge and ensure new language is retained

### **Bespoke Unit Planner**

At Studley Green we have adapted the proposed unit planner from Language Angels to accommodate the needs of our pupils. As many have limited language skills and exposure in English we felt that it was important to ensure that the units being taught were matched to their knowledge and experiences so that they can make links and remember more. This planner is reviewed and adapted annually.

The following document shows how the DfE Attainment Targets (numbered 1-12 and broken into the different language learning skills) are mapped out over the units we have chosen to teach to ensure coverage and progression. See below for compliance.

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**Studley Green Unit Planner 2022-2023 (Limited Foreign Language Experience)**

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Autumn Term</b>				
<b>Half Term 1</b>	<b>Lesson 1- 6</b> J'Apprends le francais (E)	<b>Lesson 1</b> Phonetics Lesson 1 (C) <b>Lesson 2</b> Phonetics Lesson 2(C) <b>Lesson 3</b> Salutations (C) <b>Lesson 4</b> Les Couleurs (C) <b>Lesson 5</b> Les Nombres (C) <b>Lesson 6</b> Les jours (C)	<b>Lesson 1</b> Culture / France lesson <b>Lesson 2</b> Phonetics Lesson 1 (C) <b>Lesson 3</b> Phonetics Lesson 2 (C) <b>Lesson 4</b> Phonetics Lesson 3 (C) <b>Lesson 5</b> Days of the week (C) <b>Lesson 6</b> Months of the year (C)	<b>Lesson 1</b> Culture / france lesson <b>Lesson 2</b> Review lesson of Y5 learning <b>Lesson 3</b> Phonetics Lesson 1 (C) <b>Lesson 4</b> Phonetics Lesson 2 (C) <b>Lesson 5</b> Phonetics Lesson 3 (C) <b>Lesson 6</b> Phonetics Lesson 4 (C)
<b>Half Term 2</b>	<b>Animals (E)</b>	<b>Les legumes (E)</b>	<b>In the Classroom (I)</b>	<b>Goldilocks &amp; The Three Bears (I)</b>
Last lesson of the term to be based on Christmas				
<b>Spring Term</b>				
<b>Half Term 1</b>	<b>Shapes (E)</b>	<b>Ancient Britain (E)</b>	<b>My Home (I)</b>	<b>Do you have a Pet? (I)</b>
<b>Half Term 2</b>	<b>Fruits (E)</b>	<b>Little Red Riding Hood (E)</b>	<b>Family (I)</b>	<b>Les Vetements (I)</b>
<b>Summer Term</b>				
<b>Half Term 1</b>	<b>I Can (E)</b>	<b>Seasons (E)</b>	<b>Weather (I)</b>	<b>I can (E)</b> (more simple unit during SATS term)
<b>Half Term2</b>	<b>Ice Creams (E)</b>	<b>Presenting Myself (I)</b>	<b>At the cafe (I)</b>	<b>School (P)</b>

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**Year 3**

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

**Year 3 Deliverable Classroom Realities by the end of year:**

- Understand numbers 1-10 and be able to say, read and write them
- Be familiar with the days of the week and be able to say them and recognise them in written form
- Use simple greetings (e.g. say hello and goodbye, saying how they are).
- Ask and answer simple questions about name and age
- Understand and communicate familiar nouns using the correct article (dependent on gender).
- Use simple adjectives, eg colours
- Use some simple verbs in the first person 'I' form e.g. I am, I play
- Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus

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<b>Y3 - Term 1</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
<b>Phonetics 1 (C)</b> <b>I'm Learning French (E)</b>			x	x	x	x	x		x	x		x
	Listen to model roleplays and infer meaning  Numbers listening exercise		Use the 'Phonetics Lesson 1' PowerPoint provided in your resources to explain and teach the first 4 French sounds / phonemes. We will look at the sounds; 'CH' 'OU' 'ON' 'OI'  Say colours & numbers 1-10  Roleplay on saying how you are and what your name is				Match colours to written form  Match written form of numbers to digits			Activities lessons 1-5  Create name labels  Worksheets in lesson 5		First person singular of High frequency verbs
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li>• Find France on a map of the world and be able to tell you some key facts about France/ French speaking countries</li> <li>• Ask and answer the question 'How are you?' in French.</li> <li>• Say hello and goodbye in French.</li> <li>• Ask and answer the question 'What is your name?' in French.</li> <li>• Count to 10 in French.</li> <li>• Read, write, say and recognise ten colours in French.</li> </ul>											
<b>Y3 - Term 2</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
<b>Animals (E)</b>	x		x	x	x	x	x		x	x	x	
	Activities in lessons 1-5.		Activities in lessons 1-5.				Activities in lessons 1-5.			Activities in lessons 1-5.		Introduction of gender via the

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	Match sound to animal picture / word / phrase	Be able to say "I am..." plus an animal in foreign language by the end of the unit.	Match word to animal picture / word / phrase in English.	Differentiated worksheets in lesson 5.	indefinite article and first person singular of the verb 'to be'.							
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li><i>I can repeat all the numbers 1-10 in French, usually unaided. Counting backwards is harder.</i></li> <li><i>I can tell you what these numbers mean in English when they are out of sequence with a word bank with matching digits.</i></li> <li><i>I can say and match all the animals to their appropriate picture and attempt to spell three animals in French.</i></li> </ul>											
<b>Y3 - Term 3</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
<b>Shapes (E)</b>	x	x		x	x	x	x	x	x	x	x	x
			(awaiting content from Language Angels)									Gender and articles
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li><i>I can repeat and recognise most of the ten shapes in French. All with a prompt first.</i></li> <li><i>I can attempt to possibly spell between 1-5 of these words but I may need somebody to go through them all, with a picture and spelling reminder first.</i></li> <li><i>I can attempt to give the correct article (un/une) for 1-5 of these words.</i></li> <li><i>I can count from 1-5 in French but I am unable to spell these numbers.</i></li> </ul>											
<b>Y3 - Term 4</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
	x		x	x	x	x	x		x	x		x

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<b>Fruits (E)</b>	<p>Activities in lessons 1-5.</p> <p>Match sound to picture / word / phrase.</p> <p>Understanding slightly longer text.</p>	<p>Activities in lessons 1-5.</p> <p>Name 10 fruits and say "I like..." and "I don't like..." plus a fruit by end of unit.</p>	<p>Activities in lessons 1-5.</p> <p>Match key nouns to picture / word / phrase in English.</p> <p>Short and simple reading tasks by week 5.</p>	<p>Activities in lessons 1-5.</p> <p>Differentiated worksheets in all lessons.</p>	<p>Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.</p>							
<p><i>End of Unit Expectations &amp; Sticky Knowledge</i></p>	<ul style="list-style-type: none"> <li>● <i>I can repeat and recognise most of the ten fruits in French with their correct article.</i></li> <li>● <i>I can attempt to possibly spell five of these words unaided from memory with good accuracy.</i></li> <li>● <i>I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first.</i></li> <li>● <i>I can say in French which of the ten fruits I like and dislike, but I may need a model answer.</i></li> </ul>											
<p><b>Y3 - Term 5</b></p> <p>PoS Attainment Target</p>	<p style="text-align: center;">Listening</p>		<p style="text-align: center;">Speaking</p>				<p style="text-align: center;">Reading</p>			<p style="text-align: center;">Writing</p>		<p style="text-align: center;">Grammar</p>
	1	2	3	4	5	6	7	8	9	10	11	12
<p><b>I Can (E)</b></p>	x		x	x	x	x	x		x	x	x	x
<p>Activities in lessons 1-5.</p> <p>Match sound to picture / word / phrase.</p>	<p>Activities in lessons 1-5.</p> <p>Say "I am able to.." / "I can..." plus activity by end of unit.</p>		<p>Activities in lessons 1-5.</p> <p>Match key verb to picture / word / phrase in English.</p>				<p>Activities in lessons 1-5.</p> <p>Differentiated worksheets in lesson 5.</p>			<p>Modal verb followed by infinitive.</p> <p>"I am able to..." / "I can..." plus verb infinitive.</p> <p>First person singular only</p>		
<p><i>End of Unit Expectations &amp;</i></p>	<ul style="list-style-type: none"> <li>● <i>I can name up to five common French verbs/activities.</i></li> <li>● <i>I can also spell up to five of these verbs accurately.</i></li> <li>● <i>I can match up to five verbs/activities to their picture easily, and attempt more if I have time to remind myself of the</i></li> </ul>											



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<i>Sticky Knowledge</i>	<i>language first.</i> <ul style="list-style-type: none"> <li><i>I can say I am able to do some of these activities in French by using je peux</i></li> </ul>											
<b>Y3 - Term 6</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
<b>Ice Creams (E)</b>	x	x	x	x	x	x	x	x	x	x		x
	Activities in lessons 1-5.  Matching sounds to ice-cream flavours in pictures, words and phrases.  Extended listening challenge offered in lesson 4 with extra vocabulary for cones and pots.		Activities in lessons 1-5.  Starting with the individual flavours and building towards a role play in an ice-cream shop / parlour				Activities in lessons 1-5. Match word to ice-cream flavour picture / word.  Extended reading opportunities offered in lessons 4 & 5 including cones, pots and number of scoops.			Activities in lessons 1-5.  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 language) provided in lesson 5.		Verb structures - first person singular form of the phrase 'I would like...'
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li><i>I can repeat and recognise most of the ten ice-cream flavours in French as presented in this unit.</i></li> <li><i>I can attempt to possibly spell five of these ice-cream flavours in French unaided from memory with good accuracy.</i></li> <li><i>I can say in French that I would like an ice-cream, using 'je voudrais' but I may need a reminder of the answer first.</i></li> <li><i>I can specify in French what flavour ice-cream I would like, but I may need to hear a model answer first.</i></li> <li><i>I can specify in French whether I would like my ice-cream in a pot or a cone or a small pot/tub if I am reminded of</i></li> </ul>											

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	<i>the language first.</i>
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**Year 4**

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

**Year 4 Deliverable Classroom Realities by the end of year:**

- Understand numbers 1- 20 and be able to say, read and write them (e.g.in dates and other numeracy activities)
- Understand and communicate using a wider range of familiar nouns (including the correct article).
- Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, age, nationality where they live).
- Understand and use verbs in the first person 'I' form
- Write slightly longer phrases and basic sentences using a verb in the first person 'I' form and a noun including the correct article. (Adjectives should not be included in sentence until Year 5 due to adjectival agreement)

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Y4 - Term 1	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
<b>Phonetics 1&amp;2 (C)</b>  <b>Core Vocabulary lessons:</b> Salutations, Colours, Numbers, Days					x							
			Use the 'Phonetics Lesson 1' PowerPoint provided in your resources to explain and teach the first 4 French sounds / phonemes. We will look at the sounds; 'CH' 'OU' 'ON' 'OI'  Use the 'Phonetics Lesson 2' PowerPoint provided in your resources to explain and teach the second batch of 4 French sounds / phonemes. We will look at the sounds; 'I', 'IN', 'IQUE' and 'ILLE'									
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li>Use correct pronunciation when speaking and start to see links between pronunciation and spelling</li> </ul>											
Y4 - Term 2	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12

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<b>Les legumes</b>	x		x	x	x	x	x		x	x		x
			(awaiting content from language angels)									
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li><i>I can repeat and recognise most of the 10 vegetables in French with their correct article.</i></li> <li><i>I can attempt to possibly spell 5 of these words unaided from memory with good accuracy.</i></li> <li><i>I can ask somebody in French for a particular vegetable but I may need a reminder of how to specify the weight.</i></li> <li><i>I can perform a very simple French role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.</i></li> </ul>											
<b>Y4 - Term 3</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
<b>Ancient Britain (E)</b>	x			x	x	x	x		x	x	x	x
	Activities in lessons 1-5.  Match sound to picture / word / phrase.  Understanding slightly longer text.		Activities in lessons 1-5.  Say "I am, I have and I live..." depending on whether they are from stone, bronze or iron age.				Activities in lessons 1-5.  Match key nouns to picture / word / phrase in English			Activities in lessons 1-5.  Differentiated worksheets in all lessons.  Working towards writing a short phrase		First person singular of three high frequency verbs. "I am ...I have...I live".
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li><i>I can tell you and use correctly the French for two of the following three; "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite).</i></li> <li><i>I can tell you most of the words for the six key periods of ancient Britain (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. I work better with a model first.</i></li> <li><i>I can tell you that I am a man or woman from the stone age, bronze age or iron age in French from memory and attempt to spell this too.</i></li> <li><i>I can say I have at least one hunting tool as a man or woman from the stone age, bronze age or iron age in French.</i></li> <li><i>I can attempt to say where I live as a man or woman from the stone age, bronze age or iron age but may need an</i></li> </ul>											

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<i>example or to hear the words said to me clearly first.</i>												
<b>Y4 - Term 4</b> PoS Attainment Target	Listening		Speaking				Reading			Writing		Grammar
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Little Red Riding Hood (E)</b>	x	x		x	x	x	x	x	x	x		
	Listen to the story in lessons 1-3 and understand the meaning.  Match what they hear to pictures.		Activities in lessons 1-5.  Say words / parts of the story or retell the story in the target language.				Read the story and understand the meaning.  Match picture, word and phrase cards.			Activities in lessons 1-5.  Differentiated worksheets in lesson 5 including mind-mapping.		Definite articles with parts of the body (lessons 4-5).
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li>● <i>I can listen and follow the entire story of Little Red Riding Hood in French and understand most of what I hear.</i></li> <li>● <i>I can remember nearly all of the words for the picture cards in French and find it easier when I have a word bank, an adult or a partner to prompt me.</i></li> <li>● <i>I can remember and spell three parts of the body we covered in class.</i></li> </ul>											
<b>Y4 - Term 5</b> PoS Attainment Target	Listening		Speaking				Reading			Writing		Grammar
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Seasons (E)</b>	x			x	x	x	x		x	x		
	Activities in lessons 1-5 matching each season to a picture, word or phrase.  Understanding		Activities in lessons 1-5.  Starting with the individual seasons (noun + definite article) and building towards saying a short phrase about the key characteristics of each season by lesson 5.				Activities in lessons 1-5.  Matching seasons to images / words / phrases. Short and simple reading tasks by lesson 5.			Activities in lessons 1-5.  Differentiated worksheets in each lesson. Building towards writing a short		Use of definite articles with the seasons and learning how to say 'in' a particular season.

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	slightly longer text and starting to learn to decode and gist listen by lesson 5.								phrase about each season by lesson 5.			
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li>• Name, recognise and remember all four seasons in French.</li> <li>• Say which is our favourite season in French.</li> <li>• Say why it is our favourite season in French.</li> <li>• Start to recognise and use the conjunctions 'et' (and) &amp; 'car' (because) in our spoken and written responses.</li> </ul>											
<b>Y4 - Term 6</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
<b>Presenting Myself (I)</b>	x		x	x	x	x	x		x	x		x
	Activities in lessons 1-5.  Match sound to picture / word / phrase.  Numbers 1-20 listening exercise in lesson 3.	Activities in lessons 1-5.  Perform role play with name, age, where they live and nationality in lesson 5.				Activities in lessons 1-5.  Read role-plays and understand the content.			Activities in lessons 1-5.  Lesson 5 contains differentiated numbers worksheets and ID card.  Extended written opportunity week 5.		Nationalities and adjectival agreement based on gender.	
<i>End of Unit Expectations &amp;</i>	<ul style="list-style-type: none"> <li>• I can understand and use set phrases to talk about myself and ask others for simple information in return.</li> <li>• I can understand numbers 1-20, count and use them out of sequence.</li> <li>• I can tell you my nationality and I am aware that the pronunciation changes if I am a girl or boy.</li> </ul>											

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<i>Sticky Knowledge</i>	
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**Year 5**

	Listening	Speaking	Reading	Writing	Grammar
Language Learning skills development overview	<ul style="list-style-type: none"> <li>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)</li> <li>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Take part in short conversations using sentences and familiar vocabulary</li> <li>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning</li> <li>Understand and express simple opinions using familiar topics and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>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 partner schools.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank)</li> <li>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</li> <li>Check spellings with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of gender (masculine &amp; feminine) and which article (definite or indefinite) to use correctly with definite nouns.</li> <li>Use the negative form, possessives and connectives</li> <li>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</li> </ul>

**Year 5 Deliverable Classroom Realities by the end of year:**

- Understand numbers 1-70 and be able to say, read and write them
- Understand and use the alphabet to assist in correct spelling and pronunciation
- Follow and give simple instructions and descriptions
- Take part in conversations and be able to make simple statements and present information
- Understand and communicate simple descriptions orally and in writing
- Be able to read passages of text and answer questions (orally or in writing)
- Be able to listen to passages of text and answer questions (orally or in writing)
- Understand and use transactional language (eg in a cafe roleplay - I would like, how much etc)
- Use adjectives to make sentences more descriptive
- Begin to understand what a fully conjugated verb looks like and examine what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities.



**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

Y5 - Term 1	Listening		Speaking				Reading			Writing		Grammar
	1	2	3	4	5	6	7	8	9	10	11	12
PoS Attainment Target												
Phonetics 1-3 (C)												
Core Vocabulary Lessons: Days of the week, Months of the year			Recap Lesson 1: 'CH' 'OU' 'ON' 'OI'  Recap Lesson 2: 'I', 'IN', 'IQUE' and 'ILLE'  Use the 'Phonetics Lesson 3' PowerPoint provided in your resources to explain and teach the third batch of 5 French sounds / phonemes. We will look at the sounds; 'É', 'E', 'È', 'EAU' and 'EUX' in this lesson									
End of Unit Expectations & Sticky Knowledge	<ul style="list-style-type: none"> <li>Use correct pronunciation when speaking and start to see links between pronunciation and spelling</li> </ul>											
Y5 - Term 2	Listening		Speaking				Reading			Writing		Grammar
	1	2	3	4	5	6	7	8	9	10	11	12
PoS Attainment Target												
	x		x	x	x	x	x		x	x	x	x

**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

<b>In the Class (I)</b>	Activities in lessons 1-5.  Matching sound to picture / word / phrase in lessons 3-4.	Activities in lessons 1-5.  'What I have.. / don't have..' in my pencil case in lesson 5.	Activities in lessons 1-5.  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 categorise by article.  Use of the negative when saying 'I do not have...'							
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li><i>I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiner.</i></li> <li><i>I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are.</i></li> <li><i>I can recall in spoken and written form what I have and do not have in my pencil case.</i></li> </ul>											
<b>Y5 - Term 3</b>	<b>Listening</b>		<b>Speaking</b>				<b>Reading</b>			<b>Writing</b>		<b>Grammar</b>
PoS Attainment Target	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>My Home (I)</b>	Activities in lessons 1-5.  Challenging listening exercises in lessons 4 and 5.	Activities in lessons 1-5.  Say where you live and name the rooms in your house that you have and do not have	Various activities in lessons 1-5.  Differentiated worksheets in all lessons. Longer reading texts.				Activities in lessons 1-5.  Longer written email task and authentic reading task week 5.			First person singular of the verb "to live" and "to have".  Full use of the negative "I do not have".		
<i>End of Unit Expectations &amp;</i>	<ul style="list-style-type: none"> <li><i>Say and write in French whether we live in a house or an apartment.</i></li> <li><i>Say what room we have and do not have at home using the key structure 'chez moi il y a... and chez moi in n'y a pas de/d'...'</i></li> </ul>											

**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

<i>Sticky Knowledge</i>	<ul style="list-style-type: none"> <li>Use the connective/conjunction <i>et</i> to link two sentences together.</li> </ul>											
<b>Y5 - Term 4</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
<b>My Family (I)</b>	x	x	x	x	x	x	x	x	x	x	x	x
	Activities in lessons 1-5.  Match sounds to picture / word / phrase.		Activities in lessons 1-5.  Present orally on your / a family in lesson 5.				Activities in lessons 1-5.  Longer reading task in lesson 5.			Activities in lessons 1-5.  Lesson 5 contains a written presentation based on a / your family.  Extended written opportunity week 5.		Gender & Articles Possessives
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li>I can remember most of the language covered in the 'Presenting Myself' unit</li> <li>I can tell you the nouns for family members in French from memory and, with support, tell you what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called.</li> <li>I can recognise numbers 1-70 in French. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'.</li> <li>Understand possessive adjectives better in French ('my' form only)</li> </ul>											
<b>Y5 - Term 5</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12

**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

	x		x	x	x	x	x		x	x	x	x	
<b>The Weather (I)</b>	Activities in lessons 1-5.  Challenging weather listening exercise in lesson 3.		Various activities in lessons 1-5.  Ask and answer what the weather is like today in target language.  Present as a weather forecaster in lesson 5.				Various activities in lessons 1-5.  Weather reading exercise in lesson 3.			Create weather map and written weather report in lesson 5.  Extended written opportunity.		N/A	
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li><i>I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me.</i></li> <li><i>I can ask what the weather is in French and can attempt to give the reply in French if I am reminded of the language choices first.</i></li> <li><i>I can read a French weather map but I need the language written down as I may have difficulty in recalling the language</i></li> </ul>												
<b>Y5 - Term 6</b>	Listening		Speaking				Reading			Writing		Grammar	
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12	
	x		x	x	x	x	x		x	x	x	x	
<b>At the Cafe (I)</b>	Activities in lessons 1-5.  Match sound to picture / word / phrase.		Activities in lessons 1-5.  Café role play in lesson 5.				Activities in lessons 1-5.  Match word 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.	
<i>End of Unit Expectations &amp;</i>	<ul style="list-style-type: none"> <li><i>I can understand and use most of the set phrases covered in class to order food and drink.</i></li> <li><i>I may need help to read and pronounce some of these words to help me order a French breakfast and typical French snacks from a menu. With help I can also order for my friend.</i></li> </ul>												

**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

<i>Sticky Knowledge</i>	<ul style="list-style-type: none"><li>• <i>I can ask for the bill when prompted.</i></li></ul>
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**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

**Year 6**

	Listening	Speaking	Reading	Writing	Grammar
Language Learning skills development overview	<ul style="list-style-type: none"> <li>• Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</li> <li>• 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 they hear.</li> </ul>	<ul style="list-style-type: none"> <li>• Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</li> <li>• Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</li> <li>• Use connectives to link together what they say so as to add fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud with expression and accurate pronunciation.</li> <li>• 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, letters from a partner school or internet sites in the target language (supervision required)).</li> </ul>	<ul style="list-style-type: none"> <li>• Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</li> <li>• 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.)</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</li> <li>• Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</li> <li>• Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</li> </ul>

**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

**Year 6 Deliverable Classroom Realities by the end of Year:**

- Be able to say, read and write the date including the day, number and month of the year.
- Understand numbers 1-100 and be able to use them in context
- Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read
- Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard
- Understand, express and be able to justify opinions orally and in writing
- Be able to express a statement in the positive and the negative
- Use adjectives to make their sentences more descriptive. They must make sure the adjectives agree with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.
- Use connectives to make sentences more descriptive and fluent
- Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities





**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

	x	x		x	x	x	x	x	x			
<b>Goldilocks &amp; the Three bears (I)</b>	Activities in lessons 1-5.  Match sound to picture / word / phrase throughout the unit.		Activities in lessons 1-5.  Say words / parts of the story to retell the story in the target language.				Activities in lessons 1-5.  Match picture, word and phrase cards. Story reordering worksheet in lessons 4-5 .			Create story minibook in lesson 4-5 using picture, word and phrase cards.		N/A
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li>• I can use picture cards to sequence the story correctly.</li> <li>• I can repeat from memory most of the words that match the pictures and may need a word bank to prompt me for the words I am unable to remember.</li> <li>• I can sequence most of the story with phrase cards by finding key words and using these to guide me. I may need an adult to read some of the words to me.</li> <li>• I can create my own story board in French if I have all the language in front of me and I may need support.</li> </ul>											
<b>Y6 - Term 3</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
	x		x	x	x	x	x		x	x	x	x
<b>Do you have a Pet? (I)</b>	Activities in lessons 1-5.  Match sound to picture / word / phrase throughout the whole unit.		Activities in lessons 1-5.  Oral class survey / interview on pets in lesson 5.				Activities in lessons 1-5.  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.
<i>End of Unit Expectations</i>	<ul style="list-style-type: none"> <li>• I can understand and repeat most of the eight pets introduced by the teacher.</li> <li>• I can remember some of the spellings and genders and attempt the rest.</li> </ul>											

**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

<b>&amp; Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>• <i>I can ask somebody if they have a pet if I have the language required in front of me.</i></li> <li>• <i>I can then work out how to reply back, including use of the negative if I have time to work out what I want to say and see an example first to remind me.</i></li> <li>• <i>I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language.</i></li> <li>• <i>I can attempt to improve my spoken and written French using the connectives ET (“and”) or MAIS (“but”).</i></li> </ul>											
<b>Y6 - Term 4</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
<b>Les Vetements (I)</b>	x		x	x	x	x	x		x	x	x	x
			(awaiting content from language angels)									
<i>End of Unit Expectations &amp; Sticky Knowledge</i>	<ul style="list-style-type: none"> <li>• <i>I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me.</i></li> <li>• <i>I am confident using un/une/des with improving accuracy.</i></li> <li>• <i>I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing if I have the full verb conjugation of porter in front of me.</i></li> <li>• <i>I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing.</i></li> <li>• <i>I can describe clothing by colour and I am beginning to understand the concept of adjectival agreement.</i></li> <li>• <i>I am becoming increasingly confident using the possessive adjectives mon, ma and mes</i></li> </ul>											
<b>Y6 - Term 5</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
<b>Term 5 I can</b>	x		x	x	x	x	x		x	x	x	x
	Activities in		Activities in lessons 1-5.				Activities in lessons 1-5.			Activities in lessons		Modal verb followed

**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

	lessons 1-5.  Match sound to picture / word / phrase.	Say "I am able to.." / "I can..." plus activity by end of unit.	Match key verb to picture / word / phrase in English.	1-5.  Differentiated worksheets in lesson 5.	by infinitive.  "I am able to..." / "I can..." plus verb infinitive.  First person singular only							
	<ul style="list-style-type: none"> <li>• I can name up to five common French verbs/activities.</li> <li>• I can also spell up to five of these verbs accurately.</li> <li>• I can match up to five verbs/activities to their picture easily, and attempt more if I have time to remind myself of the language first.</li> <li>• I can say I am able to do some of these activities in French by using je peux</li> </ul>											
<b>Y6 - Term 6</b>	Listening		Speaking				Reading			Writing		Grammar
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
	x	x	x	x	x	x		x	x	x	x	x
<b>School (P)</b>	Activities in lessons 1-5.  Extended listening exercise on school subjects, times and opinions in lesson 4.	Activities in lessons 1-5.  School survey in lesson 2.  Present orally on school subjects and opinions in lesson 5.	Activities in lessons 1-5.  Match words to picture / sounds / phrases throughout the unit.	Activities in lessons 1-5.  Written presentations on school subjects and opinions in lesson 5.  Opportunity to write an email about what you like and do not like at school lesson 5.	Activities in lessons 1-5.  Definite articles with school subjects.  First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4.  Formulating opinions and justifications.  Adjectival agreement.							

**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

<p><i>End of Unit Expectations &amp; Sticky Knowledge</i></p>	<ul style="list-style-type: none"><li>● <i>I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help.</i></li><li>● <i>I can attempt to use the correct article.</i></li><li>● <i>I can say what subjects I like and dislike at school.</i></li><li>● <i>I can tell you what time I have a particular subject at school.</i></li></ul>
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**MFL Progression 2022-2023**  
**Unit Mapping & Skills Development Overview**

**Modern Foreign Languages (MFL) at Studley Green**  
**Implementation (continued)**

Lessons and resources are online and enable all staff to deliver lessons confidently as there are sound bites to support accurate pronunciation of words. By using the Language Angels scheme of work and resources, all classes have access to a high-quality foreign languages curriculum. Class teachers use the scheme to progressively develop pupil skills in French through regularly taught and well-planned weekly lessons in Key Stage 2. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Pupils continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language is recycled, revised, recalled and consolidated whenever possible and appropriate.

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. 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 they are learning.

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:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We 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.
- We 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.

## MFL Progression 2022-2023

### Unit Mapping & Skills Development Overview

#### Assessment

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self assessment 'I can do' grids.
2. More detailed skills based assessments using skills assessment worksheets

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (**speaking, listening, reading** and **writing**) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated. A tracking and progression tool is available through the Language Angels scheme - we are currently not using this resource.

### Modern Foreign Languages (MFL) at Studley Green

#### Impact

- All teachers in KS2 are now confidently teaching MFL through Language Angels
- The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit.
- (Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. - we are not using this tool at the moment)
- Pupils complete self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.
- All completed activities / worksheets provide evidence of the 5 key language skills
- Subject Leader monitors the effectiveness of the language teaching during Year B of the monitoring cycle
- The use of the transition document is encouraged to relay information to feeder secondary schools
- To enhance the impact on enjoyment and intercultural understanding we are considering organising more language events outside of the weekly lesson and enable access to out of school online resources