Core Skills Progression Map - MFL

2016-2017

 **The MFL curriculum at St Finbar’s**

* Our MFL curriculum is for all children Y2 – Y6.
* Our curriculum is a skills-based one; using knowledge and understanding of the world as the context for learning to speak French.
* Our curriculum is progressive; building on previous years’ knowledge, understanding and skills.
* Our curriculum is organised into broad areas of learning and core skills; following the National Curriculum (2014)
* Listening
* Speaking
* Reading
* Writing
* Understanding

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| Core skills | Year-group End-of-Year Epectations |
| N | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Listening (I) *()* |  |  |  | Chn will be able to: listen to songs and rhymes and joining in with simple words and phrases | Chn will be able to: listen to songs and rhymes and joining in with simple words and phrases | Listening to and sing rehearsed songs | Listening to and sing rehearsed songs | Listening to and sing rehearsed songs |
| Speaking (S) *()* |  |  |  | Answering questions and describing objectsetc with short, simple responses | Chn will be able to:Say and repeat single words and short simple phrases – e.g.* greeting someone
* saying oui, non, s’il vous plait, merci (or equivalents in other languages)
* naming classroom objects
* days of the week
* saying what the weather is like
 | Chn will be able to:Answer simple questions and give basic information – e.g.* Saying where I live
* Whether I have brothers and sisters
* Whether I have a pet
* When my birthday is
* How old I am
* Saying the date
 | Chn will be able to ask and answer simple questions and talk about their interests* discuss a picture with a partner, describing colours, shapes and saying whether I like it or not;
* asking and giving directions;
* discussing houses, pets, food
 | Chn will be able to:* speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
* give a short prepared talk, on a topic of choice, including expressing opinions - e.g.
* talking on a familiar subject; describing a picture or part of a story; making a presentation to the class …
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| Reading (R)*()* |  |  |  | Recognise single words with visual cues. | Chn will be able to:Can recognise and read out a few familiar words and phrases - e.g.* from stories and rhymes
* labels on familiar objects
* the date
* the weather
 | Chn will be able to:Understand and read out familiar written phrases - e.g.* simple phrases
* weather phrases
* simple description of objects
* someone writing about their pet
 | Chn will be able to:Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.* very simple messages on a postcard or e-mail or part of a story
* three to four sentences of information about my e-pal; a description of someone’s school day
 | Chn will be able to:Understand the main points and opinions in written texts from various contexts - e.g.* A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story …
* discover and develop an appreciation of a range of writing in French
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| Writing (W)*()* |  |  |  | Copy single familiar words and use this forlabelling | Chn will be able to:Can write or copy simple words or symbols correctly - e.g.* numbers
* Days of week
* colours
* classroom objects
* a shopping list
 | Chn will be able to:Can write one or two short sentences to a model and fill in the words on a simple form- e.g.* personal information
* where I live
* how old I am
* holiday greetings by e-mail or on a postcard
 | Chn will be able to:Write a few short sentences with support using expressions which they have already learnt - e.g.* a postcard, a simple note or message, an identity card
* Write a short text on a familiar topic, adapting language which they have already learnt- e.g.
* three to four sentences for a wall display; a simple e-mail message …
 | Chn will be able to:Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt* paragraphs of three to four sentences about myself,
* about a story or a picture; a message containing three to four sentences;
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| Understanding (U)*()* |  |  |  | Respond to simple classroom commands, shortstatements and questions eg levez – vous,regardez etc | Chn will be able to:Understand a few familiar spoken words and phrases - e.g. the teacher’s instructions* a few words and phrases in a song or a rhyme
* days of the week
* colours
* numbers
 | Chn will be able to:Understand a range of familiar spoken phrases - e.g.* Basic phrases concerning myself, my family, my school, the weather.
 | Chn will be able to:Understand the main points from a short spokenpassage made up of familiar language in simplesentences. - e.g.* A short rhyme or song, a telephone message,
* announcement or weather forecast.
* Sentences describing what people are
* wearing, what they are doing, an announcement or message.
 | Chn will be able to understand and respond to spoken and written language from a variety of authentic sources |