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| **High Ercall Primary School**  **Progression in French** | | | | | | | | | | |
| **Date: March 2020** | | | **Subject Lead: Rachel Akers** | | | | **Review: Summer 2021** | | | |
| **Curriculum Intent:** As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to learn about people in other countries and cultures and to reflect upon their own cultural identities and those of other people. | | | | | | | | | | |
| **Curriculum Expectations:** The MFL provision at key stage 2 in High Ercall Primary School follows the primary MFL entitlement as set out in the National Curriculum 2014. Our aims and objectives in teaching MFL are for children to:   * Foster an interest in learning another language; * Develop speaking and listening skills; * Apply and develop their knowledge of languages and language learning; * Gain enjoyment, pride and a sense of achievement; * Explore their own cultural identity and those of others; * Increase personal aspiration. | | | | | | | | | | |
| **Links with reading and writing** | Understand texts you read | | | | **Links to school key drivers** | | | **Resilience:** Persevering with pronunciation, new vocabulary, oracy. | | |
| Emphasis on communication and oracy | | | |
| Develops speaking and listening skills | | | | **Outdoor Learning:** Taking lessons outside, trips to local secondary school MFL department, giving directions in French. | | |
| Singing, reciting rhymes and poems | | | |
| Experiment creatively with language | | | | **Diversity:** Learning about another country and cultures, deepening knowledge of the French way of life and making comparisons, promote aspiration for travel and a broadening of life experience. | | |
| Read and write short passages | | | |
| Respond to stories | | | |
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|  | | **Year 3** | | **Year 4** | | **Year 5** | | | **Year 6** |
| **Read fluently** | | * Attempt to repeat, copy or imitate some sounds heard. * Respond briefly using single words, signs or symbols | | * Repeat and imitate sounds heard with some accuracy * Respond using single words, signs or symbols | | * Repeat and imitate sounds heard with accuracy * Listen to and understand that the target language has meaning | | | * Repeat sounds heard with accuracy and little prompting * Listen attentively and acknowledge the target language has meaning |
| **Write imaginatively** | | * Copy out a few words with support * Label one or two objects * Match and select some symbols for familiar words, actions and objects | | * To write a few simple/short sentences using familiar expressions and the use of French dictionaries * Label objects * Match and select symbols for familiar words, actions and objects | | * To write short phrases from memory with some accuracy * Match and select symbols for familiar words, actions and objects * Write a short passage about a topic/theme studied with some accuracy | | | * To write phrases and short passages from memory with accuracy * Match and select symbols for words, actions and objects * Write a mostly accurate passage about a topic/theme studied |
| **Speak confidently** | | * Perform similar or simple actions on request using repetition, sign or gesture as prompts. * Listen and sometimes respond to familiar rhymes and songs in a foreign language * Attempt one or two words in a target language * Respond to simple questions, requests or instructions about familiar events or experiences * Respond to others within a group using sign or gesture | | * Perform actions on request using repetition, sign or gesture as prompts. * Listen and respond to familiar rhymes and songs in a foreign language * Attempt a sentence in a target language * Respond to questions, requests or instructions about familiar events or experiences * Respond to others within a group with some gesture. | | * Perform actions on request using repetition and some gesture as a prompt. * Listen and respond to rhymes and songs in a foreign language with some accuracy. * Attempt a phrase in a target language * Respond to questions, requests or instructions about events or experiences * Respond to others within a conversation mostly accurately * Respond using single words, signs or symbols | | | * Perform actions on request using repetition. * Listen, understand and respond to rhymes and songs in a foreign language * Attempt a short passage in a target language * Respond to questions, requests or instructions about a variety of events or experiences * Respond to others within a conversation accurately * Respond using single words, signs or symbols |
| **Understanding the culture** | | * Experience and describe some interesting details about some of the aspects of the countries or communities where the language is spoken. E.G: taste testing traditional food | | * Experience and describe some interesting details about some of the aspects of the countries or communities where the language is spoken. E.G: Traditional dance/music | | * Experience and describe some interesting details about some of the aspects of the countries or communities where the language is spoken. E.G: Locating the country using an atlas/globe and describing some geographical aspects of the country | | | * Experience and describe some interesting details about some of the aspects of the countries or communities where the language is spoken. E.G: Locating the country using an atlas/globe and describing some geographical aspects of the country and stating some historical facts about that country/community |