



Higham Primary School Progression of Knowledge and Skills – Modern Foreign Languages

Intent

At Higham, we encourage an interest in and thirst for learning other languages. We are passionate as a team about introducing children to other languages in a way that is enjoyable and accessible to all pupils. We intend to stimulate and encourage children's curiosity about language and creativity in experimenting with it. We intend to deliver high-quality lessons, which ensure that our pupils have covered the skills required to meet the aims of the National Curriculum. Our lessons hope to embed the four essential skills of listening, reading, speaking and writing. Our curriculum is designed to expose children to the three pillars of language learning; vocabulary, phonics and grammar. We aim to build the children's 'culture capital' so that they are aware of similarities and differences between cultures. Lastly, we hope to lay the foundations for future language learning and foster an appreciation for other cultures.

Implementation

At Higham, our Modern Foreign Languages (MFL) curriculum is carefully designed to progressively develop pupils' skills in French, using the Language Angels scheme of work as a structured foundation. This approach ensures that children acquire a growing bank of vocabulary organised around engaging topics, while gradually building confidence in the four key language skills: listening, speaking, reading, and writing. Each unit builds on prior learning, so pupils can revisit and consolidate knowledge before moving on to more complex language.

Our curriculum also provides opportunities for pupils to learn about France and its culture, helping them to appreciate similarities and differences between cultures and develop a sense of global awareness. Lessons are practical, interactive, and enjoyable, incorporating games, songs, and speaking activities to make learning memorable and fun for all learners.

In Key Stage 2, new French units are taught through weekly 40-minute lessons in Terms 2, 4 and 6. In Terms 1, 3 and 5, pupils revisit and practise previously taught vocabulary, grammar and phonics through regular retrieval activities. This approach supports long-term retention and progression by embedding learning before new content is introduced.

EYFS and KS1 pupils are introduced to other languages and cultures informally through topic work, stories, and celebrations when studying different countries, fostering early curiosity and enthusiasm for language learning.

Our curriculum fully meets the aims of the National Curriculum and is adapted to suit the ability levels of each group. Teachers use a range of strategies and resources to ensure lessons are inclusive, engaging, and appropriately challenging, so that every child can succeed and enjoy their language learning journey.

Impact

We believe that the impact of our Modern Foreign Languages Curriculum is that French will be valued by all children across the school and children will enjoy learning a new language. Pupils will develop confidence in speaking French, understanding words and phrases, and responding to spoken and written language from a variety of sources. They will also gain a sense of the wider world and an appreciation of other cultures, making meaningful comparisons with their own. Teachers will develop strong subject knowledge, enjoy teaching the subject, feel confident in the curriculum content that they are teaching and will also have a clearer understanding of the progression of skills across the key stages. The impact of our curriculum will be measured through a range of strategies, including observing pupils speaking and listening in French, asking key questions, marking written work, and gathering pupil voice through interviews about their learning experiences.



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Progression of Knowledge

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Recap: Basic French words linking to introductions.	I am learning French In this unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.	Recap: La phonétique (Phonics & Pronunciation)	Animals Pupils will be introduced to ten nouns and articles for common animals. We will also introduce the children to the use of je suis... (I am...)	Recap: French numbers (1-10) and colours	I am able In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.
Year 4	Recap: learning from year 3 linking to the topic 'I am learning French unit'.	Presenting myself Enables children to present themselves accurately in French. The unit covers saying who you are, how old you are, where you live and where you are from.	Recap: La phonétique (Phonics & Pronunciation)	My Family In this unit children will know the names for different family members, count to one hundred in French and understand the use of mon, ma and mes (my) in French.	Recap: Topics covered so far and French numbers and colours	My Home Pupils will learn how to: Say whether they live in a house or an apartment, say where it is and learn rooms of the house in French. They will attempt to create a longer spoken or written passage in French.
Year 5	Recap: learning for Year 4 linking from the topic 'Presenting myself'	What is the date? Through this topic, children's knowledge of the months of the year, enables children to say the date and ask and say when someone has a birthday.	Recap: La phonétique (Phonics & Pronunciation)	Clothes Pupils will recognise the vocabulary for a variety of clothes, using the gender and articles for these items. They will also use the verb 'porter' (to wear) and describe clothes by colour, saying what people might wear for different weathers or situations.	Recap: Topics covered so far and French numbers and colours	What is the weather? This unit enables children to repeat and recognise the vocabulary for different weathers and ask and say what the weather is like today.
Year 6	Recap: learning from year 5 linking from the topic 'What is the date?'	At School Pupils will learn the nouns and determiners/definite articles for ten school subjects in French. Pupils will talk about the subjects they like and dislike at school (along with a justification) and at what time and on which day they study various subjects.	Recap: La phonétique (Phonics & Pronunciation)	Healthy Lifestyles Pupils will learn the nouns and determiners for ten 'healthy' and ten 'less healthy' foods, along with the 1 st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. Pupils will be able to say what they eat and do not eat and drink and do not drink to stay healthy.	Recap: Topics covered so far and French numbers and colours	Me in the world Pupils will learn about other countries around the globe that speak French. They will also learn about the currencies, flags, cultural celebrations and traditions of those countries. This is a great unit, bringing together all the language covered in the various teaching types.



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The Three Pillars of Language Learning		
Vocabulary (Lexical knowledge)	Phonics (Sound/Spelling systems)	Grammar (Structure and syntax)

The three pillars of language learning are crucial for building proficiency and developing language mastery. These pillars ensure learners understand how to form words, connect them into meaningful sentences, and pronounce them correctly. The three pillars are woven into every lesson, providing consistent opportunities to retrieve and apply all three simultaneously.

	Year 3	Year 4	Year 5	Year 6
Vocabulary	To be able to introduce themselves in French and to respond to simple questions. To know a variety of animals in French, identifying them and pronouncing them correctly. To learn a variety of activities in French and express the negative form.	To recap all the vocabulary taught in Year 3. To ask and answer simple questions such as; who you are, how old you are, where you live and where you are from. To know the names of all the family members and to be able to tell someone their names and how old they are. To be able to understand when people are talking about their own families. To say whether you live in a house or apartment, where they live and what rooms they have in their house.	To recap all the vocabulary taught in Year 4. To form the date in the correct format To ask and answer questions about when an event happened. To know all the regular items of clothing in French. To begin to form sentences about what they are wearing and the colour. To know the different types of weather in French. To begin to form sentences about what the weather is like today and will be like tomorrow.	To recap all the vocabulary taught in Year 5. To learn all the main subjects taught at school. To form sentences about subjects they like and subjects they do not like. Begin to offer a reason for that opinion. To have a good knowledge of different food and drink items and which ones are healthy or not healthy. To begin to form sentences about opinions on food choices and offer an explanation. To recall some activities in French that are healthy lifestyle choices.
Phonics	ch, ou, on, oi, i, in, ique, ille, eau, eax, é, è, e, qu, gne, en, an To begin to learn the key sounds in French on their own, not in any words. To recognise the sounds and begin to pronounce them correctly. To identify the sounds in vocabulary taught in each unit.	ch, ou, on, oi, i, in, ique, ille, eau, eax, é, è, e, qu, gne, en, an To know all the key sounds in French. To pronounce the key sounds accurately. To identify the sounds in vocabulary taught in each unit and pronounce them accurately.	ch, ou, on, oi, i, in, ique, ille, eau, eax, é, è, e, qu, gne, en, an To know all the key sounds in French. To pronounce the key sounds accurately. To identify the sounds in vocabulary taught in each unit and pronounce them accurately. To understand which letters are silent. To pronounce letters with an accent accurately.	ch, ou, on, oi, i, in, ique, ille, eau, eax, é, è, e, qu, gne, en, an To know all the key sounds in French and pronounce them accurately. To identify the sounds in vocabulary taught in each unit and pronounce them accurately. To begin to spot patterns in spellings/ sounds of words. To begin to use the knowledge of phonics to try to spell words that they have only heard.



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	Year 3	Year 4	Year 5	Year 6
Grammar	To understand the concept of gender. To start to understand the concept of nouns and articles. To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.	To understand better the use of the possessives, first person and possibly other forms too. To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun. To use conjunctions / connectives. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”. To understand better the use of the negative form and change something from the positive into the negative. I have, I don’t have.	Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”. To understand better the use of the negative form. To change something from the positive into the negative. I have, I don’t have. In my pencil there is. In my pencil case there is not. To introduce the concept of whole regular verb conjugation	To use opinions and justifications. Give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY. Introduced to the concept of whole irregular verb conjugation. Use verb to go, but also exploring other verbs like to have and to be.



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Progression of Vocabulary

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Recap: Basic French words linking to introductions. Salut!., Bonjour!, Au revoir!, À plus tard!	I am learning French Salut!, Bonjour!, Au revoir!, À plus tard!, Ça va?, Ça va bien, Ça va mal, Comme ci comme ça	Recap: La phonétique (Phonics & Pronunciation) ch, ou, on, oi, i, in, ique, ille, eau, eax, é, è, e, qu, gne, en, an	Animals Un lion, Un canard, Un cheval, Un lapin, Un cochon, Un mouton, Un oiseau, Un singe, Une vache, Une souris	Recap: French numbers (1-10) and colours un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, jaune, rouge, gris, blanc, vert, bleu, violet, noir, orange, marron	I am able Je peux... danser, chanter, sauter, cuisine, faire du vélo, patiner, dessiner, nager, parler français, jouer d'un instrument
Year 4	Recap: learning from year 3 linking to the topic 'I am learning French unit'. Salut!, Bonjour!, Au revoir!, À plus tard!, Ça va?, Ça va bien, Ça va mal, Comme ci comme ça	Presenting myself Salut!, Bonjour!, Au revoir!, À plus tard!, Je m'appelle, J'ai ___ ans, Ça va?, Ça va bien, Ça va mal, Comme ci comme ça, Ça va très bien, Ça va très mal, J'habite à <u>anglaise</u> , Je viens d' <u>Angleterre</u> .	Recap: La phonétique (Phonics & Pronunciation) ch, ou, on, oi, i, in, ique, ille, eau, eax, é, è, e, qu, gne, en, an	My Family la mère, la père, le frère, la grande sœur, la petite sœur, la grand-mère, la grand-père, la tante, l'oncle	Recap: French numbers and colours un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente Quelle est ta couleur préférée? Ma couleur préférée est... jaune, rouge, gris, blanc, vert, bleu, violet, noir, orange, marron	My Home une maison, un appartement, en ville, une chambre, à la campagne, dans un village, au bord de la mer, à la montagne, un garage, un jardin, un salon, une buanderie, une salle à manger, une salle de bains, une cuisine, un sous-sol, un bureau
Year 5	Recap: learning for Year 4 linking from the topic 'Presenting myself' Salut!, Bonjour!, Au revoir!, À plus tard!, Je m'appelle, J'ai ___ ans, Ça va?, Ça va bien, Ça va mal, Comme ci comme ça, Ça va très bien, Ça va très mal, J'habite à <u>anglaise</u> , Je viens d' <u>Angleterre</u> .	What is the date? Aujourd'hui, c'est... lundi, jeudi, mardi, mercredi, vendredi, Samedi, Dimanche, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	Recap: La phonétique (Phonics & Pronunciation) ch, ou, on, oi, i, in, ique, ille, eau, eax, é, è, e, qu, gne, en, an	Clothes un pantalon, une chemise, une robe, une écharpe, une jupe, un T-shirt, un pull, un manteaux, une casquette, un short, des gants, des lunettes de soleil, des chaussettes, des chaussures, des baskets	Recap: French numbers and colours un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix-neuf, cent Quelle est ta couleur préférée? Ma couleur préférée est... J'ai une robe bleue (linking colours with previous learning) jaune, rouge, gris, blanc, vert, bleu, violet, noir, orange, marron	What is the weather? Quel temps fait-il? Il fait chaud, Il fait froid, Il fait beau, Il fait mauvais, Il y a du vent, Il y a du soleil, Il y a des orages, Il y a des nuages, Il pleut, Il neige, dans l'ouest, dans l'est, dans le nord, dans le sud



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	Recap: learning from year 5 linking from the topic 'What is the date?' Quel temps fait-il? Il fait chaud, Il fait froid, Il fait beau, Il fait mauvais, Il y a du vent, Il y a du soleil, Il y a des orages, Il y a des nuages, Il pleut, Il neige, dans l'ouest, dans l'est, dans le nord, dans le sud	At School À l'école j'aime, je n'aime pas, j'adore, je déteste le français, le dessin, l'anglais, l'informatique, l'histoire, l'EPS, les maths, les sciences, la géographie, la musique	Recap: La phonétique (Phonics & Pronunciation) ch, ou, on, oi, i, in, ique, ille, eau, eax, é, è, e, qu, gne, en, an	Healthy Lifestyles de la vian, de blanche, des céréales, du fromage allège, du lait écrémé, du poisson, du pain complet, de l'eau, des noisettes, des légumes, des fruits, du chocolat, des boissons sucrées, du beurre, de la viande rouge, du lait entier, du pain blanc, des frites, des biscuits, des bonbons, Épluchez!, Coupez!, Faites cuire!, Ajoutez!, Mélangez!, Râpez!, des chips, je fais de la natation, je joue au foot, je fais du tennis, je fais des promenades, je fais du judo, je ne regarde pas la télévision, je ne joue pas aux jeux électroniques, je fais du cyclisme	Recap: French numbers (1-10) and colours Quel âge avez-vous? J'ai ____ ans un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix-neuf, cent Quelle est ta couleur préférée? Ma couleur préférée est... J'ai une robe bleue (linking colours with previous learning) jaune, rouge, gris, blanc, vert, bleu, violet, noir, orange, marron	Me in the world Je m'appelle..., J'habite..., Je parle..., Ma fête préférée est..., parce que..., Il y a...



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Progression of skills

Four Key Skills of Language Learning				
Listening		Speaking	Reading	Writing
National Curriculum Objectives	Pupil must be taught to: - listen attentively to spoken language and show understanding by joining in and responding - explore patterns and sounds of language through songs and rhymes and link the spelling 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 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			
	Year 3	Year 4	Year 5	Year 6
Listening	To understand very short passages of spoken language that they hear. To match the language they hear to images and/or words that they have been taught in their lessons. To listen to short, familiar stories and songs in the foreign language	Listen for longer periods of time. Begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Use and understand better what they hear to complete the tasks set.	Listen for much longer periods of time and more frequently during lessons.	Understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in.
Speaking	To speak in the foreign language and work on building up their memory skills. Repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles from topics such as 'Animals'. Build up a bank of core vocabulary that they can relate to and re-use in the foreign language.	Build up a larger bank of spoken vocabulary. Be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy Create longer and more complex spoken sentences within a topic.	Longer conversations asking & answering questions using accurate pronunciation. Keep a conversation going for longer by asking probing questions. Known language is much larger and more sophisticated. Ability to recall language with ease and accuracy, recalling chunks of appropriate	Engage in longer conversations on a much wider range of topics. Be able to accurately and easily use transferable language along with the new vocabulary they learn in our Progressive units. Be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different contexts.



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	Move from single words to short, simple phrase. Engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. Ask and answer a variety of simple key questions in the target language: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.' Give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'	Learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. Develop and learn short spoken sentences with accurate pronunciation, retention and recall. To include verbs, adjectives and conjunctions in their spoken sentences. Create longer spoken sentences using first person verb conjugations To accurately use conjunctions and adjectives Quicker and more accurate recall of the core language Good spoken fluency, accuracy and recall of key language. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'. To give a simple opinion in spoken form with natural fluency and quick recall. Pronounce and recite the short poems and rhymes shown throughout the units.	language rather than simply just nouns with their appropriate articles. Speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. To manipulate language and learn that language is transferable from topic to topic. Express more personalised ideas and meaning. Move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people)'	Quickly and easily use and give a variety of positive and negative opinions in spoken form. Use vocabulary skills that include a justification for their opinion. Pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt .
Reading	Find key words in a sentence, circling key nouns and articles in word puzzles and word searches. Identify cognates (words that are similar in English and the foreign language). Learn how to decode written text they are presented with.	Read short passages of text based on the units they are studying and understand what they are reading. To decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them. Complete more challenging reading exercises.	Improve and develop their reading skills further by tackling and understanding longer passages of written text. Complete more challenging reading exercises, using familiar story telling units Develop and progress their foreign language reading ability and skills.	Read and decode longer, more authentic passages of text. Become increasingly confident in their ability to decode text they read. Use a dictionary for language they are less familiar with if necessary. Complete reading tasks containing more complicated and, at times, unknown/ unseen language.



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Writing	To translate from the foreign language into English. To translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy.	Use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks. To create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.	To translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language. To use a dictionary to improve their knowledge of genders when introduced to unknown nouns. To use a dictionary to improve general knowledge of vocabulary and expands the general knowledge of the language. To use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.	To write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular). Translating longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy. To use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations. To use their transferable language skills and a dictionary to translate age-appropriate simple passages. To describe people, places and feelings in written form in detail and with high accuracy through units such as: 'At School' and 'The Weekend'
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