

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Languages

Features			
<ul style="list-style-type: none"> <li>• At Early Years and key stage 1, it is not a requirement to teach target languages (TL), however the key knowledge progression document encourages teachers to:                             <ul style="list-style-type: none"> <li>○ Foster an interest in learning languages and begin to understand why we learn other languages</li> <li>○ Help children understand and appreciate cultural differences in other countries                                     <ul style="list-style-type: none"> <li>▪ Target language exposure in KS1 should predominantly focus on the aspects of speaking and listening (including by listening to native speakers through video, voice recordings etc)</li> </ul> </li> </ul> </li> <li>• At key stage 2, the key knowledge progression document takes full account of the national curriculum’s requirements and groups these into the following strands:                             <ul style="list-style-type: none"> <li>○ Speaking and Listening</li> <li>○ Reading</li> <li>○ Writing</li> <li>○ Knowledge of Different Languages</li> <li>○ Knowledge of Different Cultures</li> </ul> </li> <li>• The first four strands have been selected to allow children to understand and communicate ideas, facts and feelings in speech and writing in a target language (mirroring the structure in which English is taught and learnt). The final strand promotes the curriculum’s vision of children demonstrating compassion and mutual understanding to make a positive contribution to the wider world.</li> </ul>		<p>KKPDs match the ambition of the National Curriculum. In some instances, knowledge specified within the KKPDs is more ambitious than the National Curriculum. For example:</p> <ul style="list-style-type: none"> <li>• Incidental teaching of languages starts from the EY, moving into Year 1. The National Curriculum requirement to teach a language other than English begins in KS2.</li> <li>• At KS2, children are taught knowledge of different cultures so they are building an appreciation of the culture as well as the language.</li> </ul>	
<ul style="list-style-type: none"> <li>• Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.</li> </ul>			
<ul style="list-style-type: none"> <li>• Knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.</li> </ul>			
<ul style="list-style-type: none"> <li>• When considering pupils’ improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for Foreign Languages for their age group.</li> </ul>			
National Curriculum Subject Content			
Strand	Speaking and Listening	Reading	Writing
<b>Key Stage 2</b>	<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>• Present ideas and information orally to a range of audiences</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Describe people, places, things and actions orally</li> </ul>	<ul style="list-style-type: none"> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions in writing</li> <li>• 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</li> </ul>

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Languages

Strand	Early Years	Key Stage 1	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
	<ul style="list-style-type: none"> <li>MFLEY.1 know how to answer the register in TL (e.g., good morning...)</li> </ul>	<ul style="list-style-type: none"> <li>MFL1.1 know how to start to speak in TL, using simple words and phrases</li> </ul>	<b>Speaking and listening</b>	<ul style="list-style-type: none"> <li>MFL3.1 know some words to name people, places and objects</li> <li>MFL3.2 know and understand simple words (e.g. body parts, colours and numbers)</li> </ul>	<ul style="list-style-type: none"> <li>MFL4.1 know some words to describe people, places and objects</li> <li>MFL4.2 know and pronounce accurately the names of some countries and towns</li> <li>MFL4.3 know an increasing range of vocabulary</li> <li>MFL4.4 know how to identify key vocabulary through listening to stories, songs and poems</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.1 know an increasing range of vocabulary (e.g. numbers in multiples of 10 up to 100, directions)</li> </ul>	<ul style="list-style-type: none"> <li>MFL6.1 know how to present ideas and information orally using the increasing range of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>MFL7.1 recognise key words in listening, speaking, reading and writing</li> <li>MFL7.2 use classroom vocabulary spontaneously</li> </ul>
	<ul style="list-style-type: none"> <li>MFLEY.2 know how to say hello and goodbye in TL</li> <li>MFLEY.3 know simple TL vocabulary by joining in with the repetitive parts of a story / song</li> </ul>	<ul style="list-style-type: none"> <li>MFL1.2 know how to recognise a handful of words through listening to short, simple stories</li> </ul>		<ul style="list-style-type: none"> <li>MFL3.3 know how to give a response using a short phrase including replying to questions</li> </ul>	<ul style="list-style-type: none"> <li>MFL4.5 know how to have a short conversation, saying 3 to 4 things</li> <li>MFL4.6 know how to ask and answer several simple and familiar questions with correct intonation</li> <li>MFL4.7 know how to speak using a full sentence</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.2 know how to hold a simple conversation with at least 3 exchanges</li> <li>MFL5.3 know how to ask and answer more complex, familiar questions</li> </ul>	<ul style="list-style-type: none"> <li>MFL6.2 know how to hold a simple conversation with an increasing number of exchanges</li> </ul>	<ul style="list-style-type: none"> <li>MFL7.3 develop good habits of correct pronunciation and intonation</li> </ul>

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Languages

Strand	Early Years	Key Stage 1	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
	<ul style="list-style-type: none"> <li>MFLEY.4 know familiar songs, with actions, translated into TL</li> </ul>	<ul style="list-style-type: none"> <li>MFL1.3 know how to respond to and sing along to some simple songs</li> </ul>		<ul style="list-style-type: none"> <li>MFL3.4 know how to identify key vocabulary through listening to songs and rhymes</li> <li>MFL3.5 know a song from memory and sing it with clear pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>MFL4.8 know how to sing a song from memory related to the vocabulary being learnt</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.4 know some key words or phrases when listening to a rhyme, story or a poem.</li> <li>MFL5.5 know how to perform a song or rhyme from memory</li> </ul>		
		<ul style="list-style-type: none"> <li>MFL1.4 know simple TL words in the environment, e.g., greetings, labels etc</li> </ul>	<b>Reading</b>	<ul style="list-style-type: none"> <li>MFL3.6 know how to read and show understanding of simple, TL words</li> </ul>	<ul style="list-style-type: none"> <li>MFL4.9 know how to read a passage independently with accurate pronunciation and intonation</li> <li>MFL4.10 know how to read and understand a short passage using familiar language</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.6 know how to read aloud to a partner or a small group with accurate pronunciation and intonation</li> </ul>	<ul style="list-style-type: none"> <li>MFL6.3 know how to read aloud with confidence with accurate pronunciation and intonation</li> </ul>	
				<ul style="list-style-type: none"> <li>MFL3.7 know how to identify TL words and phrases in a short passage</li> </ul>	<ul style="list-style-type: none"> <li>MFL4.11 know how to identify the main points in a short passage and explain them</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.7 know how to identify the main points in a short story or factual text and explain them</li> </ul>	<ul style="list-style-type: none"> <li>MFL6.4 know how to identify the main points in a short story or factual text and explain them</li> </ul>	<ul style="list-style-type: none"> <li>MFL7.4 learn decoding strategies to understand longer texts</li> </ul>
				<ul style="list-style-type: none"> <li>MFL3.8 know how to use a bilingual dictionary or glossary to look up new words</li> </ul>	<ul style="list-style-type: none"> <li>MFL4.12 know how to use a bilingual dictionary or glossary to look up new words and their meaning</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.8 know how to use the context to work out unfamiliar words</li> <li>MFL5.9 know how to use a bi-lingual dictionary to find the meaning of unknown words and change them in a sentence to make them grammatically correct in context</li> </ul>	<ul style="list-style-type: none"> <li>MFL6.5 know how to use the context to work out unfamiliar words</li> <li>MFL6.6 know how to confidently use a bilingual dictionary to find the meaning of unknown words and change them in a sentence to make them grammatically correct in context</li> </ul>	<ul style="list-style-type: none"> <li>MFL7.5 use classroom vocabulary spontaneously</li> <li>MFL7.6 recognise key words in listening, speaking, reading and writing</li> </ul>
			<b>Writing</b>		<ul style="list-style-type: none"> <li>MFL4.13 know how to write phrases from memory</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.10 know how to substitute words and phrases</li> </ul>		

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Languages

Strand	Early Years	Key Stage 1	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
				<ul style="list-style-type: none"> <li>MFL3.9 know how to write a simple sentence in TL using a writing frame or similar writing scaffold</li> </ul>	<ul style="list-style-type: none"> <li>MFL4.14 know how to write 2-3 short sentences on a familiar topic</li> <li>MFL4.15 know how to write what they like/dislike about a familiar topic</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.11 know how to write a paragraph of 3-4 sentences including the description of people, places and objects</li> </ul>	<ul style="list-style-type: none"> <li>MFL6.7 know how to write a paragraph of 4-6 sentences</li> <li>MFL6.8 know how to write more complex sentences to describe people, places and objects</li> </ul>	<ul style="list-style-type: none"> <li>MFL7.7 use classroom vocabulary spontaneously</li> </ul>
								<ul style="list-style-type: none"> <li>MFL7.8 recognise key words in listening, speaking, reading and writing</li> </ul>
	<ul style="list-style-type: none"> <li>MFLEY.5 know how to substitute words from TL, by joining in with the repetitive parts of a story / song</li> </ul>	<ul style="list-style-type: none"> <li>MFL1.5 know core elements of TL (including, alphabet, common phonics, numbers to 10, colours, greetings, classroom instructions etc)</li> </ul>	<b>Knowledge about languages</b>	<ul style="list-style-type: none"> <li>MFL3.10 know and use the most common phonetic sounds and letter strings in the TL</li> <li>MFL3.11 know that TL letters can sound different to English and there may be silent letters (e.g. 'h' in Spanish)</li> <li>MFL3.12 know and use TL alphabet to spell own name and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>MFL4.16 know, use and identify common phonetic sounds and letter strings in the TL</li> <li>MFL4.17 know how to confidently say and spell new words in the TL using phonics knowledge</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.12 know how to use knowledge of phonics to read aloud more complex familiar sentences</li> </ul>	<ul style="list-style-type: none"> <li>MFL6.9 know how to use knowledge of phonics to read aloud more complex familiar sentences</li> </ul>	<ul style="list-style-type: none"> <li>MFL7.9 know a number of phonetic sounds in the TL</li> <li>MFL7.10 apply these sounds to speaking, listening, reading and writing</li> <li>MFL7.11 know how the knowledge of phonics can enhance spelling and pronunciation of the TL</li> </ul>

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Languages

Strand	Early Years	Key Stage 1	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
				<ul style="list-style-type: none"> <li>MFL3.13 know some simple grammatical differences in TL – (e.g. 2 groups of nouns (gender))</li> </ul>	<ul style="list-style-type: none"> <li>MFL4.18 know, understand and begin to use simple grammatical differences in TL correctly – including gender nouns, making nouns plural, punctuation differences (e.g., ¡! and ¿? and accents), sentence structure including position of adjectives and making a sentence negative etc.</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.13 know how to speak correctly using grammatical knowledge</li> <li>MFL5.14 know how to use simple grammatical rules in TL correctly in their writing</li> </ul>	<ul style="list-style-type: none"> <li>MFL6.10 know and use knowledge of grammar and phonics to speak correctly and confidently in TL using correct pronunciation and intonation</li> <li>MFL6.11 know how to manipulate language independently when writing sentences, using familiar grammatical and punctuation rules in TL (using a bilingual dictionary if needed)</li> </ul>	<ul style="list-style-type: none"> <li>MFL7.12 develop an awareness of gender and articles in the TL</li> <li>MFL7.13 develop a basic understanding of adjectival agreements and word order</li> <li>MFL7.14 know basic verb conjugations in the present tense</li> <li>MFL7.15 spot grammar patterns in speech and written text</li> <li>MFL7.16 be able to apply grammatical knowledge to speaking and writing</li> </ul>
	<ul style="list-style-type: none"> <li>MFLEY.6 know that a variety of languages are spoken in the UK</li> </ul>	<ul style="list-style-type: none"> <li>MFL1.6 know that a variety of languages are spoken in countries throughout the world</li> <li>MFL1.7 know how life may be different for children in the selected country</li> </ul>	<b>Knowledge of different cultures</b>	<ul style="list-style-type: none"> <li>MFL3.14 know and understand some basic cultural similarities and differences between home and selected country</li> <li>MFL3.15 know and understand the differences in social conventions when people greet each other in home and selected country</li> </ul>	<ul style="list-style-type: none"> <li>MFL4.19 know the countries where the TL is spoken</li> <li>MFL4.20 know about the weather patterns of the selected country</li> <li>MFL4.21 know about aspects of lifestyle in the selected country, (for example, food or leisure activities)</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.15 know some places of interest/importance within the selected country</li> <li>MFL5.16 know aspects of everyday lives from the perspective of someone from the selected country</li> </ul>	<ul style="list-style-type: none"> <li>MFL6.12 know about some famous people/events from the country selected</li> </ul>	

TL – Target Language