

EYFS Building the foundations for MFL at Osbaldwick Primary Academy	
EYFS	
Children throughout Early Years build secure foundations for later success in the MFL National Curriculum through developing Communication and Language; Personal, Social and Emotional Development; Literacy and Understanding of the World.	
Speaking and pronunciation	Listening
<ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain some similarities and differences between life in this country and life in other countries - Say a sound for some letters, digraphs and trigraphs - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music 	<ul style="list-style-type: none"> - Work and play cooperatively and take turns with others - Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

MFL Progression		
Speaking and Pronunciation		
KS1	Lower KS2	Upper KS2
<ul style="list-style-type: none"> - Practising speaking with a partner - Listening to and repeating key phonemes - Repeating words/short phrases accurately 	<ul style="list-style-type: none"> - Asking and/or answering simple questions - Forming simple statements with information, including the negative - Practising speaking with a partner - Using short phrases to give information - Beginning to adapt phrases from a rhyme/song - Listening to and repeating key phonemes - Repeating short phrases accurately, including liaison 	<ul style="list-style-type: none"> - Forming a question in order to ask for information - Presenting factual information in extended sentences, including justification - Rehearsing and recycling extended sentences orally - Planning and presenting a short descriptive text - Using intonation and gesture to differentiate between statements and questions - Making realistic attempts at

	of final consonant before vowel <ul style="list-style-type: none"> - Introducing self to a partner with simple phrases - Recognising and using adjectives 	pronunciation of new, unknown vocabulary <ul style="list-style-type: none"> - Listening and repeating key phonemes with care, applying the pronunciation rules - Using adjectives with correct placement and agreement
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Listening

<ul style="list-style-type: none"> - Listening to and responding to single words/short phrases - Responding to objects or images with a word/phrase or other verbal response - Listening to and identifying key words in rhymes and songs and joining in 	<ul style="list-style-type: none"> - Listening to and responding to single words and short phrases - Following verbal instructions in French - Responding to objects or images with a phrase or other verbal response - Listening to and identifying key words in rhymes and songs and joining in - Beginning to identify vowel sounds and combinations - Listening to and noticing rhyming words 	<ul style="list-style-type: none"> - Listening and gisting information from a text using language detective skills such as cognates - Listening to and following the sequence of a story, song or text including some unfamiliar language - Matching unknown written words to new spoken words - Recognising blends of sounds and selecting words to recognise common spelling patterns
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Reading and Writing

	<ul style="list-style-type: none"> - Recognising some familiar words in written form - Reading aloud some words from simple songs, stories and rhymes - Identifying cognates and near cognates - Beginning to develop dictionary skills - Recalling and writing simple words from memory - Experimenting with simple writing, copying with accuracy - Recognising and using adjectives of colour and size 	<ul style="list-style-type: none"> - Recognising features of different text types - Using a range of language detective strategies to decode new vocabulary, including context and text type - Reading and adapting a range of different format short texts - Confidently using bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words - Using contextual clues and cues to gist and make predictions about meanings - Gisting information from an extended text
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		<ul style="list-style-type: none"> - Using existing knowledge of vocabulary and phrases to create new sentences - Completing a gapped text with key words/phrases - Writing a short text using word and phrase cards to model or scaffold - Using different adjectives, with correct positioning and agreement
Grammar		
	<ul style="list-style-type: none"> - Beginning to recognise gender of nouns, definite and indefinite article - Identifying plurals of nouns - Recognising adjectives and placement relative to the noun - Beginning to understand that verbs have patterns - Noticing the negative form - Beginning to use prepositions 	<ul style="list-style-type: none"> - Correct use of definite and indefinite article depending on gender and number of noun, including partitive 'some' - Applying placement and agreement rules for adjectives - Recognising and applying verb endings for present regular 'er' verbs - Exploring verbs in infinitive forms - Learning and using some high frequency irregular verbs e.g. to have, to be, to go