

MFL Progression at Patrington CE Primary Academy

<p>Intent</p>	<p>At Patrington Church of England Primary Academy our curriculum is designed to: inspire enthusiasm for learning, build on achievement and support pupil well-being and happiness to allow our learners a safe environment within which to flourish.</p> <p>We follow our Christian Values of Trust, Friendship and Perseverance to strive to ensure that: Everyone Belongs, Everyone Cares and Everyone Tries.</p> <p>We recognise that we are educating children for an unrecognisable future and in order to be prepared for this we identified the following golden threads which are woven throughout our broad and balanced Curriculum:</p> <p style="text-align: center;"><u>Our Golden Threads through our curriculum</u></p> <p style="text-align: center;">Foster curiosity.</p> <p style="text-align: center;">Learn to disagree respectfully.</p> <p style="text-align: center;">Be open to another way.</p> <p style="text-align: center;">Find your wonderful - ambition and self worth</p> <p>Within our inclusive environment our curriculum allows all children to ensure that Equity, Curiosity and Ambition are nurtured.</p> <p>“And Jesus said to him, If you can? All things are possible to those who believe.” Mark 9:23</p> <p>At Patrington Primary Academy, we live out our curriculum intent in French through providing our children with opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. This will ensure that the foreign language knowledge of our children progresses within each academic year and is extended year upon year throughout the primary phase in preparation for their transition to KS3.</p>
<p>Implementation</p>	<p>The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across KS2. This will enable children to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.</p>

	In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help children recall and build on previous knowledge throughout their primary school language learning journey.
Impact	All children will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer children the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.
Substantive Knowledge	By the time children reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on the substantive topic that is the focus. a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.
Disciplinary knowledge	Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

*Substantive knowledge

	Year 3 2023 - 24 - Current Year 3 cohort. To continue from this point on	Year 4 (Assuming at least 1 year of previous foreign language learning) 2023 - 24: Current Year 4, 5 and 6 based on 1 years' consistent language teaching.	Year 5 (Assuming at least 2 years of previous foreign language learning) 2023 - 24 Some content covered by Year 6 2024 - 25: Current Year 5 in their final year at Patrington, moving into Year 6 disciplinary knowledge towards the end of the academic year.	Year 6 (Assuming at least 3 years of previous foreign language learning) Note: All pupils will be working on age appropriate disciplinary skills by the end of the academic year 2024-25.
Phonics	Know about the phonemes and	<i>Revisit phonics from previous</i>	<i>Revisit phonics from previous</i>	<i>Revisit phonics from previous</i>

	<p>graphemes:</p> <p>'CH' 'OU' 'ON' 'OI'</p> <p>CH - pronounced like the 'sh' sound in the English word 'shop'.</p> <p>OU - pronounced like the 'oo' sound in the English word 'tooth'.</p> <p>ON - pronounced as a French nasal sound and is very similar to the long 'onn' sound in the English word 'honk'.</p> <p>OI - pronounced like the English 'wah' sound found in the words 'wave' and 'waffle'</p>	<p><i>years if required.</i></p> <p>Know about the phonemes and graphemes:</p> <p>'I' 'IN' 'IQUE' 'ILLE'</p> <p>I - pronounced very closely to how we pronounce the letter combination 'ee' in English. It is pronounced as we pronounce the 'ee' sound in our English words 'see' or 'keep'. This sound positions the tongue flat and low down in the mouth and with the mouth drawn back.</p> <p>IN - pronounced similarly to our English word 'an' but it sounds slightly different as it is another French nasal sound. It is pronounced like the 'an' sound in our English word 'clang'.</p> <p>IQUE - made up of two sounds: the 'i' vowel sound followed by a hard 'k' sound as in our English word 'kick'. The French phoneme 'ique' is pronounced very much like the 'eek' sound in our English word 'week'.</p> <p>ILLE - made up of two sounds: the vowel 'i' sound followed by a 'yuh' sound. The 'yuh' sound can be found when we pronounce the 'ye' sound in our</p>	<p><i>years if required.</i></p> <p>Know about the phonemes and graphemes:</p> <p>'EAU' 'EUX' 'É' 'È' 'E'</p> <p>EAU - pronounced like an elongated version of the 'a' sound in the English words 'cat' or 'pat'.</p> <p>EUX - pronounced almost identically to the letter 'e' in French but pronounced in a more drawn out, longer fashion. It is pronounced like the 'e' sound in our English sound pattern 'euh' much like the 'e' sound in the English word 'the' or like the 'i' sound in the English word 'bird'.</p> <p>É - pronounced very closely to how we pronounce the word 'eh' in English. It is pronounced as we say the 'e' sound in our English word 'set'.</p> <p>È - pronounced very similarly to the 'ai' sound in the English word 'air' or the 'e' in 'bet'.</p> <p>E - pronounced as 'euh' much like we pronounce the 'e' sound in the English word 'the'.</p>	<p><i>years if required.</i></p> <p>Know about the phonemes and graphemes:</p> <p>'QU' 'GNE' 'Ç' 'EN' 'AN'</p> <p>QU - pronounced as a hard 'k' or a hard 'c' sound. It is pronounced very much like the 'c' sound in our English word 'cook'.</p> <p>GNE - pronounced as a hard 'g' sound but to soften and lengthen the sound of the letter 'n' that follows it. The French phoneme 'gne' is pronounced as 'n-yuh' and sounds similar to the 'ni' sound in the English word 'onion' or the 'ny' sound in the English word 'canyon'.</p> <p>Ç - pronunciation of the letter 'ç' from a hard 'k' sound to a soft 's' sound. Adding the cedilla accent under the letter 'ç' makes the 'ç' look like a letter 's' and this is the way the letter is pronounced. It is pronounced the same way as the letter 's' in our English words 'say', 'see' or 'snake'.</p> <p>EN - pronounced similarly to the way we say the 'on' sound in the English word 'song'.</p>
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		English words 'yellow' and 'yes'.		AN - (NOTE - Similar to the phoneme above) pronounced similarly to the way we say the 'on' sound in the English word 'song'.
Vocabulary	<p>'I am learning' Numbers 1 - 10 in French</p> <p>Colours: Red, green, yellow etc...</p> <p>Simple greetings (e.g. 'Hello. How are you?' etc)</p> <p>'Animals' 10 animals in French (e.g horse, pig, dog, cat etc...)</p> <p>'I am able to' 10 action verbs in French (e.g. ride a bike, paint etc...)</p> <p>How to say the above in the negative form (e.g. 'I am not able to ride a bike' etc.)</p> <p>'Fruits' 10 common fruit nouns with their determiner in French.</p> <p>How to say the name of fruits in both singular and plural form.</p>	<p>2023 - 24 'Seasons' The 4 seasons in French and key language associated with each season.</p> <p>How to link sentences together using the conjunction 'et' (and).</p> <p>'Vegetables' 10 common vegetable nouns with their plural determiner in French.</p> <p>How to ask for a 1 kilo and/or ½ a kilo.</p> <p>How to use the structure 'je voudrais'.</p> <p>'Presenting myself' Numbers 1-20 in French.</p> <p>How to present myself (Hi! My name is Cécile and I am ten years old. I live in Paris.)</p> <p>Key questions: How are you feeling?</p>	<p>2023 - 24 'Family' The nouns & determiners for family members.</p> <p>The words for the possessive 'my' in French.</p> <p>Numbers 1-70 in French</p> <p>High frequency verbs: High frequency verbs: he/she is called; He/she is.</p> <p>'Presenting myself' Numbers 1-20 in French.</p> <p>How to present myself (Hi! My name is Cécile and I am ten years old. I live in Paris.) Key questions: How are you feeling? What is your name? How old are you? Where do you live?</p> <p>'Do you have a pet?' 8 common pets & their determiners.</p>	<p>2023 - 24 'World War 2' As this is a unit that explores language learning strategies, there is a wider range of vocabulary than in other units. Not all will be learnt from memory but there will be the opportunity to also revisit core vocabulary and key conjunctions.</p> <p>'Do you have a pet?' 8 common pets & their determiners.</p> <p>Key questions: Do you have a pet? A wider range of conjunctions: e.g. 'but'.</p> <p>'Clothes' 21 items of clothing & their determiners.</p> <p>A new verb: to wear, I wear.</p> <p>The words for the possessive 'my' in French.</p>

	<p>Express preferences, likes and dislikes.</p> <p>'Ice creams' 10 ice-cream flavours in French.</p> <p>How to ask for a pot, cone and the number of scoops in French.</p>	<p>What is your name? How old are you? Where do you live?</p> <p>'Animals' Simple greetings (e.g. 'Hello. How are you?' etc)</p> <p>10 animals in French (e.g horse, pig, dog, cat etc...)</p> <p>'In the classroom' The nouns and determiners for 12 common classroom objects.</p> <p>The words for the possessive 'my' in French.</p> <p>Language to describe what I have/do have not in my pencil case (e.g. In my pencil case I have/do not have a pen..</p> <p>'In the tearoom' 20 words for foods, snacks and drinks.</p> <p>Key questions and phrases for a role-play at the salon de thé.</p> <p>Key vocabulary to be able to pay the bill.</p> <p>2024 - 25</p> <p>'Presenting myself'</p> <p><i>See above</i></p>	<p>Key questions: Do you have a pet? A wider range of conjunctions: e.g. 'but'.</p> <p>'In the classroom' The nouns and determiners for 12 common classroom objects.</p> <p>The words for the possessive 'my' in French.</p> <p>Language to describe what I have/do have not in my pencil case (e.g. In my pencil case I have/do not have a pen..</p> <p>'In the tearoom' 20 words for foods, snacks and drinks.</p> <p>Key questions and phrases for a role-play at the salon de thé.</p> <p>Key vocabulary to be able to pay the bill.</p> <p>2024 - 25</p> <p>'Do you have a pet?'</p> <p><i>See above</i></p> <p>'The Date'</p> <p>The days of the week in French</p>	<p>'Olympics'</p> <p>10 Olympic sports and their determiners.</p> <p>How to write a phrase describing an athlete by their performance sport (e.g. He does boxing. He is a boxer.).</p> <p>2024 - 25</p> <p>'At School' The nouns and determiners for 10 subjects.</p> <p>The 7 days of the week in French.</p> <p>Language to describe what subjects I like/do not like and why.</p> <p>'The Weekend' Telling the time around the clock in French.</p> <p>10 activities we may do at the weekend.</p> <p>Extended phrases including an activity, a time and an opinion (e.g. At the weekend I watch TV at 10.15. It's great!)</p> <p>'Me in the world' The vocabulary required for</p>
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		<p>'Myself' The nouns & determiners for family members.</p> <p>The words for the possessive 'my' in French.</p> <p>Numbers 1-70 in French</p> <p>High frequency verbs: he/she is called; He/she is...</p> <p>'Goldilocks and the three bears'</p> <p>Key vocabulary from the story like: Bed, chair, girl.</p> <p>Simple phrases from the story like: 'Once upon a time'</p> <p>'Habitats'</p> <p>5 different types of habitats.</p> <p>5 different types of plants.</p> <p>5 different types of animals.</p> <p>'In the classroom'</p> <p><i>See above</i></p> <p>'At the cafe'</p> <p><i>See above</i></p>	<p>The months of the year in French.</p> <p>The numbers 21-31 in French.</p> <p>Key questions and phrases with the date: What is the date today? When is it your birthday?</p> <p>'Clothes'</p> <p>21 items of clothing & their determiners.</p> <p>A new verb: to wear, I wear.</p> <p>The words for the possessive 'my' in French.</p> <p>'Olympics'</p> <p>10 Olympic sports and their determiners.</p> <p>How to write a phrase describing an athlete by their performance sport (e.g. He does boxing. He is a boxer.).</p> <p>'Habitats'</p> <p>5 different types of habitats.</p> <p>5 different types of plants.</p> <p>5 different types of animals.</p>	<p>personal details.</p> <p>I am called...</p> <p>I am...years old.</p> <p>I live in...</p> <p>More challenging and authentic language connected to celebrations, religions and the protection of our planet to widen the range of language.</p>
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* Substantive knowledge based on the progression document which has been produced by *Language Angels*.

**** Disciplinary knowledge**

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Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and

			terms of colour EG: 'My blue coat'.	irregular. EG: 'to go', 'to do', 'to have' and 'to be'.
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