

## Berger MFL Whole School Progression Map

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

	EYFS		KS1	LKS2	UKS2
Curriculum objectives				<ul style="list-style-type: none"> <li>● listen attentively to spoken language and show understanding by joining in and responding</li> <li>● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>● speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>● develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>	
Subject content				<ul style="list-style-type: none"> <li>● present ideas and information orally to a range of audiences</li> <li>● read carefully and show understanding of words, phrases and simple writing</li> <li>● appreciate stories, songs, poems and rhymes in the language</li> </ul>	

				<ul style="list-style-type: none"> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing Languages</li> </ul>			
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Children to explore Turkish and Spanish greetings, numbers, common phrases and common vocabulary through songs, games and visual aids.</p> <p>Turkish teachers to come in and teach Turkish language and culture</p>	<p>Children to explore Turkish and Spanish greetings, numbers, common phrases and common vocabulary through songs, games and visual aids.</p> <p>Turkish teachers to come in and teach Turkish language and culture</p>	<p>Children to explore Turkish and Spanish greetings, numbers, common phrases and common vocabulary through songs, games and visual aids.</p> <p>Turkish teachers to come in and teach Turkish language and culture</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>
Speaking	<p>Children to explore Turkish and Spanish greetings, numbers, common phrases and common vocabulary through songs, games and visual aids.</p> <p>Turkish teachers to come in and teach</p>	<p>Children to explore Turkish and Spanish greetings, numbers, common phrases and common vocabulary through songs, games and visual aids.</p> <p>Turkish teachers to come in and teach Turkish language and</p>	<p>Children to explore Turkish and Spanish greetings, numbers, common phrases and common vocabulary through songs, games and visual aids.</p> <p>Turkish teachers to come in and teach Turkish language and culture</p>	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation,</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play,</p>

	Turkish language and culture	culture		Use correct pronunciation when speaking and start to see links between pronunciation and spelling.	Apply phonic knowledge to support speaking (also reading and writing).	gesture and intonation to convey accurate meaning.  Understand and express simple opinions using familiar topics and vocabulary.	presentation or read / repeat from a text or passage)  Use connectives to link together what they say so as to add fluency
Writing				Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).	Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).	Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).  Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary.  Check spellings with a dictionary.	Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).  Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)  Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant)
Reading				Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.  Read aloud familiar words or short phrases in chorus	Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).  Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.	Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).	Read aloud with expression and accurate pronunciation.  Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).
Grammar				Understand better the concept of gender.	Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to	Use the negative form, possessives and connectives.	Understand what the different parts of a conjugated verb look like,

				<p>Have better knowledge and recall of 1st person singular of high frequency verbs</p>	<p>use correctly with different nouns.</p> <p>Introduce and use the negative form.</p> <p>Understand better the concept of adjectives</p> <p>Begin to look at what a fully conjugated verb looks like.</p>	<p>Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p> <p>Introduce the concept of whole regular verb conjugation.</p>	<p>know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p> <p>Introduce opinion phrases</p>
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