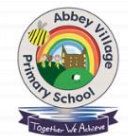




At Abbey Village, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence our mixed age curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

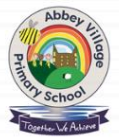
MFL Progression in knowledge and skills				
	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Listening	<ul style="list-style-type: none"> Listen to familiar spoken words and phrases 	<ul style="list-style-type: none"> Understand conventions such as taking turns to speak, valuing the contribution of others 	<ul style="list-style-type: none"> Link sounds to meanings Recognise question forms and negatives Identify specific sounds, phonemes and words <p>Year 4</p> <ul style="list-style-type: none"> Listen to and identify words and short phrases Communicate by answering a wider range of questions Sort words according to sounds Recognise negative statements Recognise categories of words (e.g. colours) and word classes 	<ul style="list-style-type: none"> Pick out some of the main points from short spoken passages Join in a short conversation Understand simple opinions Recognise typical conventions of word order and compare with English Understand and use negative statements <p>Year 6</p> <ul style="list-style-type: none"> Listen to and understand the main points and some detail from a short spoken passage Notice and manipulate agreements
Speaking	<ul style="list-style-type: none"> Imitate pronunciation. Join in with songs, words and phrases 	<ul style="list-style-type: none"> Respond to familiar spoken words and phrases 	<ul style="list-style-type: none"> Communicate with others using simple words and phrases Use the correct pronunciation in spoken work Recognise question forms and negatives 	<ul style="list-style-type: none"> Communicate by asking a wider range of questions Express simple opinions Make a short presentation using a model Develop accuracy in pronunciation and intonation Manipulate



			<p>Year 4</p> <ul style="list-style-type: none"> Use question forms <ul style="list-style-type: none"> Use phonic knowledge to support accurate pronunciation and to say simple words and phrases 	<p>language by changing a single element in a sentence Use repair strategies to keep a conversation going Understand and use negative statements Apply knowledge of language rules and conventions when building short sentences</p> <p>Year 6</p> <ul style="list-style-type: none"> Join in a short conversation Give a clear presentation in a clear audible voice Recognise the importance and significance of intonation
<p>Reading</p>		<p>Year 2</p> <ul style="list-style-type: none"> Recognise and understand some familiar words and phrases in written form. 	<ul style="list-style-type: none"> Read aloud in chorus, with confidence and enjoyment, from a known text Make links between some phoneme, rhymes and spellings and read aloud familiar words Notice the spelling of familiar words Recognise how sounds are represented in written form Identify specific sounds, phonemes and words <p>Year 4</p> <ul style="list-style-type: none"> Read and understand familiar words and short written phrases. 	<ul style="list-style-type: none"> Read and understand some of the main points from a short text Recognise typical conventions of word order and compare with English Understand and use negative statements <p>Year 6</p> <ul style="list-style-type: none"> Read aloud with confidence, enjoyment and expression, in chorus or individually Read and understand the main points and some detail from a short written passage



			<ul style="list-style-type: none"> • Follow a short text while listening and reading, saying some of the text Read a wider range of words, phrases and sentences aloud. • Apply phonic knowledge to decode text. • Recognise and apply simple agreements (e.g. gender, plural, singular) • Recognise negative statements. • Recognise categories of words (e.g. colours) and word classes 	<ul style="list-style-type: none"> • Identify different text types and read short, authentic texts for enjoyment or information • Match sound to sentences and paragraphs • Notice and manipulate agreements • Apply knowledge of word order and sentence construction to support understanding of written text
<p>Writing</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Write some familiar simple words accurately using a model (copy) • Write some familiar simple words from memory <p>Year 4</p> <ul style="list-style-type: none"> • Write some familiar words and phrases (noun & gender and adjectives) without help (from memory) • Copying simple structures • Use question forms • Use phonic knowledge to support accurate pronunciation and to write simple words and phrases 	<ul style="list-style-type: none"> • Understand how a simple sentence is written Write words, phrases and a few sentences using a model • Remembering simple structures and applying in new contexts • Joining simple sentences using y/pero • Manipulate language by changing a single element in a sentence • Understand and use negative statements • Apply knowledge of language rules and conventions when building short sentences

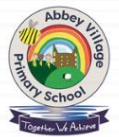


			<ul style="list-style-type: none"> Recognise and apply simple agreements (e.g. gender, plural, singular) 	<ul style="list-style-type: none"> Use 1st, 2nd and 3rd person singular forms of familiar verbs <p>Year 6</p> <ul style="list-style-type: none"> Write several sentences from memory Develop a short text using a model Know how to use a bilingual dictionary to check their spelling and the gender Notice and manipulate agreements Use knowledge of words, text and structure to make meaning, using simple language Apply knowledge of words and text conventions to build meaningful sentences and short texts Use 1st, 2nd and 3rd person singular forms of familiar verbs.
--	--	--	---	--



- Core language is repeated throughout the SOW.
- Nouns, adjectives and verbs are explored and built upon throughout Key stage 2 language learning.
- Use of questions and answers and development of personal information dialogues are built upon across key stage 2.
- Core language from each focus is revisited and introduced.
- Phonics is a focus every half term and a core sound / sound spelling link is identified and practised each half term.
- Writing sheets with support are available for every half term 3 times a year and twice in Year 6 there are opportunities for “Talk and Write” – independent creative use of language in focus for speaking and writing practice.
- LKS2 reading practice is based on practising sound spelling, identification of structure and following written text
- UKS2 reading practice is based upon reading comprehension of simple facts sheets appropriate for UKS2 and based on the core focus of the unit covered plus animated “Alien” stories with suggested creative follow up speaking and listening activities.
- Seasonal special activities can be added to the Sow.

DfE attainment targets	Skill level practice
<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding 	<ul style="list-style-type: none"> • listen and respond to rhymes/songs/stories listen attentively +understand instructions/praise listen for specific words and phrases
<ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words 	<ul style="list-style-type: none"> • recognise and respond to sound patterns/words identify specific sounds/phonemes/words focus on correct pronunciation
<ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 	<ul style="list-style-type: none"> • perform simple communicative tasks using single words/phrases/short sentences ask and answer a question ask and answer a question (on more than one topic)
<ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures 	<ul style="list-style-type: none"> • perform simple communicative tasks using single words/phrases and sentences



	<ul style="list-style-type: none"> Develop accurate pronunciation and intonation, so that others understand ... 	<ul style="list-style-type: none"> recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation
	<ul style="list-style-type: none"> Present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text
	<ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing 	<ul style="list-style-type: none"> recognise some familiar words in written form recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases
	<ul style="list-style-type: none"> Appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> listen and respond to rhymes/songs/stories recognise some familiar words in written form read and understand a range of familiar phrases
	<ul style="list-style-type: none"> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary 	<ul style="list-style-type: none"> recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source
	<ul style="list-style-type: none"> Write phrases from memory and adapt these to create new sentences to express ideas clearly 	<ul style="list-style-type: none"> experiment with the writing of simple words experiment with the writing of simple sentences write words and phrases using a reference



	Describe people, places, things and actions orally and in writing	perform simple communicative tasks using single words/phrases and sentences recognise some familiar words in written form experiment with the writing of simple words experiment with the writing of simple sentences
	Understand basic grammar	Use question forms Begin to explore nouns Identify and understand commands

Don't give up

Try new things

Respect others

Concentrate

Be motivated

Improve

Imagine

Push yourself