



## Progression of Skills in Modern Foreign Languages (MFL)

- Learning objectives which show progression over the four years of Key Stage 2 in Oracy, Literacy and Intercultural Understanding • Two 'cross-cutting' strands showing how Knowledge about Language (KAL) and Language Learning Strategies (LLS) relate to these objectives

Oracy Literacy Knowledge about language Intercultural understanding Language learning strategies

<https://www.all-languages.org.uk/wp-content/uploads/2016/04/KS2-Framework-for-Languages-part-1.pdf>

<https://www.lightbulblanguages.co.uk/resources/PrimaryFrench/KS2-Framework-progression-by-strand.pdf>

<https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y3>

	Teddy (R and 1)	Panda (2 and 3)	Koala (4, 5 and 6)
	KS1 objectives to be covered over two years (some in R)	Lower KS2 objectives to be covered over two years	Upper KS2 objectives to be covered over two years
<p><b>ORACY</b></p> <p><b>Foundation stage</b></p> <p>Communication and language Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear</p>	<p>O 3.1 Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> <li>• identify rhyming words</li> <li>• perform finger rhymes and sing songs</li> </ul> <p>O 3.2 Recognise and respond to sound patterns</p>	<p>3.1 Listen and respond to simple rhymes, stories and songs</p> <p>3.2 Recognise and respond to sound patterns and words</p> <p>3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <p>3.4 Listen attentively and understand instructions, everyday classroom language</p>	<p>O4.1 Memorise and present a short spoken text</p> <p>O4.2 Listen for specific words and phrases</p> <p>O4.3 Listen for sounds, rhyme and rhythm</p> <p>O4.4 Ask and answer questions on several topics</p> <p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and</p>

<p>with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p><b>KS1</b></p> <p><b>KS2</b></p>	<p>and words</p> <ul style="list-style-type: none"> <li>• listen with care</li> <li>• speak clearly and confidently.</li> </ul> <p>O 3.4</p> <ul style="list-style-type: none"> <li>• repeat words and phrases modelled by the teacher •</li> </ul>	<p>and praise words</p> <p>4.1 Memorise and present a short spoken text</p> <p>4.2 Listen for specific words and phrases</p> <p>4.3 Listen for sounds, rhyme and rhythm</p> <p>4.4 Ask and answer questions on several topics</p>	<p>structures in new contexts</p> <p>O5.2 Understand and express simple opinions</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>O5.4 Prepare a short presentation on a familiar topic</p> <p>O6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <p>O6.2 Perform to an audience</p> <p>O6.3 Understand longer and more complex phrases or sentences</p> <p>O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p>
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	Teddy (R and 1)	Panda (2 and 3)	Koala (4, 5 and 6)
	KS1 objectives to be covered over two years (some in R)	Lower KS2 objectives to be covered over two years	Upper KS2 objectives to be covered over two years
<p><b>LITERACY</b></p> <p><b>Foundation stage</b></p> <p>Literacy:</p> <p>ELG 09 Reading:</p> <ul style="list-style-type: none"> <li>• Children read and understand simple sentences.</li> <li>• They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>• They also read some common irregular words.</li> <li>• They demonstrate understanding when talking with others about what they have read.</li> </ul> <p>ELG 10 Writing:</p> <ul style="list-style-type: none"> <li>• Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>• They also write some irregular common words.</li> <li>• They</li> </ul>	<p>L3.1 Recognise some familiar words in written form</p> <p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <p>L3.3 Experiment with the writing of simple words</p> <p>L4.4 Write simple words and phrases using a model</p>	<p>L3.1 Recognise some familiar words in written form</p> <p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <p>L3.3 Experiment with the writing of simple words</p> <p>L4.1 Read and understand a range of familiar written phrases</p> <p>L4.2 Follow a short familiar text, listening and reading at the same time</p> <p>L4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <p>L4.4 Write simple words and phrases using a model and some words from memory</p>	<p>L5.1 Re-read frequently a variety of short texts</p> <p>.</p> <p>L5.2 Make simple sentences and short texts</p> <p>L5.3 Write words, phrases and short sentences, using a reference</p> <p>L6.1 Read and understand the main points and some detail from a short written passage</p> <p>L6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <p>L6.3 Match sound to sentences and paragraphs</p> <p>L6.4 Write sentences on a range of topics using a model</p>

<p>write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><b>KS1</b></p> <p><b>KS2</b></p>			
	<p><b>Teddy (R and 1)</b></p> <p><b>KS1 objectives to be covered over two years (some in R)</b></p>	<p><b>Panda (2 and3)</b></p> <p><b>Lower KS2 objectives to be covered over two years</b></p>	<p><b>Koala (4, 5 and 6)</b></p> <p><b>Upper KS2 objectives to be covered over two years</b></p>
<p><b>Intercultural Understanding</b></p> <p>Foundation Stage:</p> <p>Understanding of the World:</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 14 The world:</p>	<p>IU3.1Learn about the different languages spoken by children in the school</p> <p>IU3.2Locate country/countries where the language is spoken</p> <p>Learn about ways of travelling to the country/countries</p>	<p>IU3.1Learn about the different languages spoken by children in the school</p> <p>IU3.2Locate country/countries where the language is spoken</p> <p>IU3.3Identify social conventions at home and in other cultures</p> <p>IU3.4Make indirect or direct contact with the country/countries where the language is spoken</p> <p>IU4.1Learn about festivals and celebrations in different cultures</p>	<p>IU5.1Look at further aspects of their everyday lives from the perspective of someone from another country</p> <p>IU5.2Recognise similarities and differences between places</p> <p>IU5.3Compare symbols, objects or products which represent their own culture with those of another country</p> <p>IU6.1Compare attitudes towards aspects of everyday life</p> <p>IU6.2Recognise and understand some of the</p>

<ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> </ul> <p>KS1</p> <p>KS2</p>		<p>IU4.2 Know about some aspects of everyday life and compare them to their own</p> <p>IU4.3 Compare traditional stories</p> <p>Learn about ways of travelling to the country/countries</p>	<p>differences between people</p> <p>IU6.3 Present information about an aspect of culture</p>
	<p><b>Teddy (R and 1)</b></p> <p><b>KS1 objectives to be covered over two years (some in R)</b></p>	<p><b>Panda (2 and 3)</b></p> <p><b>Lower KS2 objectives to be covered over two years</b></p>	<p><b>Koala (4, 5 and 6)</b></p> <p><b>Upper KS2 objectives to be covered over two years</b></p>
<p><b>Knowledge About Language</b></p> <p>The objectives for developing children's Knowledge about Language are integrated into the learning objectives and teaching activities for Oracy, Literacy and Intercultural Understanding.</p> <p>Foundation Stage:</p> <p>Communication Listening</p>	<p>O3.1 • Identify specific sounds, phonemes and words • Recognise commonly used rhyming sounds.</p> <ul style="list-style-type: none"> <li>• Recognise conventions of politeness • Engage in turn taking.</li> </ul> <p>L4.2 • Recognise that texts often have the same conventions of style and layout as in English.</p> <p>IU3.1 • Recognise that many languages are spoken in the UK.</p>	<p>O3.1 • Identify specific sounds, phonemes and words • Recognise commonly used rhyming sounds.</p> <p>O3.2 • Identify specific sounds, phonemes and words • Imitate pronunciation.</p> <p>O3.3 • Hear main word classes • Recognise question forms and negatives • Recognise conventions of politeness • Engage in turn taking.</p> <p>O3.4 • Link sounds to meanings • Recognise negative statements.</p> <p>L3.1 • Recognise how sounds are represented in written form • Notice the spelling of familiar words.</p>	<p>O5.1 • Develop accuracy in pronunciation and intonation • Manipulate language by changing a single element in a sentence • Use repair strategies to keep a conversation going.</p> <p>O5.2 • Understand and use negative statements.</p> <p>O5.3 • Recognise different types (register) of language • Apply knowledge of language rules and conventions when building short sentences.</p> <p>L5.1 • Notice different text types and deal with authentic text.</p> <p>L5.2 • Recognise the typical conventions of word order and compare with English/other</p>

<p><b>and Language</b></p> <ul style="list-style-type: none"> <li>• <b>Children listen attentively in a range of situations.</b></li> <li>• <b>They listen to stories, accurately anticipating key events and respond to what they hear</b></li> <li>• <b>They give their attention to what others say and respond appropriately,</b></li> <li>• <b>Children express themselves effectively, showing awareness of listeners' needs.</b></li> </ul> <p><b>PSED:</b></p> <ul style="list-style-type: none"> <li>• <b>They work as part of a group or class, and understand and follow the rules.</b></li> </ul> <p><b>KS1</b></p> <p><b>KS2</b></p>	<p>IU3.2 • Recognise that many languages are spoken across the world.</p>	<p>L3.2 • Understand how far letters/letters strings are both similar to and different from English • Recognise that some words occur in both English and the language being learned, although they may sound different.</p> <p>L3.3 • Appreciate that writing systems are different from one another.</p> <p>O4.1 • Recognise negative statements.</p> <p>O4.2 • Recognise categories of words (e.g. colours, animals) • Extend recognition of word classes • Recognise and apply simple agreements (e.g. gender, singular, plural) • Interpret non-verbal communication.</p> <p>O4.3 • Sort words according to sounds.</p> <p>O4.4 • Use question forms • Identify word classes and understand the function of e.g. verbs.</p> <p>L4.1 • Apply phonic knowledge of the foreign language in order to decode text.</p> <p>L4.2 • Recognise that texts often have the same conventions of style and layout as in English.</p> <p>L4.3 • Use phonic knowledge to support accurate pronunciation • Recognise the main word classes.</p> <p>L4.4 • Apply phonic knowledge to write simple</p>	<p>languages spoken in the class.</p> <p>L5.3 • Apply phonic and whole word knowledge in the new language in order to locate words in a reference source.</p> <p>IU5.1 • Understand that words will not always have a direct equivalent in the language.</p> <p>IU5.2 • Recognise that languages borrow words from other languages.</p> <p>IU5.3 • Notice different text types.</p> <p>O6.1 • Recognise the importance and significance of intonation.</p> <p>O6.2 • Use knowledge of language to present information and personal ideas.</p> <p>O6.3 • Notice and manipulate agreements.</p> <p>O6.4 • Use knowledge of words, text and structure to make meaning, using simple language spontaneously.</p> <p>L6.1 • Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts • Apply knowledge of word order and sentence construction to support the understanding of written text.</p> <p>L6.2 • Use knowledge of the language features, style and layout of different texts to</p>
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		<p>words and phrases.</p> <p>80</p> <p>IU3.1 • Recognise that many languages are spoken in the UK.</p> <p>IU3.2 • Recognise that many languages are spoken across the world.</p> <p>IU3.3 • Recognise that there are different language conventions to express politeness.</p> <p>IU3.4 • Understand that familiar things have different names in different languages e.g. Wasser, eau, water.</p> <p>IU4.1 • Recognise similarities and differences between languages in the phrases used for celebration.</p> <p>IU4.2 • Understand that conventions are respected by native speakers and are important for learners.</p> <p>IU4.3 • Identify a different writing system • Identify narrative forms in a different language and compare to those in English.</p> <p>IU4.4 • Notice similarities and differences in place names.</p>	<p>support understanding.</p> <p>L6.3 • Apply knowledge of words and text conventions to build meaningful sentences and short texts.</p> <p>IU6.1 • Devise questions for authentic use.</p> <p>IU6.2 • Recognise that languages have different ways of expressing social relationships.</p> <p>IU6.3 • Create spoken and written language using simple sentences.</p>
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	<b>KS1 objectives to be covered over two years (some in R)</b>	<b>Lower KS2 objectives to be covered over two years</b>	<b>Upper KS2 objectives to be covered over two years</b>
<p><b>Language Learning Strategies</b></p> <p>The Objectives for Language Learning Strategies are integrated into the learning objectives and learning opportunities for the core strands, Oracy, Literacy and Intercultural Understanding.</p> <p>Foundation</p> <p>KS1</p> <p>KS2</p>	<ul style="list-style-type: none"> <li>• Use gesture and mime to show they understand and to help make themselves understood</li> <li>• Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualisation</li> </ul>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Discuss their language learning and try out different learning strategies</li> <li>• Plan and prepare for language learning activities, analysing what they need in order to carry out a task</li> <li>• Use gesture and mime to show they understand and to help make themselves understood</li> <li>• Identify techniques to develop pronunciation, e.g. observing native speakers, speaking aloud, making recordings</li> <li>• Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualisation</li> <li>• Identify techniques which assist understanding, e.g. looking at the face of the speaker, asking for repetition or clarification, listening for key words</li> <li>• Sort and categorise known words and investigate the characteristics of new</li> </ul>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Discuss their language learning and try out different learning strategies</li> <li>• Plan and prepare for language learning activities, analysing what they need in order to carry out a task</li> <li>• Use gesture and mime to show they understand and to help make themselves understood</li> <li>• Identify techniques to develop pronunciation, e.g. observing native speakers, speaking aloud, making recordings</li> <li>• Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualisation</li> <li>• Identify techniques which assist understanding, e.g. looking at the face of the speaker, asking for repetition or clarification, listening for key words</li> <li>• Sort and categorise known words and investigate the characteristics of new</li> </ul>



		<p>language</p> <ul style="list-style-type: none"><li>• Apply prior knowledge of language structure(s) when attempting to understand unknown language or to create new language</li><li>• Use monolingual and bilingual dictionaries.</li></ul>	<p>language</p> <ul style="list-style-type: none"><li>• Apply prior knowledge of language structure(s) when attempting to understand unknown language or to create new language</li><li>• Use monolingual and bilingual dictionaries.</li></ul>
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