

Northgate Primary School Modern Foreign Languages Progression Planning



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 <p style="text-align: center;">(Verbs: mettre)</p>	<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 ● Food I like 	<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"> 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

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"> Ordinal Numbers Responding to and writing stories Writing/learning/performing a playscript.
<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 <p>French market Role PLayer</p>	<ul style="list-style-type: none"> Telling the time Arrivals and Departures The School Week <p>French Market Role PLayer</p>	<p style="background-color: yellow;">French Market Role Play - Project with Y5</p> <p>6.2 Perform to an audience</p> <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

Vocabulary

<https://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#kos> - **Word Mats**

<p>bonjour bonsoir bonne nuit salut Comment t’appelles-tu ? je m’appelle au revoir à tout à l’heure à demain</p>	<p>as all previous year groups, and:</p> <p>mes animaux de compagnie un chien un chat un poisson un oiseau un lapin une souris un hamster un cochon d’Inde une tortue un bison un rhinocéros un cochon un crocodile un éléphant un 5amant un gorille</p>	<p>as all previous year groups, and:</p> <p>un tee-shirt un pull un cardigan un pantalon un short un collant un pyjama un peignoir un manteau un imperméable un chapeau une chemise une cravate une jupe une veste une écharpe une chemise de nuit une casquette des tennis des gants des chaussettes des</p>	<p>as all previous year groups, and:</p> <p>un stylo une trousse une gomme un taille-crayon une règle un crayon</p>
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<p>ça va ? ça va très bien ça va bien pas mal ça va mal merci zéro un deux trois quatre cinq six sept huit neuf dix onze douze treize quatorze quinze seize</p> <p>Quel âge as-tu ? J'ai sept ans.</p> <p>les bananes les bonbons les carottes les chips le chocolat les crêpes les frites le fromage le gâteau la glace les haricots verts le jambon la limonade les oranges la pizza le poisson les pommes le poulet la salade les sandwichs la soupe le thon les tomates le yaourt et mais cependant aussi</p> <p>lundi mardi mercredi jeudi vendredi samedi dimanche janvier février mars avril mai juin juillet août septembre octobre novembre décembre</p> <p>C'est quand, ton anniversaire ? Mon anniversaire est en mars. Quelle est la date de ton anniversaire ? Mon anniversaire c'est le dix mai.</p>	<p>une loutre a bison a rhino a pig a crocodile an elephant a amingo a gorilla a otter un hippopotame un lion un singe un âne un zèbre une autruche une girafe une souris a hippopotamus a lion a monkey a donkey a zebra an ostrich a giraffe a mouse</p> <p>ma famille mon père ma mère mon frère ma sœur mon grand-père ma grand-mère mon oncle ma tante mon cousin ma cousine mon ami mon amiemy family my father my mother my brother my sister my grandfather my grandmother my uncle my aunt my (male) cousin my (female) cousin my (male) friend my (female) friend</p> <p>en voiture en bus en train à vélo à moto en bateau en avion en fusée à pied à cheval</p>	<p>chaussures des bottes des sandales des pantoufles</p> <p>à Paris à Montréal il y a il n'y a pas de... un château un cinéma un collègue un hôpital un magasin un marché un musée un parc un restaurant un stade un supermarché une banque une bibliothèque une boucherie une boulangerie une église une épicerie une gare une pâtisserie une piscine une plage une poissonnerie une poste une rivière et mais cependant aussi</p>	
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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 	<p>4.1 Memorise and present a short spoken text</p>	<p>5.1 Prepare and Practise simple conversation, reusing familiar vocabulary and structures in new contexts.</p>	<p>6.1 Understand the main points and simple opinions in a spoken story, song or passage</p>

<ul style="list-style-type: none"> 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 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"> 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 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 	<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>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"> 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"> 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 ● 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. 	<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 ● 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>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 messages and texts from the internet. <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. 	<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 ● 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 ● 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"> ● 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 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"> ● 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 ● Notice different text types and deal with authentic texts 	<ul style="list-style-type: none"> ● Recognise patterns in the foreign language ● 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 the understanding of the written text. ● Use knowledge of word and text conventions to build sentences and short texts ● Devise questions for authentic use.

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>	<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>	<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>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"> Know some facts about one country e.g. climate, main towns, famous landmarks, produce <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 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> <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. 	<p>IU5.2 Recognise similarities and differences between places</p> <ul style="list-style-type: none"> Identify geographical features of contrasting locality 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 	<ul style="list-style-type: none"> Discuss similarities and differences between the cultures learned about Recognise and challenge stereotypes <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 	<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. 	<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 	<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

<ul style="list-style-type: none">• Compare the language with English	<ul style="list-style-type: none">• 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">• Pronounce/read aloud unknown words	<ul style="list-style-type: none">• Make predictions based on existing knowledge• Apply a range of linguistic knowledge to create simple written production• Evaluate work• Compare and reflect on techniques for memorising language• Use a dictionary
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