



Modern Foreign Languages (MFL)

Progression of Skills

National Curriculum Content

Purpose of Study & Aims

Learning a foreign language provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.

The National Curriculum for Languages aims to ensure that all pupils:

- Understand and respond to spoken and written language.
- Speak with increasing confidence, fluency and spontaneity.
- Write at varying length for different purposes and audiences.
- Discover and develop an appreciation of a range of writing in the language studied.

Key Stage 2

Pupils should be taught to:

Listening and Speaking

- Listen attentively and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes.
- Engage in conversations and ask and answer questions.
- Speak in sentences using familiar vocabulary.

- Develop accurate pronunciation and intonation.

Reading

- Read carefully and show understanding of words, phrases and simple texts.
- Appreciate stories, songs, poems and rhymes.
- Broaden vocabulary through reading.

Writing

- Write phrases from memory.
- Adapt and create sentences using familiar language.
- Describe people, places, things and actions in writing.

Grammar

- Understand basic grammar appropriate to the language studied.
- Understand gender, agreement and sentence structure.
- Use dictionaries appropriately.

Modern Foreign Languages at Newport

At Newport the teaching of Modern Foreign Languages inspires children to develop confidence in communicating in another language whilst fostering curiosity and appreciation of different cultures. Through listening, speaking, reading and writing activities, pupils develop language skills and a deeper understanding of the wider world.

Teaching of Modern Foreign Languages follows the following sequence at Newport:

Knowledge, Skills and Understanding breakdown for Foreign Languages

Lower Key Stage 2			
Listening and responding	Speaking	Reading and responding	Writing
• 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? • Spoken at near normal speed. May need sentences repeated.	• 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? • Although they use mainly memorised language, some children may occasionally be able to substitute items of vocabulary to vary the questions or statements.	• 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?	• 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>? • 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.

Upper Key Stage 2			
Listening and responding	Speaking	Reading and responding	Writing
• Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? • Spoken at near normal speed with no interference. May need some items to be repeated.	• Can they hold a simple conversation with at least 2 - 3 exchanges? • Can they use their knowledge of basic grammar to make simple adaptations? • Their pronunciation is generally accurate and they show some consistency in their intonation when modelled.	• 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?	• 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? • They will draw largely on modelled language.