



Bishop Cornish CE VA Primary School
MFL
Progression Map



At Bishop Cornish we pride ourselves in planning and delivering a broad and balanced curriculum, ensuring that its delivery is exciting, interactive and enables children to 'build memories.' It is bespoke to the needs of the children, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom and promote a life-long love of learning. We are fortunate that our learning environment allows us to use the outdoors as much as possible and this enhances the children's experiences. Outdoor learning is integral to all subjects – core and foundation. Creative ways are found by the teaching staff to design active opportunities to learn. Our Curriculum has been planned to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

Ultimately our curriculum is intended to:

- Develop our head and body: What we learn
- Develop our hearts and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

As educators, we understand the importance of mental health, and aim to create emotionally sound, resilient and well-regulated children. Our curriculum aims to do this using the model of 'PLACE' –being Playful, Loving, Accepting, Curious and Empathic. This way of thinking, feeling, communicating and behaving aims to make each child feel safe and happy, enabling them not only to learn, but to develop a love of learning.

We set the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We foster creativity in our children, and to help them become independent learners. Above all we believe in making learning enjoyable, motivating, fun and purposeful!

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the MFL National Curriculum.

- Communication and Language
- Literacy
- Understanding the World

- Listening and attention, understanding, speaking
- Reading and writing
- People and communities and the world

Purpose of study

The national curriculum for subject 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.

Key Stage 1 National Curriculum Expectations

Not taught in Key Stage 1

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- 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 Languages – key stage 2 3
- 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.

Concepts	KS1	LKS2	UKS2
<p>Read fluently This concept involves recognising key vocabulary and phrases.</p>		<p>Read and understand the main points in short written texts.</p> <ul style="list-style-type: none"> • Read short texts independently. • Use a translation dictionary or glossary to look up new words. 	<p>Read and understand the main points and some of the detail in short written texts.</p> <ul style="list-style-type: none"> • 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.
<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas</p>		<p>Write a few short sentences using familiar expressions.</p> <ul style="list-style-type: none"> • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<p>Write short texts on familiar topics.</p> <ul style="list-style-type: none"> • Use knowledge of grammar 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. • 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.

Speak confidently
This concept involves using key vocabulary and phrases to verbally communicate ideas.

- . 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.

- 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

Understand the culture of the countries in which the language is spoken

This concept involves the background knowledge and cultural capital needed to infer meaning from interaction

- 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.

- Give detailed accounts of the customs, history and culture of the countries and communities where Spanish is spoken.
- Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.