

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Intent

This progression map offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. We will focus specifically on French throughout KS2, however as part of our creative curriculum we will also learn Japanese. Our chosen themes provide an introduction to speaking and understanding French through which we aim to foster children's curiosity and enjoyment of language learning. Children are given the opportunity to gradually build on and practice their skills. The curriculum provides opportunities to interact and communicate with others in a modern foreign language. At the heart, is the desire to expose children to modern foreign languages (specifically French and Japanese) and provide opportunities for them to interact and communicate with others so that they can build their confidence in communicating with others in a different language.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their speaking and listening skills. In upper KS2 these skills in French will be embedded and further developed therefore gradually progressing onto more complex language concepts and greater learner autonomy. In addition, children will also be introduced to Japanese.

Through our MFL curriculum, we intend to inspire pupils to develop a love of languages and to expand their understanding of other countries, cultures and people. We aim to provide them with a foundation that will equip them for further language studies.

Implementation

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills.. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. French lessons include resources from Twinkl and CGP+ which have been designed language specialists, including French native speakers, so that teachers feel confident and supported.. Additional and alternative materials are used for Japanese and for French wherever appropriate.

Impact

Using the full range of resources, including display materials, will increase the profile of languages across school. Whole-school and parental engagement will improve through the use of opportunities suggested in lessons and opportunities for wider learning. We want to ensure that languages are loved by teachers and pupils across school, therefore encouraging them to embark on further language studies and gain a better understanding of etymology, grammar and the English language. Impact is measured through key questioning skills built into lessons, teacher assessment and written tasks aimed at targeting next steps in learning.

	LKS2	UKS2
Listening and Speaking/Oracy	KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding. Children can: a repeat modelled words; b listen and show understanding of single words/short phrases through physical response; c repeat modelled short phrases;	KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding. Children can: a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in French;
	KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children can: a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes and dislikes	KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children can: a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses;
	KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can: a use familiar vocabulary to say a short sentence using a language scaffold;	KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can: a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold;
	KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Children can: a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled;	KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Children can: a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents on sound and apply increasingly confidently when pronouncing words; c adapt intonation, for example to mark questions.

Listening and Speaking/Oracy	KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences. Children can: a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.	KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences. Children can: a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people;
	KS2 Languages National Curriculum Children describe people, places, things and actions orally. Children can: a say simple familiar words to describe people, places, things and actions using a model;	KS2 Languages National Curriculum Children describe people, places, things and actions orally. Children can: a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
Reading and Writing/Literacy	KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing. Children can: a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words.	KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing. Children can: a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material;
	KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Children can: a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words;	KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Children can: a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use an online dictionary;

Reading and Writing/Literacy	KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. Children can: a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;	KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. Children can: a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c adapt intonation for example to mark questions
	KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Children can: a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy;	KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Children can: a write a simple sentence from memory using familiar language; b replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	KS2 Languages National Curriculum Children describe people, places, things and actions in writing. Children can: a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;	KS2 Languages National Curriculum Children describe people, places, things and actions in writing. Children can: a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
Stories, Songs, Poems and Rhymes	KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can: a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding.	KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can: a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words;

Stories, Songs, Poems	KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language. Children can: a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling.	KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language. Children can: a follow the text of a familiar song or story; b follow the text of a song and sing aloud;
Grammar	KS2 Languages National Curriculum Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Children can: a show awareness of nouns and adjectives, and be aware of similarities in English; b use the gender of nouns and the plural forms of nouns; c use a simple negative form (ne... pas); d use simple prepositions in their sentences; e use the verb 'être' in the present tense.	KS2 Languages National Curriculum Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Children can: a use and identify nouns, adjectives and verbs in French; b demonstrate understanding of gender and use appropriate determiners; c use elision when speaking and writing French (eg l' m') ; d recognise and use the simple future tense of a high frequency verb; compare with English; e recognise and use the first person singular possessive adjectives (mon, ma, mes) f use the third person plural of a few high frequency verbs in the present tense; g follow a pattern to conjugate a regular verb in the present tense;