


HJS Curriculum Skills Progression – Languages

 MFL Skills	Year 3	Year 4	Year 5	Year 6
<p>Modern foreign languages are taught in a weekly lesson for most of the school year. Lessons are taught by a member of staff qualified to teach modern foreign languages. In Year 3 and 4, children learn German and in Years 5 and 6 they learn French.</p>				
Listening & Speaking	<ul style="list-style-type: none"> • Learning & practising key sounds • Recognising cognates, high frequency words and set phrases • Saying simple sentences 	<ul style="list-style-type: none"> • Revising key sounds & listening for gist • Saying sentences with accuracy • Adapting language to say new sentences 	<ul style="list-style-type: none"> • Learning key sounds • Recognising language and listening for gist • Extending simple sentences and adapting phrases to give longer accurate oral responses 	<ul style="list-style-type: none"> • Revising key sounds • Recognising previously learnt language and inferring meaning • Expressing opinions and using prior learning to create own detailed oral responses
Reading & Writing	<ul style="list-style-type: none"> • Recognising cognates, high frequency words and set phrases • Recognising sound-spelling patterns • Copying new words accurately & writing simple sentences 	<ul style="list-style-type: none"> • Recognising previously learnt language • Reading for gist • Applying phonic knowledge to writing & extending sentences 	<ul style="list-style-type: none"> • Recognising previously learnt language and decoding the written word • Reading for gist • Extending simple sentences accurately using sound-spelling knowledge & proof-reading work 	<ul style="list-style-type: none"> • Recognising previously learnt language, decoding the written word and inferring meaning • Expressing opinions and giving extra detail in the written form • Writing for different purposes & checking accuracy, including the use of a bilingual dictionary

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<p>Vocabulary</p>	<p>Greetings Ich bin/du bist, er/sie/es ist Wie geht's? Mir geht's gut/ nicht schlecht/gut Numbers 1-10 (ext: to 20) Wie alt bist du? Colours, Days, Months Domestic animals der/ die / das ist... und / aber Zoo animals (kann gut...+ verb) Mit</p>	<p>Size adjectives Ich habe, du hast, er/sie/es hat Hair length & style adjectives Sehr, ziemlich, nicht und auch Body parts (singular & plural) einen, eine, ein Mein Monster hat... Mein/meine, diese/dieses Nimm/geh Clothes Ich trage, er/sie trägt... sehr/ziemlich/ganz/total schick, praktisch, cool, doof EXT: 'Ich finde das...' Numbers 30-100 drinks and ice cream flavours Ich hätte gern</p>	<p>Greetings Ça va?, Ça va bien/mal, Comme ci comme ça Je m'appelle Quel âge as-tu? J'aians. 1-20 Colours. Je suis Weather phrases - Il y a du/de l'/des (l' with a vowel), Il fait + adj French cities Voici la météo, À, Il fait ...degrés et, aussi, mais, en plus, pourtant Places in town, Un/une/des, Le/la/les/l' tournez, allez, continuez c'est à gauche/droite J'aime, je n'aime pas, j'adore, je déteste, Fruits – singular & plural, Veg - plural, Numbers 1-100, Euros, Vous désirez? Oui, je voudrais..., s'il vous plait, merci</p>	<p>J'aime, je n'aime pas, j'adore, je déteste, ça va, je préfère... Musical instruments, Musical genres C'est nul, affreux, super, génial, chouette, hyper-cool, fantastique, magnifique, bien, ennuyeux, Utile/inutile/difficile/facile La chanson est... et, mais, aussi, pourtant, car Clothes, Days of the week, Seasons à / en, Je porte / je mets, Je vais mettre Adjectives – colours, grand/petit, à rayures/pois/carreaux/motifs En plastique/métal/bois En forme de panda/crocodile/giraffe D'hiver/d'été/d'automne/de printemps Continents, French speaking country names weather vocab/phrases recap Il est ___ heure(s), *EXT: et demie/et quart (moins le quart) Je me ... (routine phrases) Il/elle se... School subjects, c'est, J'ai..., Il/elle a... Je joue au..., il/elle joue au..., on joue au..., ne ...pas de, Je fais du/de la/de l'... Faire paradigm, Je voudrais...</p>
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<p>Grammar</p>	<p>The definite and indefinite article Sein verb – 1st & 3rd person Using a modal verb (können + inf) Word order with 2 verbs Awareness of adjectival endings Coordinating conjunctions</p>	<p>Grammar from Year 3 plus... Word order in questions (Bin ich...?) Sein verb - 1st, 2nd & 3rd person singular EXT: Comparative ending –er als... Haben verb – 1st, 2nd, 3rd person singular Adjectival agreement –e Adverbs Indefinite article – accusative case Plural spellings – endings Possessive pronouns Using the imperative (grammar not taught explicitly) Tragen verb – 1st & 3rd person singular Haben in the subjunctive (grammar not taught explicitly) Kosten verb - 3rd person</p>	<p>French phonics - Sound-spelling patterns, Silent letters, Accents No capitals on days/months Cognates & near cognates Intonation for questions Avoir for age (1st & 2nd person) Être verb – 1st person Conjunctions Faire- 3rd person Avoir – 3rd person Y - pronoun Genders & spelling patterns –erie, -e Definite and indefinite articles ‘Il y a ...’ Polite imperative -ez Opinion verbs Plurals Conversational French Conditional – Je voudrais (1st person only)</p>	<p>Explicit teaching of je or j’= I 6 instruments using le and la (highlight the cognates and recap definite article) Music genres – word order with genre/adjective Car c’est + adj structure for extending sentences Coordinating & subordinating conjunctions Indefinite article – un, une, des Clothing cognates, Je mets ... En/au + season Adjectival agreement and position à – double meaning – in/at en + vowel or h future tense – je vais + infinitive Reflexive verbs avoir paradigm in full Revision of opinion adjectives Days of the week without ‘on the..’ Jouer (1st, 2nd person, 1st person plural) Sport cognates Faire paradigm in full EXT: The ‘negative sandwich’ ne pas de The Conditional – vouloir</p>
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National Curriculum Key stage 2

The focus of study in modern languages will be on practical communication. 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