



Key Concepts Progressive Curriculum Map
**Modern Foreign Languages
(MFL)**

Lower Key Stage 2 – Upper Key Stage 2

Knowledge, Skills and Understanding breakdown for Foreign Languages

Lower Key Stage 2

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> • Can pupils begin to understand the main points of 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 to a question? <p><i>Spoken at near normal speed. May need sentences repeated.</i></p>	<ul style="list-style-type: none"> • With prompts, can they have a short conversation where they are saying 2-3 things? • Can they use short phrases to give a personal response? <p><i>Although they use mainly memorised language, some children may occasionally be able to substitute items of vocabulary to vary the questions or statements.</i></p>	<ul style="list-style-type: none"> • Can they read and understand short texts using familiar language? • Can they identify and note the main points and give a personal response to a question? • Can they read a sentence independently? • Can they use a bilingual dictionary or glossary to look up new words? 	<ul style="list-style-type: none"> • With prompts, can they write 2-3 short sentences on <a familiar topic>? • With prompts, can they say what they like and dislike about <a familiar topic>? <p><i>They write short phrases with prompts. Some pupils may be able to do this from memory. Their spelling may not always be accurate but is understandable.</i></p>

Knowledge, Skills and Understanding breakdown for Foreign Languages

Upper Key Stage 2

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<ul style="list-style-type: none"> • Can they hold a simple conversation with at least 2 - 3 exchanges? • Can they use their knowledge of basic grammar to make simple adaptations? <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation when modelled.</i></p>	<ul style="list-style-type: none"> • With support, can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? 	<ul style="list-style-type: none"> • Can they write a paragraph of about 2 - 3 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt? <p><i>They will draw largely on modelled language.</i></p>