

Lower Peover C of E Primary School

Progression in MFL under the 2014 National Curriculum

Key Stage 2



Teaching should focus on enabling pupils to make substantial progress in one of the following languages: French, German, Italian, Mandarin, Spanish, Latin or Ancient Greek. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication, while the focus in Latin or Ancient Greek will be to provide a linguistic foundation for learning modern languages and for reading comprehension. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.

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, such as (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

The starred (*) content above will not be applicable to ancient languages.

Key Questions:	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Listening & Responding	Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage?		Do they understand longer passages made up of familiar language? Can they identify and note the main points and some details?	
Challenge	Can you follow simple classroom instructions? Can you respond to questions about likes and dislikes? Can you give opinions when asked?		Can you use cognates to work out new language? Can you understand a weather forecast? Can you identify numbers up to 100? Can you understand past/future tenses? Can you respond to questions about familiar topics?	

Key Questions:	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Speaking	Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response?		Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases?	
Challenge	Can you count to 50? Can you say what pets you have? Can you say what you like / don't like to eat or drink? Can you describe items using a range of adjectives?		Is pronunciation generally accurate? Can you count to at least 100? Can you describe the size and colour of some planets? Can you describe the weather? Can you hold a short conversation and ask and answer questions about a familiar topic? Can you carry out a survey?	

Key Questions:	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Reading & Responding	<p>Can they read and understand short texts using familiar language?</p> <p>Can they identify and note the main points and give a personal response?</p> <p>Can they read independently?</p> <p>Can they use a bilingual dictionary or glossary to look up new words?</p>		<p>Can they understand a short story or factual text and note some of the main points?</p> <p>Can they use the context to work out some unfamiliar words?</p>	
Challenge	<p>Can you use a bilingual dictionary to look up a new word?</p> <p>Can you read aloud familiar words and phrases?</p> <p>Can you read a menu and identify familiar vocabulary?</p> <p>Can you identify France, Europe and French-speaking countries on a map?</p>		<p>Can you read aloud confidently?</p> <p>Can you use context to understand longer passages?</p> <p>Can you apply phonic knowledge to read words?</p> <p>Can you describe different illnesses and injuries?</p>	

Key Questions:	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Writing	<p>Can they write 2-3 sentences on a familiar topic?</p> <p>Can they say what they like and dislike about a familiar topic?</p> <p>Can they write phrases from memory?</p>		<p>Can they write a paragraph of about 3-4 simple sentences?</p> <p>Can they adapt and substitute individual words and set phrases?</p> <p>Can they use a dictionary or glossary to check words they have learnt?</p>	
Challenge	<p>Can you copy everyday words accurately?</p> <p>Can you label items?</p> <p>Can you write a short sentence about your pet?</p> <p>Can you describe food and drink items you like / dislike?</p> <p>Can you use adjectives in your writing?</p> <p>Can you describe a monster?</p> <p>Can you fill in the missing lyrics of a song?</p>		<p>Can you include imaginative vocabulary in your writing?</p> <p>Can you adapt and enhance your writing?</p> <p>Can you describe several planets?</p> <p>Can you write a postcard describing the weather?</p> <p>Can you use adjective agreements?</p> <p>Can you link sentences using connectives?</p> <p>Can you write up the results of a survey?</p>	