

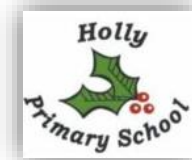
Holly Primary School
progression map

Pupils in Key Stage 2 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

Modern Foreign Language Progression of Skills: Years 3 and 4

In Years 3 and 4, the children can...



Speaking and listening

Cycle A

Respond to simple questions with support from a spoken model or visual clue
Respond to spoken instructions
Recognise numbers 1–20
Discriminate sounds and identify meaning when items are repeated several times
Greet others with confidence and reply to the questions
Know a well-known children's song in language studied
Sing a song from memory, with clear pronunciation
Identify common nouns
Begin to know some key vocabulary e.g. body parts, colours

Cycle B

Identify and pronounce accurately the names of some countries and towns
Sing a song from memory on a related topic
Listen with care
Listen to a story and select keywords and phrases from it
Ask and answer simple questions with correct intonation
Remember a sequence of spoken words
Speak clearly and confidently
Initiate a conversation when working with a partner
Express opinions

Key vocabulary:

Cycle A

zéro , un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze seize, dix-sept, dix-huit, dix-neuf and vingt.

Bonjour, au revoir, comment ça va? Très bien, bien, comme ci comme ça, mal, Salut, merci, A demain! Coucou! Bonsoir, s'il te plait, s'il vous plait, oui /non,

merci, à bientôt, bonne nuit, Comment t'appelles- tu?

Je m'appelle, Et toi? Monsieur, Madame, Mademoiselle, Quel âge as-tu? J'ai ... ans.

excellent! Super! Très bien!

Bleu, noir, vert, gris, blanc, rouge, rose, jaune, orange, marron, violet C'est bleu? Oui, c'est bleu or non, c'est noir.

I can sing a rainbow in French

Rouge et jaune et bleu et vert,

Violet, orange et rose,

Je connais les couleurs,

Toutes les couleurs,

Celles de l'arc-en-ciel!

Quelle est ta couleur préféréé?

Orange, c'est ma couleur préféréé.

Voici, la tête, les épaules, les genoux, les pieds,

les yeux, les oreilles, la bouche, le nez, oui, non, merci, à bientôt, bonne nuit, Comment t'appelles- tu?

Je m'appelle, Et toi? Monsieur, Madame, Mademoiselle, Quel âge as-tu? J'ai ... ans.

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Toutes les couleurs,
Celles de l'arc-en-ciel!

Quelle est ta couleur préférée?
Orange, c'est ma couleur préférée.

Voici, la tête, les épaules, les genoux, les pieds,
les yeux, les oreilles, la bouche, le nez, oui, non.

Cycle B

vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six,
vingt-sept, vingt-huit, vingt-neuf, trente, trente et un, ...quarante.

Les jours de la semaine en français
lundi, mardi, mercredi, giovedì, vendredi, samedi, dimanche

Les mois de l'année en français
janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.

Quelle est la date aujourd'hui?
Mon anniversaire est...

Qui est-ce?
C'est ... Ce n'est pas
Dans la sac il-y-a..
Qu'est-ce que c'est?
Ce sont des...

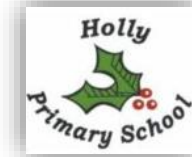
Le lion, le serpent, la tarentule, le gorille, la giraffe, l'éléphant, l'hippopotame, le rhinocéros, le zèbra, le léopard, un mouton, un caméléon, un papillon, un chat, un perroquet, un furet, une baleine, une souris, une panthère, une perruche, une araignée

<p><i>Frère Jacques, Frère Jacques, Dormez-vous? Dormez-vous? Sonnez les matines! Sonnez les matines! Ding, dang, dong. Ding, dang, dong</i></p>	
<p><u>Reading</u> <u>Cycle A</u></p> <p>Sequence written instructions Recognise some familiar words in written form Recognise and read known sounds within words Read some key vocabulary</p> <p><u>Cycle B</u></p> <p>Understand words displayed in the classroom Research additional vocabulary using a dictionary Read familiar words and join in with a non-fiction text / story</p>	<p><u>Writing</u> <u>Cycle A</u></p> <p>Write some of the numbers to 20 from memory Experiment with writing simple words Copy accurately in writing some key words Copy or label using single words or short phrases</p> <p><u>Cycle B</u></p> <p>Write familiar words and simple phrases from a model Understand and write a short email using structures learnt</p>
<p><u>Knowledge about languages</u> <u>Cycle A</u></p> <p>Understand and start to use some basic core structures</p> <p><u>Cycle B</u></p> <p>Understand the main core structures and begin to use some actively. Identify phonemes that are the same as or different from English or other languages they know</p>	<p><u>Knowledge about the culture of the countries</u> <u>Cycle A</u></p> <p>Start to understand cultural similarities and differences and how festivals are celebrated Understand the differences in social conventions when people greet each other</p> <p><u>Cycle B</u></p> <p>Identify counties where selected language is spoken Investigate aspects of lifestyle in selected country e.g. food or leisure activities</p>

	Investigate weather patterns of select country
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Modern Foreign Language Progression of Skills: Years 5 and 6

In Years 5 and 6, the children can...



Speaking and listening

Cycle A

Understand numbers in multiples of 10 up to 100

Understand and give simple directions

Say that they don't understand and ask for something to be repeated

Give information

Use short sentences when asking and answering questions

Prepare a short talking task alone or with a partner and present this with reasonable pronunciation

Listen to a story or poem and identify key words and phrases

Cycle B

Follow short descriptions in order to find specific information

Devise and perform a short sketch in role play situation

Demonstrate creativity and imagination in using known language in new contexts

Listen attentively and understand more complex phrases and sentences

Understand longer and more complex phrases or sentences

Use spoken language confidently to initiate and sustain conversations and to tell stories

Prepare a short presentation on a familiar topic

Be understood when speaking in a different language

Cycle A

Zero, dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatre-vingt-dix, cent.

Le Petit Dejeuner, le croissant, les cereales, les oeufs, le pain grillé,

le petit déjeuner Anglais, le yaourt, les fruits, les boissants, le café, le thé, le jus d'orange, le lait, le chocolat chaud.

Que veux-tu manger pour le petit déjeuner?

J'aimerais manger...

Que veux-tu boire pour le petit déjeuner?

J'aimerais boire...

Je voudrais ... s'il vous plaît.

Je mange ...

des chips, des frites, des legumes, du pain, de la pizza, des pates, du poisson, du sel, du poivre, de la viande, du riz

Le corps, le cou, la poitrine, le dos, le ventre, le doigt, le pouce, l'orteil, le derriere, l'epaules, les genoux.

la tete, le visage, les cheveux, les dents, la levre, la langue, la joue,

le menton, les yeux, les oreilles,

la bouche, le nez

Cycle B

J'aime, Je n'aime pas, J'adore, Je déteste, Je préfère, Parce que, C'est / ce n'est pas, Il y a / il n'y a pas, terrible, vrai, faux, Je voudrais, J'ai / je n'ai pas, Où habites-tu ? J'habite à, en Angleterre, à la campagne, à la montagne, dans une grande ville, dans une petite ville

Où? Qui? Quand? Quoi? What? Comment? Pourquoi? Combien? Quel(s) / Quelle(s)?

En ville, le bowling, le musée, le parc, les magasins, le cinéma, le château, le centre sportif, le stade, le centre commercial, le théâtre, la discothèque,

la piscine, la cathédrale, le marché, la gare, la gare routière, la pharmacie, la bibliothèque, le château, le port,

L'église, le magasin de vélos, les jardins, l'arène, le café, le restaurant, la poste, la plage, la place, l'aéroport ma ville est...

grande, petite, jolie, propre, sale, Tranquille, Bruyante, il y a, il n'y a pas de

<p>En vacances, je vais, joli, des musées, délicieuse, il fait chaud, France, beaucoup, ma famille, je adore la plage, Je préfère, la plage, la montagne, l'été, l'hiver, un hôtel, un camping.</p>	
<p><u>Reading</u> <u>Cycle A</u></p> <p>Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text To make predictions based on existing knowledge Read aloud to a partner or small group</p> <p><u>Cycle B</u></p> <p>Use knowledge of word order and sentence construction to support the understanding of written text Read and understand the main points and some detail from a short-written passage Read aloud with confidence</p>	<p><u>Writing</u> <u>Cycle A</u></p> <p>Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model</p> <p><u>Cycle B</u></p> <p>Write sentences using some description Apply a range of linguistic knowledge to create simple, written pieces that can be understood Use dictionaries to support writing</p>
<p><u>Knowledge about languages</u> <u>Cycle A</u></p> <p>Use agreements of adjectives Manipulate language by changing an element in a sentence</p> <p><u>Cycle B</u></p> <p>Understand and use negatives Recognise patterns in the foreign language</p>	<p><u>Knowledge about the culture of the countries</u> <u>Cycle A</u></p> <p>Look at further aspects of everyday lives from the perspective of someone from another country Learn about places of interest/ importance within the county studied</p> <p><u>Cycle B</u></p> <p>Present information about an aspect of culture Compare and contrast countries where language is spoken with this country</p>

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progression map

	Investigate famous people/events from the chosen country to be studied Investigate cultural differences
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