



Eden Park MFL Intent and Progression Statements



**The
Language
learner**

1. Background:

These progression statements have been developed across the Trust through dialogue between Heads, MFL Leads and Teaching Staff. We have used the following as key source materials:

- MFL National Curriculum Programmes of Study 2014
- Ensemble Languages Project Assessment Materials 2015 : Progression statements
- Expert Subject Advisory Group - Modern Foreign Languages Principles for Teaching MFL 2014
- Association for Language Learning ALL Connect Learning Resources
- Rachel Hawkes – Language Learning Toolkits
- Catherine Cheater Schemes of Work

2. Purpose:

These progression statements are intended to be used as a wider tool that develops our children across all of our curriculum (and wider curriculum) areas. They provide an assurance of:

- i. Sequential progressive learning within key themes of Listening, Speaking, Reading, Writing and Intercultural Understanding
- ii. Coverage of key MFL skills and knowledge.
- iii. Conceptual Connections especially the nature of language, its similarities and differences as well as the intercultural understanding within that language group.
- iv. A secure framework from which schools and teachers can plan and create a sequential and connected curriculum mediated to the needs of their children and their context.
- v. A basis for assessment and moderation within and between schools

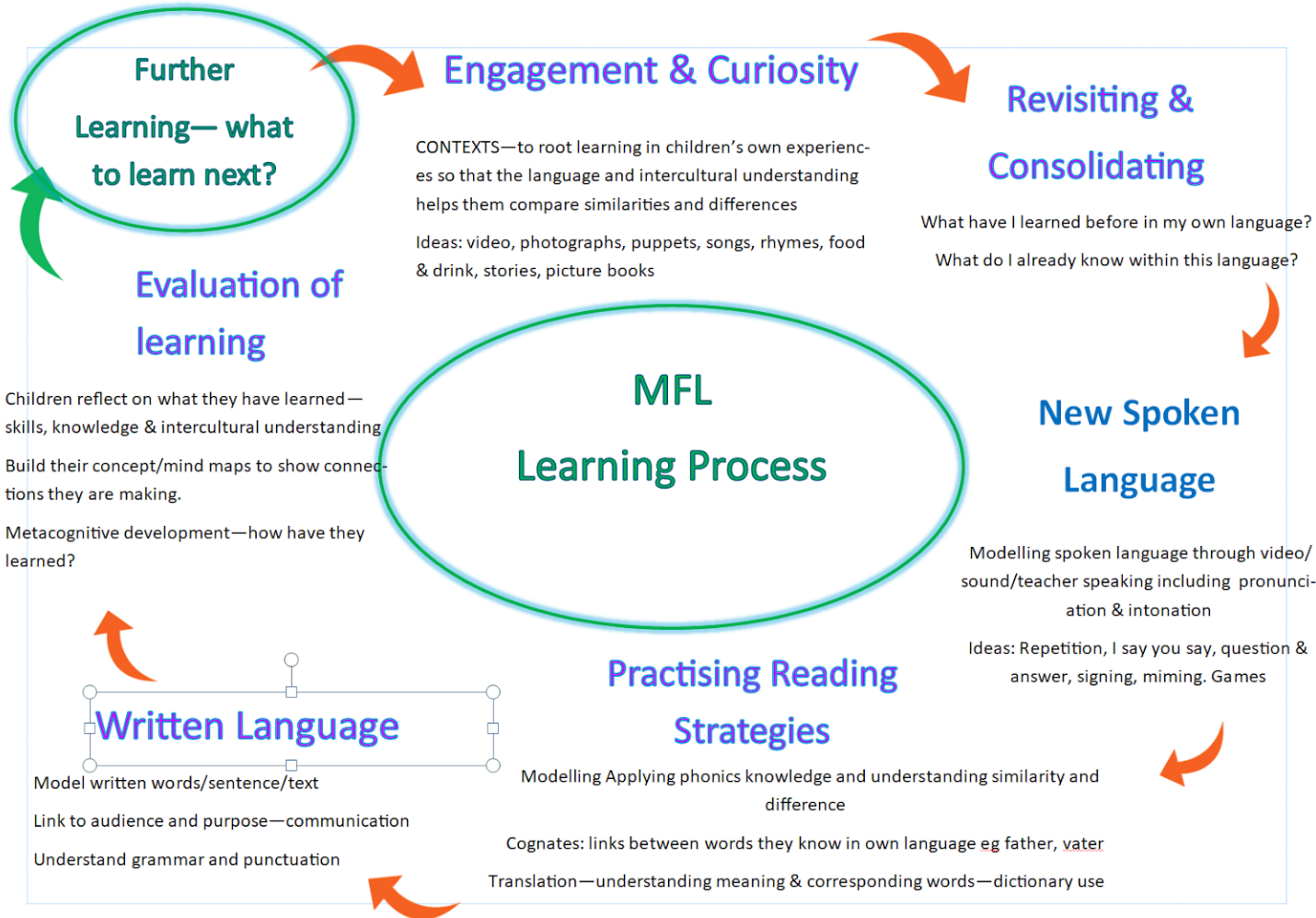
Learning is not always a linear progression. These statements are therefore a tool for teachers to adapt to the different needs of their cohorts, classes and individual children.

3. MFL – Key Concepts

| Key Concepts/ Principles that Support understanding within MFL | |
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| These concepts provide a scaffold to supporting the revisiting of skills and knowledge throughout the MFL curriculum | |
| Language | the system of human communication, either spoken or written, consisting of the use of words in a structured and conventional way, used by a particular country or community. |
| Communication (including Listening) | <p>Communication (from Latin <i>communicare</i>, meaning "to share") is the act of sharing ideas, feelings and meanings from one individual or group to another through the use of mutually understood signs, symbols, and behaviours that can result in understanding.</p> <p>People who communicate effectively can:</p> <ul style="list-style-type: none"> ➤ offer and receive ideas, information, thoughts, and feelings in a range of ways ➤ make effective choices about the language to use to suit their audience and purpose ➤ use language fluently and skilfully to present information, express their ideas, and respond to others. |
| Intercultural Understanding | <ul style="list-style-type: none"> ➤ foster pupils' curiosity and deepen their understanding of the world, including the ideas, customs, and social behaviour of a particular people or society |
| Cognate | <ul style="list-style-type: none"> ➤ that words from different languages may have the same linguistic derivation (etymology) as another (e.g. English father, German Vater, Latin pater) |
| Grammatical similarities & differences | <ul style="list-style-type: none"> ➤ Gender of nouns: understand that nouns having a gender is a normal idea in lots of other languages and is important in trying to learn and speak a foreign language accurately ➤ Grammatical meaning: Understand that some words need to be added or taken away to convey meaning accurately when translating from one language to another. Appreciate that a foreign language can use words (grammatical 'glue') that are not needed in English, eg, je joue au tennis, and vice versa. ➤ Word order: Recognize that word order is different in different languages (e.g. adjectives before or after a noun), and understand that word order changes the meaning of sentences e.g. making a question or negative. ➤ Tense: Understand the word 'tense' and that in some languages a verb ending can express when something happens, as well as whether an event is 'ongoing' or 'finished' which can be expressed differently in a FL compared to English. |
| Punctuation | <ul style="list-style-type: none"> ➤ understand that a foreign language might differ from English in having different symbols and the role of these symbols eg: accents, cedillas and umlauts. ➤ Understand that a foreign language will have similar punctuation to their English learning. |
| Intonation | <ul style="list-style-type: none"> ➤ the rise and fall, pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures. |
| Translation | <ul style="list-style-type: none"> ➤ the process of changing word and phrases that are written or spoken into another language to ensure they have the same meaning |



4. Development of MFL Skills, Knowledge and Concepts: A Learning Process





| Year | Listening | Speaking | Reading | Writing | Intercultural Understanding |
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| 3 | <ul style="list-style-type: none"> ● Understand a few familiar spoken words and phrases – e.g.: <ul style="list-style-type: none"> ○ teacher's instructions ○ days of the week ○ a few words in a song ○ colours ○ numbers | <ul style="list-style-type: none"> ● Say and/or repeat a few words and short simple phrases – e.g. <ul style="list-style-type: none"> ○ what the weather is like ○ naming classroom objects ● Know how to pronounce some single letter sounds. ● Imitate correct pronunciation with some success. | <ul style="list-style-type: none"> ● Recognises and reads out a few familiar words or phrases – e.g. <ul style="list-style-type: none"> ○ from stories and rhymes ○ labels on familiar objects ○ the date ● Understands some familiar written phrases – e.g. <ul style="list-style-type: none"> ○ simple weather ● Understands the main point(s) from a short written text – e.g. <ul style="list-style-type: none"> ○ simple messages on a postcard/in an email ○ Use visual clues to help with reading. | <ul style="list-style-type: none"> ● Write or copy simple words and/or symbols correctly – e.g. <ul style="list-style-type: none"> ○ personal information such as age ○ numbers ○ colours ○ objects ● Select appropriate words to complete short phrases or sentences. | <ul style="list-style-type: none"> ● Understand and respect that there are people and places in the world around me that are different to where I live and play. ● Understand that some people speak a different language to my own. |



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| 4 | <ul style="list-style-type: none"> ● Understand a range of familiar spoken phrases – e.g. <ul style="list-style-type: none"> ○ basic phrases concerning myself, my family and school ○ Respond to a clear model of language | <ul style="list-style-type: none"> ● Answer simple questions and give basic information – e.g. <ul style="list-style-type: none"> ○ about the weather ○ brothers and sisters ○ pets ● Know how to pronounce all single letter sounds. ● Show an awareness of sound patterns. ● Be clearly understood | <ul style="list-style-type: none"> ● Understands some familiar written phrases – e.g. <ul style="list-style-type: none"> ○ simple weather phrases ○ basic descriptions of objects | <ul style="list-style-type: none"> ● Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. <ul style="list-style-type: none"> ○ shopping list ○ holiday greetings by email/postcard ○ Begin to spell some commonly used words correctly. | <ul style="list-style-type: none"> ● Identify similarities and differences in my culture to that of another. ● Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own. |
| 5 | <ul style="list-style-type: none"> ● Understand the main points from a spoken passage made up of familiar language – e.g. <ul style="list-style-type: none"> ○ short rhyme or song ○ basic telephone message ○ weather forecast | <ul style="list-style-type: none"> ● Ask and answer simple questions– e.g. <ul style="list-style-type: none"> ○ taking part in an interview/survey about pets/favourite food ○ talking to a friend about hobbies ● Talk about personal interests. ● Know how to pronounce some letter strings. | <ul style="list-style-type: none"> ● Understands the main point(s) from a short written text – e.g. <ul style="list-style-type: none"> ○ simple messages on a postcard/in an email ● Match sound to print by reading aloud familiar words and phrases. ● Use a book or glossary to find out the meanings of new words. | <ul style="list-style-type: none"> ● Write a few short sentences with support using already learnt – e.g. <ul style="list-style-type: none"> ○ postcard ○ simple note or message ○ identity card ● Spell words that are readily understandable. | <ul style="list-style-type: none"> ● Respect and understand cultural diversity. ● Understand how symbols, objects and pictures can represent a country. |



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| 6 | <ul style="list-style-type: none"> ● Understand the main points and some of the detail from a short spoken passage – e.g. <ul style="list-style-type: none"> ○ sentences describing what people are wearing ○ an announcement | <ul style="list-style-type: none"> ● Take part in a simple conversation. ● Express an opinion. ● Know how to pronounce a range of letter strings. ● Begin to understand how accents change letter sounds. ● Can substitute items of vocabulary to vary questions or statements. ● Pronunciation is becoming more accurate and intonation is being developed. | <ul style="list-style-type: none"> ● Understand the main points and some of the detail from a short written text. ● Begin to read independently. ● Use a bilingual dictionary to look up new words. | <ul style="list-style-type: none"> ● Write a short text on a familiar topic, adapting language already learnt. ● Spell commonly used words correctly. | <ul style="list-style-type: none"> ● Talk about, discuss and present information about a particular country's culture. ● Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war. |
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