

Progression in MFL (French)

Intent

- to foster an interest in learning other languages
- to introduce young children to another language in a way that is enjoyable and fun
- to make young children aware that language has a structure, and that the structure differs from one language to another
- to help children develop their awareness of cultural differences in other countries
- to develop their speaking and listening skills
- to lay the foundations for future study

Implementation:

- 1 Curriculum drivers (the Arts and Possibilities) shape our curriculum breadth in French. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
- 2 Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- 3 Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- 4 Our curriculum distinguishes between subject topics and ‘threshold concepts’. Subject topics are the specific aspects of subjects that are studied.
- 5 **Threshold concepts**
 - To read fluently
 - To write imaginatively
 - To speak confidently
 - To understand the culture of the countries in which the language is spoken
- 6 **Knowledge categories:** These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In French, these knowledge categories include Number (counting, money), Descriptions (colours, physical descriptions), Healthy lifestyle (food, drink), Time (minutes, hours, days, months) About me (personal information), The world (countries, weather, animals), Hobbies (activities, sports), Francophone (France, French-speaking countries) and Conversation (questions and answers)



About Me



Conversation



Descriptions



Francophone



Healthy Lifestyle



Hobbies



Number



The World



Time

- 7 **Milestones:** For each of the threshold concepts, three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6.

- 8 **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

Progression through the Cognitive Domains		
Basic	Advancing	Deep
Acquiring knowledge.	Applying knowledge.	Reasoning with knowledge.
Knowledge is explicit and unconnected.	Knowledge is explicit and connected.	Knowledge is connected and tacit.
Relying on working memory.	Drawing on long-term memory, freeing working memory to consider application.	Relies on long-term memory, freeing working memory to be inventive.
Procedures processed one at a time with conscious effort.	Procedures being automatic.	Automatic recall of procedures.
Understands only in the context in which the materials are presented.	Sees underlying concepts between familiar contexts.	Uses conceptual understanding in unfamiliar situations.
New information does not readily stick. Schemes are limited.	New information is linked to prior knowledge. Schemas are strong.	Readily assimilates new information into rapidly expanding schemas.
Struggles to search for problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means-end analysis.	Draws on a vast store of problem solutions.
Requires explicit instructions and models.	Uses models effectively.	Prefers discovery approaches to learning.

- 9 **Key vocabulary** - move the learning from basic to deep and show progression through the milestones.
- 10 **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.
- 11 Also, as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.
- 12 Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
- Learning is most effective with spaced repetition.
 - Interleaving helps pupils to discriminate between topics and aids long-term retention.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
- 13 In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
- 14 Our content is subject specific. We make intra-curricular links to strengthen schema.
- 15 Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

The National Curriculum

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound 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 the 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
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Quigley Milestones		
Milestone 1 Key Stage 1	Milestone 2 Lower Key Stage 2	Milestone 3 Upper Key Stage 2
To read fluently		
<p>Milestone 1 (optional)</p> <ul style="list-style-type: none"> • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. 	<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.
To write imaginatively		
<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices.

		<ul style="list-style-type: none"> • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.
To speak confidently		
<ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns. 	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. 	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.
To understand the culture of the countries in which the language is spoken		
<ul style="list-style-type: none"> • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone. 	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

Rising Stars

Knowledge and Skills from Rising Stars Progression Framework

Milestone 2		Milestone 3	
Stage 1 (Y3)	Stage 2 (Y4)	Stage 3 (Y5)	Stage 4 (Y6)
To read fluently			
<p>Listen, read and show understanding of single words</p> <p>Suggest and use strategies to memorise vocabulary and structures</p> <p>Find the meaning of a word in a word list and a bilingual dictionary</p> <p>Join in with songs, rhymes and stories by using actions and words.</p> <p>Awareness of two groups of nouns in French (masculine and feminine)</p> <p>Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir (J'ai, tu as, il est/ elle a)</p> <p>Recognise plural nouns</p>	<p>Listen, read and show understanding of short phrases</p> <p>Suggest and use strategies to memorise vocabulary including making connections with other languages</p> <p>Translate words using a bilingual dictionary</p> <p>Join in with the words of familiar songs, rhymes and stories, some from memory</p> <p>Understanding and identification of the gender of nouns.</p> <p>Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire.</p> <p>Making sentences negative</p> <p>Rules of agreement of adjectives with masculine and feminine nouns in singular.</p> <p>Partitive in singular and plural (du/des, au/aux)</p>	<p>Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>Suggest and use strategies to memorise vocabulary including making connections with other languages</p> <p>Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>Follow a longer text, e.g. a rhyme or story</p> <p>Rules of agreement of adjectives for singular and plural</p> <p>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular and high frequency irregular verbs.</p> <p>Formation of 3rd person singular and plural of regular –er verbs</p> <p>Position of adjectives in a sentence (including grand/petit before the noun).</p>	<p>Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words</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> <p>Read aloud with fluency</p> <p>Comparing things using plus and moins + adjective</p> <p>Awareness of three verb groups –er, –ir and –re and the role of the infinitive</p> <p>Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense</p> <p>Use of the infinitive with Je veux and J'aime</p> <p>Comparing the past and present using il y avait / il y a and il/elle est / il/elle était</p> <p>Prepositions of place</p>

	<p>Conjunctions et, mais and quand</p> <p>Formation of plural nouns by adding –s to most nouns but –x to nouns ending –au, e.g. bateau becomes bateaux</p> <p>Instructions to vous, e.g. Regardez! Venez ici!</p>	<p>Formation of the indefinite and definite article</p> <p>Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours</p> <p>Awareness and use of tu and vous</p>	
To write imaginatively			
<p>Write and say a short sentence using familiar single words and a connective with (and sometimes without) support</p>	<p>Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)</p>	<p>Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.</p>	<p>Write and 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>
To speak confidently			
<p>Understand and answer a familiar question, e.g. Comment tu t'appelles ?, Tu aimes...?, Tu as...?</p> <p>Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words</p> <p>Appreciate that words and letters in French can have a different sound or pronunciation to English</p>	<p>Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu?</p> <p>Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds</p> <p>Express a positive and negative opinion</p>	<p>Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie?</p> <p>Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>Giving positive and negative reasoned opinions, e.g. J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas....</p>	<p>Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency</p> <p>Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation</p>
To understand the culture of the countries in which the language is spoken			
<p>Know that French is spoken in countries other than France</p> <p>Knowledge of aspects of life in France and Francophone countries including festivals and games</p>	<p>Awareness that French is spoken in countries other than France</p> <p>Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography</p>	<p>Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)</p>	<p>Knowledge of the geography of some Francophone countries including climate, terrain and fauna</p>

Content of Rising Stars units organised into knowledge categories

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	Knowledge Categories								
Stage 1 (Year 3)	Number (counting, money)	Descriptions (colours, physical descriptions)	Healthy lifestyle (food, drink)	Time (minutes, hours, days, months)	About me (personal information)	The world (countries, weather, animals)	Hobbies (activities, sports)	Francophone (France, French-speaking countries)	Conversation (questions and answers)
Unit 1 All about me	numbers	-			basic personal information			MFL awareness	Greetings
Unit 2 Games and songs	Counting to 20						favourite games		
Unit 3 Celebrations				months	Birthday		Activities talents/abilities		praises
Unit 4 Portraits		Appearance colours body parts							
Unit 5 The four friends						Animals			
Unit 6 Growing things			vegetables						Likes/dislikes market
Stage 2 (Year 4)	Number	Descriptions	Healthy lifestyle	Time	About me	The world	Hobbies	Francophone	Conversation
Unit 7 All aboard				Days of the week		weather		Francophone world	travel
Unit 8 Pocket money	Numbers 21-30								Likes/dislikes cost
Unit 9 Tell me a story	multiples of 10	Adjective agreement							instructions
Unit 10 Our sporting lives			healthy/unhealthy eating				Sports		sport/food
Unit 11 The carnival of the animals				time		Animals			live
Unit 12 What's the weather like						Weather			

Stage 3 (Year 5)	Number	Descriptions	Healthy lifestyle	Time	About me	The world	Hobbies	Francophone	Conversation
Unit 13 Healthy eating			food						Healthy/unhealthy
Unit 14 I am the music man							music		instruments
Unit 15 On the way to school				half past		landmarks (town)			Directions
Unit 16 Beach scene						beach			verbs
Unit 17 The return of spring		weather		seasons					
Unit 18 The planets						Space			conjunctions adverbs
Stage 2 (Year 4)	Number	Descriptions	Healthy lifestyle	Time	About me	The world	Hobbies	Francophone	Conversation
Unit 19 Our school				quarter and five minutes				French school	School
Unit 20 The world around us						Countries			
Unit 21 Then and now						In town			clothes
Unit 22 Out and about	71-99								Opinions
Unit 23 Setting up a café			Food and drink						café
Unit 24 What's in the news									Opinions; the media