



## **EYFS – Modern Foreign Languages Skills Progression**

**Intent:** At Pot Kiln we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

<b>Listening</b> <ul style="list-style-type: none"><li>• To appreciate languages through song</li><li>• Celebrations of different cultures and celebrations</li></ul>	<b>Speaking</b> <ul style="list-style-type: none"><li>• To explore languages of some children in their classes</li></ul>
<b>Reading</b>	<b>Writing</b>



## Year 1 – Modern Foreign Languages Skills Progression

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<p><b>Listening - Non statutory</b></p> <ul style="list-style-type: none"><li>• Listening to stories – one per term</li><li>• Understand some words and phrases</li><li>• Colours</li><li>• Numbers</li></ul>	<p><b>Speaking – Non Statutory</b></p> <ul style="list-style-type: none"><li>• Repeat single words or phrases through song</li></ul>
<p><b>Reading - Non Statutory</b></p> <ul style="list-style-type: none"><li>• Identifying numbers, colours</li></ul>	<p><b>Writing – Non Statutory</b></p> <ul style="list-style-type: none"><li>• Copying some words with some accuracy</li></ul>



## Year 2 – Modern Foreign Languages Skills Progression

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<p><b>Listening</b></p> <ul style="list-style-type: none"><li>• Children will be exposed to language by listening to a story per term.</li><li>• Understand a few spoken words and phrases</li><li>• Recognise and identify some sounds</li></ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Say and repeat single words and short phrases</li><li>• Pronounce words with some accuracy</li><li>• Memorise a small part of spoken text</li></ul>
<p><b>Reading</b></p> <ul style="list-style-type: none"><li>• Understand a few familiar words and phrases</li><li>• Use knowledge of what a text is about to work out some meaning.</li></ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Copy simple words or symbols correctly</li><li>• Write a few words from memory with some accuracy</li></ul>



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<p><b>Listening</b></p> <p>Children will be able to: Understand a few familiar spoken words and phrases - e.g. the teacher's instructions</p> <ul style="list-style-type: none"><li>• a few words and phrases in a song or a rhyme</li><li>• days of the week</li><li>• colours</li><li>• Numbers</li><li>• Recognise and identify some sounds</li></ul>	<p><b>Speaking</b></p> <p>Children will be able to: Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"><li>• greeting someone</li><li>• saying oui, non, s'il vous plait, merci (or equivalents in other languages)</li><li>• naming classroom objects</li><li>• days of the week</li><li>• saying what the weather is like</li><li>• Pronounce words with some accuracy</li><li>• Memorise a small part of spoken text</li></ul>
<p><b>Reading</b></p> <p>Children will be able to: Can recognise and read a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"><li>• from stories and rhymes</li><li>• labels on familiar objects</li><li>• the date</li><li>• the weather</li><li>• Use knowledge of what a text is about to work out some meaning</li></ul>	<p><b>Writing</b></p> <p>Children will be able to: Write or copy simple words or symbols correctly - e.g.</p> <ul style="list-style-type: none"><li>• numbers</li><li>• Days of week</li><li>• Colours</li><li>• classroom objects</li><li>• Words relevant to unit being taught</li></ul>



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<p><b>Listening</b></p> <p>Children will be able to: Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"><li>• Basic phrases concerning myself, my family, my school, the weather, time</li></ul>	<p><b>Speaking</b></p> <p>Children will be able to: Answer simple questions and give basic information with a degree of accuracy – e.g.</p> <ul style="list-style-type: none"><li>• Saying where I live</li><li>• Whether I have brothers and sisters</li><li>• Whether I have a pet</li><li>• When my birthday is</li><li>• How old I am</li><li>• Saying the date</li></ul>
<p><b>Reading</b></p> <p>Children will be able to: Understand the main points from a few written sentences and use prior knowledge of what a text is about to work out meaning Use a bi-lingual dictionary - e.g.</p> <ul style="list-style-type: none"><li>• simple phrases</li><li>• weather phrases</li><li>• simple description of objects someone writing about their pet</li></ul>	<p><b>Writing</b></p> <p>Children will be able to: Write one or two short sentences to a model and fill in the words on a simple form. To be able to write familiar words from memory with some accuracy - e.g.</p> <ul style="list-style-type: none"><li>• personal information</li><li>• where I live</li><li>• how old I am</li><li>• holiday greetings by e-mail or on a postcard</li></ul>



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<p><b>Listening</b> Children will be able to: Understand the main points from a short spoken passage made up of familiar language in simple sentences.</p> <p>Regularly use knowledge of sound to help read and write confidently - e.g.</p> <ul style="list-style-type: none"><li>• A short rhyme or song, a telephone message, announcement or weather forecast.</li><li>• Sentences describing what people are wearing, what they are doing, an announcement or message.</li></ul>	<p><b>Speaking</b> Children will be able to: Use knowledge of a few simple grammatical structures when building sentences of varying lengths Speak clearly with good pronunciation Prepare a short presentation on topics they have been learning</p> <p>Taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ...</p> <ul style="list-style-type: none"><li>• discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food</li></ul>
<p><b>Reading</b> Children will be able to: Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.</p> <ul style="list-style-type: none"><li>• very simple messages on a postcard or e-mail or part of a story</li><li>• three to four sentences of information about my e-pal; a description of someone's school day</li></ul>	<p><b>Writing</b> Children will be able to: Write a few sentences of varying lengths with and without support using knowledge of some simple grammatical structures-. Also, to write short phrases from memory e.g.</p> <ul style="list-style-type: none"><li>• a postcard, a simple note or message, an identity card</li><li>• Write a short text on a familiar topic, adapting language which they have already learnt- e.g.</li><li>• three to four sentences for a wall display; a simple e-mail message</li></ul>



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<p><b>Listening</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"><li>• Understand the main points and some detail from a short spoken passage or conversation.</li><li>• Often and confidently apply knowledge of sound patterns to reading and writing</li></ul>	<p><b>Speaking</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"><li>• 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</li><li>• give a short prepared talk, on a topic of choice, including expressing opinions - e.g.</li><li>• talking on a familiar subject; describing a picture or part of a story; making a presentation to the class.</li></ul>
<p><b>Reading</b></p> <p>Children will be able to:</p> <p>Understand the main points and opinions in written texts from various contexts - e.g.</p> <ul style="list-style-type: none"><li>• A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story.</li><li>• discover and develop an appreciation of a range of writing in French.</li></ul>	<p><b>Writing</b></p> <p>Children will be able to:</p> <p>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <ul style="list-style-type: none"><li>• paragraphs of three to four sentences about myself,</li><li>• about a story or a picture; a message containing three to four sentences; a postcard or greetings card</li></ul>

# **Modern Foreign Languages at Pot Kiln**

## **Intent**

At Pot Kiln we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies. We aim to foster children's curiosity and help deepen their understanding of the world. French enables children to express their ideas and thoughts in another language, and provides opportunities to interact and communicate with others both in speech and in writing.

## **Implementation**

The teaching of French offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes from the accredited Linguamarque scheme of learning, provide an introduction to the culture of French-speaking countries and communities. French songs and words are learned in the EYFS and in year 1. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy. Each child in year 2 is provided with a French portfolio which they will take with them throughout their Pot Kiln journey with the purpose of tracking their own progression in the subject from year 2 to year 6.

## **Impact**

The impact of languages will be seen across the school with an increase in the profile of French. The learning environment across the school will be more consistent with French vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through European Languages days and learning together sessions. Pot Kiln School has been awarded 'Linguamarque Gold', as we have demonstrated that primary languages are embedded within the school development planning process and linked to the school budget. The development and importance of primary languages is acknowledged by all stakeholders including Governors. Impact can be measured through conversations with the children and the termly analysis of data, which pinpoints strengths and areas for development across the school in Modern Foreign Languages. We would like to ensure that French is loved by pupils across the school, and will encourage them to embark on further language studies.