



MFL – Progression of Knowledge/Skills

KS2 - Foreign Language Teaching Units for Each Year Group

<u>Autumn</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn Term 1	Phonetics 1 & I'm Learning Spanish	Phonetics 2 & Presenting Myself	Phonetics 3 & Do You Have A Pet?	Phonetics 4 & At School
Autumn Term 2	Animals	Family	What Is The Date?	Regular Verbs
<u>Spring</u>				
Spring Term 1	Fruits	My Home	The Weather	The Weekend
Spring Term 2	Musical Instruments	Habitats	Clothes	World War II or Habitats
<u>Summer</u>				
Summer Term 1	Little Red Riding Hood or Ancient Britain	Classroom	Habitats or Romans	The Planets
Summer Term 2	I Can...	Goldilocks or Tudors	Olympics	Me In The World



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Aspect	Year Three	Year Four	Year Five	Year Six
Speaking	<p>Building up pupils' memory skills. Repeat & recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc.</p> <p>Build up a bank of core vocabulary that they can relate to and re-use. Teachers will ensure that pupils are also exposed to key spoken everyday useful and relevant language. Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'.</p>	<p>Create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Use short, simple phrases.</p> <p>Engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities.</p> <p>Learn to both ask and answer a variety of simple key questions. Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased.</p>	<p>Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences.</p>	<p>Engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. Keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc.</p> <p>Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.</p>
Reading	<p>Appreciate stories, songs, poems and rhymes in the language. Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>Learn to gist read by "hunting" for key words in a sentence and by circling key nouns and articles in word puzzles and word searches.</p> <p>Learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with.</p>	<p>Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand</p>	<p>Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language for each Intermediate Teaching unit. By using familiar story telling units ('Goldilocks & The Three Bears') and Creative Curriculum units ('Habitats', 'The Romans', 'The Olympics'), pupils are exposed to a wider range of language and more</p>



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			language that is new to them.	challenging reading exercises. By completing the reading tasks provided in our Intermediate Teaching units pupils will develop and progress their foreign language reading ability and skills.
Writing & Grammar	<p>Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary.</p> <p>Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory).</p> <p><i>Grammar:</i> To understand the concept of gender. To start to understand the concept of nouns and articles.</p>	<p>Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory. Write a short simple sentence with an article, noun and verb as a supported activity eg. 'My name is...', 'I play the piano...', 'I like strawberries' etc.</p> <p><i>Grammar:</i> To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</p> <p>To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</p>	<p>Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. Pupils learn to write about themselves in more detail using full sentences. For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters." etc.</p> <p>Completing these more challenging written tasks provides evidence of pupil progression in their writing skills.</p> <p><i>Grammar:</i> To learn how to use conjunctions. Improving sentence structure and length by learning to use simple conjunctions like "and" and "but". Grammatical accuracy and awareness in their written work, such as the spelling</p>	<p>Pupils learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'.</p> <p>Pupils to translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language.</p> <p><i>Grammar:</i> To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not.</p> <p>To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.</p>



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			changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement.	
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