

Northgate Primary School Modern Foreign Languages Progression Planning



"One language sets you in a corridor for life. Two languages opens every door along the way." Franck Smith

Intent:

At NPS we will enable pupils to learn French and develop an appreciation of how another language works in order to prepare them for a continuous learning experience by equipping them to appreciate and work in other countries.

Children will develop:

- **a sense of belonging** through providing an opening to the wider world; introducing the children to another culture to broaden their horizons; celebrating different languages and cultures by comparing their own to France; sharing their opinions and learning from others to become an active citizen.
- **confidence in communicating** by using their knowledge of phonology and grammatical structures; increasing their vocabulary; understanding and responding to others; providing opportunities for communicating ideas, facts and feelings in speech and writing.
- **a resilient attitude through** being encouraged to take turns and listen to others; developing flexible strategies for encountering unknown language; discovering new ways of thinking and learning; fostering their curiosity as they deepen their understanding of the world.

Year 3	Year 4	Year 5	Year 6
Autumn Overview			
<ul style="list-style-type: none"> ● Greetings/Classroom instructions/La France ● Numbers to 10 ● How are you? ● What's your name? 	<ul style="list-style-type: none"> ● Revision key phrases from Y3 ● Pets ● Pets – sentence building and conversations 	<ul style="list-style-type: none"> ● Revision key vocab ● Revision – family/body parts ● La France – compass directions ● Planning a journey 	<ul style="list-style-type: none"> ● School Life – classroom objects ● Using prepositions ● Subjects ● Asking questions ● Classroom routines
<ul style="list-style-type: none"> ● Getting to know you ● How old are you? ● Questions and Answers ● Christmas in France 	<ul style="list-style-type: none"> ● Zoo animals ● Book – Le Petit Monstre ● Letter to Father Christmas 	<ul style="list-style-type: none"> ● Clothes ● Prepositions ● Book – Berthe Faite Noel 	<ul style="list-style-type: none"> ● Places on the High Street ● Left and Right ● Asking directions ● High Street conversations
Spring Overview			
<ul style="list-style-type: none"> ● Colours/Favourites ● Elmer the Elephant 	<ul style="list-style-type: none"> ● The family ● The months – recap 	<ul style="list-style-type: none"> ● Food, breakfast, sandwiches, pizzas 	<ul style="list-style-type: none"> ● This is France ● Neighbours

<ul style="list-style-type: none"> Intro to gender – masc and fem nouns First look at F 	<ul style="list-style-type: none"> Book – L’annee de Berthe 	<ul style="list-style-type: none"> Food I like 	<ul style="list-style-type: none"> Distances Paris Famous people Nationalities
<ul style="list-style-type: none"> Fruit – expressing preferences Book – The Hungry Caterpillar Learning and performing Making Hungry Caterpillar Book 	<ul style="list-style-type: none"> Writing based on L’annee de Berthe (Vebs: aller/faire) Meunier tu dors Easter in France 	<ul style="list-style-type: none"> Places on the High Street Left and Right Asking directions High Street conversations 	<ul style="list-style-type: none"> Life in a French Town Who lives here? The library Welcome to my town Ordinal Numbers
Summer Term			
<ul style="list-style-type: none"> The classroom (gendered nouns) Months of the year When is your birthday? Body parts – intro 	<ul style="list-style-type: none"> Hobbies Expressing preferences Phonics – vowel sounds 	<ul style="list-style-type: none"> Shopping – fruit and veg Shopping – clothes Where can I buy? Money 	<ul style="list-style-type: none"> Responding to and writing stories
<ul style="list-style-type: none"> Body parts – Le Monstre (book) Book – Bonjour Berthe Berthe fact file All about me fact file 	<ul style="list-style-type: none"> Transport How do you get to school? Directions (intro) Going places 	<ul style="list-style-type: none"> Telling the time Arrivals and Departures The School Week 	<ul style="list-style-type: none"> Writing/learning/performing a playscript.

Oracy			
Year 3	Year 4	Year 5	Year 6
<p>3.1 Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> identify rhyming words perform finger rhymes/sing songs join in storytelling <p>3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> listen with care 	<p>4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> Learn finger rhymes, poems or a non-fiction text. Learn and say several sentences on a topic <p>4.2 Listen for specific words or phrases</p> <ul style="list-style-type: none"> Listen with care 	<p>5.1 Prepare and Practise simple conversation, reusing familiar vocabulary and structures in new contexts.</p> <ul style="list-style-type: none"> Focus on correct pronunciation and intonation Ask and answer questions Use tone of voice and gesture to help convey meaning 	<p>6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> Listen attentively, re-tell and discuss the main ideas Agree or disagree with statements made about a spoken language. <p>6.2 Perform to an audience</p>

<ul style="list-style-type: none"> ● identify phonemes which are the same as or different from English and other known languages. ● Speak clearly and confidently <p>3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> ● Recall, retain and use vocabulary ● Ask and answer questions <p>3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p>	<ul style="list-style-type: none"> ● Use physical response to show recognition and understanding of specific words and phrases. <p>4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> ● Identify specific sounds e.g. rhymes, letters, phonemes, words ● Compare different sounds <p>4.4 Ask and answer questions on several topics</p> <ul style="list-style-type: none"> ● Practice asking and answering questions with a partner ● Devise and perform simple role-plays 	<p>5.2 Understand and express simple opinions</p> <ul style="list-style-type: none"> ● Agree and disagree with statements ● Understand and express likes and dislikes <p>5.3 Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> ● Understand the main points from speech which includes unfamiliar language. <p>5.4 Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> ● Remember, retain and recall words, phrases or sentences ● Memorise and present a set of instructions 	<ul style="list-style-type: none"> ● Recite a short piece of narrative either from memory or by reading aloud from text ● Develop a sketch, role-play or presentation to perform to the class or an assembly <p>6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> ● Re-tell using familiar language a sequence of events from a spoken passage containing complex sentences ● Understand and express reasons ● Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions <p>6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> ● Participate in simple conversations on familiar topics ● Describe incidents or tell stories from their own experience, in an audible voice.
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Literacy			
Year 3	Year 4	Year 5	Year 6
<p>3.1 Recognise some familiar words in written form</p> <ul style="list-style-type: none"> ● Understand words displayed in the classroom. ● Identify and read simple words 	<p>4.1 Read and understand a range of familiar written phrases</p> <ul style="list-style-type: none"> ● Match phrases and short sentences to pictures or themes 	<p>5.1 Re-read frequently a variety of short texts</p> <ul style="list-style-type: none"> ● Read fiction and non-fiction texts, e.g. extracts from stories, e-mail 	<p>6.1 Read and understand the main points and some detail from a short written passage</p> <ul style="list-style-type: none"> ● Read and respond to an extract from a story, an email or song

<ul style="list-style-type: none"> ● Read and understand simple messages <p>3.2 make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <ul style="list-style-type: none"> ● Pronounce accurately the most commonly used characters, letters and letter strings ● Read aloud a familiar sentence, rhyme or poem <p>3.3 Experiment with the writing of simple words</p> <ul style="list-style-type: none"> ● Write simple familiar words using a model ● Write some single words from memory. 	<ul style="list-style-type: none"> ● Identify non-fiction texts by their style and layout <p>4.2 Follow a short familiar text, listening and reading at the same time</p> <ul style="list-style-type: none"> ● Make links between spoken and written words ● Identify common spelling patterns in letter strings <p>4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <ul style="list-style-type: none"> ● Read aloud words which they use on a regular basis e.g. numbers, days, weather ● Pronounce letter strings, words and phrases accurately with good pronunciation <p>4.4 Write simple words and phrases using a model and some words from memory</p> <ul style="list-style-type: none"> ● Write labels for work or wall displays and in their books. ● Complete a semi-completed e-mail message to someone in a partner school. 	<p>messages and texts from the internet.</p> <p>5.2 Make simple sentences and short texts</p> <ul style="list-style-type: none"> ● Understand the order of the words in a sentence influences the meaning ● Make a sentence using single word cards. ● Make a short text using word and phrase cards <p>5.3 Write words, phrases and short sentences, using a reference</p> <ul style="list-style-type: none"> ● Choose words, phrases and sentences and write them into a gapped text or as picture captions. ● Use a bilingual dictionary to check the spelling of familiar words. 	<ul style="list-style-type: none"> ● Give true or false responses to statements about a written passage ● Read descriptions of people in the school or class and identify who they are. <p>6.2 Identify different text types and read short authentic texts for enjoyment or information.</p> <ul style="list-style-type: none"> ● Read for enjoyment an email message short story or simple text from the internet ● Read and understand the gist of a familiar news story or simple magazine article. <p>6.3 Match sound to sentences and paragraphs</p> <ul style="list-style-type: none"> ● Use punctuation to make a sentence make sense ● Listen carefully to a model e.g. a video recording, recorded story or song and reconstitute a sentence or paragraph using text cards. <p>6.4 Write sentences on a range of topics using a model</p> <ul style="list-style-type: none"> ● Apply most words correctly ● Construct a short text e.g. create a powerpoint presentation to tell a story or give a description.
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Knowledge about Language			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Identify specific sounds, phonemes and words 	<ul style="list-style-type: none"> ● Reinforce and extend recognition of word classes and understand their function. 	<ul style="list-style-type: none"> ● Recognise patterns in simple sentences 	<ul style="list-style-type: none"> ● Recognise patterns in the foreign language ● Notice and match agreements

<ul style="list-style-type: none"> ● Recognise commonly used rhyming 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 across the world ● Recognise conventions of politeness. 	<ul style="list-style-type: none"> ● Recognise and apply simple agreements, singular and plural. ● Use question forms ● Recognise that texts in different languages often have the same convention of style and layout. ● Apply phonic knowledge of the language to support reading and writing. ● Identify a different writing system 	<ul style="list-style-type: none"> ● 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 ● Notice different text types and deal with authentic texts 	<ul style="list-style-type: none"> ● Use knowledge of words, text and structure to build simple spoken and written passages ● Use knowledge of word order and sentence construction to support the understanding of the written text. ● Use knowledge of word and text conventions to build sentences and short texts ● Devise questions for authentic use.
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Intercultural Understanding			
Year 3	Year 4	Year 5	Year 6
<p>IU3.1 Learn about the different languages spoken by children in the school</p> <ul style="list-style-type: none"> ● Increase awareness of linguistic and cultural diversity <p>IU3.2 Locate country/countries where the language is spoken</p> <ul style="list-style-type: none"> ● Identify some of the countries where the language is spoken <p>IU3.3 Identify social conventions at home and in other cultures</p> <ul style="list-style-type: none"> ● Know some facts about one country e.g. climate, main towns, famous landmarks, produce 	<p>IU4.1 learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none"> ● Learn how children of different cultures celebrate special days ● Identify similarities and differences ● Learn simple phrases to celebrate festivals <p>IU4.2 Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> ● Compare pastimes of children of different cultures and countries ● Exchange info with a partner school e.g. sports/hobbies <p>IU4.3 Compare traditional stories</p>	<p>IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> ● Consider aspects of everyday life of children in their own and different countries ● Reflect on cultural issues using empathy and imagination to understand other people's experiences <p>IU5.2 Recognise similarities and differences between places</p> <ul style="list-style-type: none"> ● Identify geographical features of contrasting locality 	<p>IU6.1 Compare attitudes towards aspects of everyday life</p> <ul style="list-style-type: none"> ● Recognise similarities and differences in attitudes amongst children in different cultures ● Learn about role models for children in different cultures <p>IU6.2 Recognise and understand some of the differences between people</p> <ul style="list-style-type: none"> ● Discuss similarities and differences between the cultures learned about ● Recognise and challenge stereotypes

<p>IU3.4 Make indirect or direct contact with the country/countries where the language is spoken</p> <ul style="list-style-type: none"> • Have contact with a native speaker • View a video or media resource about the country • Send an email, letter or postcard to a partner school 	<ul style="list-style-type: none"> • Compare characteristics of simple stories between cultures • Look at the writing system of the language <p>IU4.4 To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none"> • Revise the location of country/countries where language is spoken • Identify a route from own locality to specified destination. 	<ul style="list-style-type: none"> • Learn about buildings and places in different countries <p>IU5.3 Compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> • Learn about symbols representing their own country • Learn about symbols and products from another 	<p>IU6.3 Present information about an aspect of culture</p> <ul style="list-style-type: none"> • Perform songs, plays, dances • Use ICT to present information
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Language learning Strategies			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Discuss language learning and share ideas and experiences • Use actions and rhymes and play games to aid memorisation • Remember rhyming words • Use the 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 • Recognise words which the teacher mouths silently • Write new words • Compare the language with English 	<ul style="list-style-type: none"> • 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 determine 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 dictionary to look up spellings • Use context and previous knowledge to determine meaning and pronunciation • Access information sources 	<ul style="list-style-type: none"> • 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 outside the classroom • Look and listen for visual and aural clues • Use a dictionary or word list • Pronounce/read aloud unknown words 	<ul style="list-style-type: none"> • Discuss language learning and reflect and share ideas and experiences • Plan and prepare – analyse 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 outside the classroom • Listen for clues to meaning; tone of voice, key words • Make predictions based on existing knowledge • Apply a range of linguistic knowledge to create simple written production • Evaluate work

			<ul style="list-style-type: none">• Compare and reflect on techniques for memorising language• Use a dictionary
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