



Acklam Whin Primary School

Progression of Skills in Modern Foreign Languages

	Key stage 1	Lower Key Stage 2	Upper Key Stage 2
Listening	Listen to French songs and rhymes and begin to join with basic words (greetings, numbers 0-10 and colours)	<p>Listen and show understanding of single words and short phrases</p> <p>Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words</p> <p>Listen to songs, rhymes and stories by using actions and words, some from memory</p>	<p>Listen and show understanding of more complex familiar phrases and sentences, short paragraphs containing familiar and unfamiliar words</p> <p>Follow a longer text, e.g. a rhyme or story</p>
Speaking	<p>Begin to appreciate that words and letters in French can have a different sound or pronunciation to English</p> <p>Attempt to repeat simple words after the teacher or online resource.</p> <p>Join in with some basic words, songs</p>	<p>Appreciate that words and letters in French can have a different sound or pronunciation to English</p> <p>Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words</p> <p>Understand and answer several familiar questions; say a short sentence using familiar single words and a connective with (and sometimes without) support</p> <p>Say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)</p> <p>Join in with the words of familiar songs, rhymes and stories, some from memory</p>	<p>Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words</p> <p>Ask and answer more complex familiar questions; say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support</p> <p>say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary</p>



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	and rhymes with the class		<p>Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency</p> <p>Follow a longer text, e.g. a rhyme or story</p> <p>Join in with songs, rhymes and stories by using actions, words and simple sentences.</p>
Reading	Y1/2 begin to recognise some written core French vocabulary	<p>Read and show understanding of single words/short phrases</p> <p>Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds</p>	<p>Read and show understanding of more complex familiar phrases and sentences/short paragraphs containing familiar and unfamiliar words</p> <p>Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>Read aloud familiar and unfamiliar words with good accurate pronunciation, intonation and increasing fluency</p>
Writing	Attempt to copy French letters/simple words on white boards	<p>Write a short sentence using familiar single words and a connective with (and sometimes without) support</p> <p>Write simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)</p>	<p>Write longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.</p> <p>Write more complex sentences that present personal ideas, facts and feelings, confidently manipulation language with and without support</p>



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Vocabulary	Begin to recognise and remember simple vocabulary through listening and repeating	<p>Suggest and use strategies to memorise core vocabulary and structures (progressing to including connections with other languages)</p> <p>Find the meaning of a word in a word list and a bilingual dictionary</p> <p>Translate words using bilingual dictionary</p>	<p>Suggest and use strategies to memorise core vocabulary including connections with other languages</p> <p>Decode unfamiliar text using language skills, context and/or a bilingual dictionary</p> <p>Use a bilingual dictionary to find the meaning of words, including nouns, adjectives and verbs and manipulate them according to gender and number</p>
Intercultural understanding	Begin to understand that different languages may be spoken by children in the school and respect that there are people and places in the world that are different to own culture	<p>Understand that different languages may be spoken by children in the school</p> <p>Locate a country/countries where a given language is spoken</p> <p>Identify social conventions at home and in other cultures</p> <p>Understand and respect that there are people and places in the world that are different to own culture</p> <p>Identify similarities and differences in own culture to that of another</p> <p>Discuss celebrations in other cultures and identify aspects of daily life in other countries that are different to my own</p> <p>Compare these aspects of daily life to my own</p> <p>Begin to compare traditional stories, songs and nursery rhymes</p>	<p>Respect and understand cultural diversity</p> <p>Understand how symbols, objects and pictures can represent a country</p> <p>Recognise similarities and differences between two or more cultures/countries</p> <p>Compare symbols, objects or products which represent their own culture with those of another country</p> <p>Begin to compare cultural attitudes towards aspects of everyday life</p> <p>Discuss and present information about a particular country's culture</p> <p>Begin to understand more complex issues which affect countries in the world today for example poverty, famine, religion and war</p>



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