

MFL Progression at Irthington Village School 2021

		French
Lower KS2	Upper KS2	
<p>Listening and speaking/Oracy</p>	<p>KS2 Languages National Curriculum Children can 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 through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response</p> <p>Children can; 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, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can: a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans</p> <p>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; c adapt intonation to ask questions or give instructions; d show awareness of accents; begin to pronounce words accordingly</p> <p>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</p> <p>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; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p>	<p>KS2 Languages National Curriculum Children can 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</p> <p>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; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.</p> <p>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; c refer to everyday activities and interests, recent experiences</p> <p>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 and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.</p> <p>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; c present a range of ideas and information, without prompts, to a partner or a group of people</p> <p>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; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions</p>
<p>Reading and Writing/Literacy</p>	<p>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.</p> <p>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; d begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English.</p> <p>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; c adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation; d show awareness of accents; begin to pronounce words accordingly.</p>	<p>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; c read and understand the main points and some detail from short, written material</p> <p>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 a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</p> <p>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 start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.</p>

	<p>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; c replace familiar vocabulary in short phrases written from memory to create new short phrases.</p> <p>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; c write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p>	<p>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 write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</p> <p>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; c use a wider range of descriptive language in their descriptions of people, places, things and actions.</p>
<p>Stories, Songs, Poems and Rhymes</p>	<p>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</p> <p>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.</p>	<p>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; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</p> <p>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 familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</p>

D&T Progression at Irthington Village School 2021