



MFL: German Progression of skills

Wootton St Peter's

"One language sets you in a corridor for life, two languages open every door along the way." Frank Smith

National Curriculum Overview

Key Stage 2

Pupils should be taught to:

- 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.

Listening and Responding

Years 3 and 4

- Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard
- Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spelling
- Ask and answer simple questions, for example about personal information Repeat sentences heard and make simple adaptations to them
- Use mostly accurate pronunciation and speak clearly when addressing an audience
- Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard
- Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings
- Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English
- Ask and answer a range of questions on different topic areas
- Using familiar sentences as models, make varied adaptations to create new sentences
- Read aloud using accurate pronunciation and present a short learned piece for performance

Years 5 and 6

- Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language
 - Identify different ways to spell key sounds, and select the correct spelling of a familiar word
 - Take part in conversations and express simple opinions giving reasons Adapt known complex sentences to reflect a variation in meaning
 - Begin to use intonation to differentiate between sentence types
- Speaking and Listening
- Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard
 - Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar word
 - Engage in longer conversations, asking for clarification when necessary Create his/her own sentences using knowledge of basic sentence structure Use pronunciation and intonation effectively to accurately

Reading

Years 3 and 4

- Recognise some familiar words and phrases in written form
- Read some familiar words aloud using mostly accurate pronunciation
- Learn and remember new words encountered in reading
- Read and understand sentences contained within a short paragraph contained within a short paragraph of mainly familiar language
- Read aloud with increasing accuracy and pronunciation

Years 5 and 6

- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation
- Learn a song or poem using the written text for support
- Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words
- Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation
- Attempt to read a range of texts independently, using different strategies to make meaning
- Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words

Writing

Years 3 and 4

- Write some single words from memory
- Use simple adjectives such as colours and sizes to describe things orally Record descriptive sentences using a word bank
- Recognise the main word classes e.g nouns, adjectives and verbs
- Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles
- Have basic understanding of the usual order of words in sentences in the target language

Years 5 and 6

- Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank
- Use a wide range of adjectives to describe people and things, and use different verbs to describe action
- Know how to conjugate some high frequency verbs
- Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun
- Adapt sentences to form negative sentences and begin to form questions

	<ul style="list-style-type: none"> • write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic • Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions • Begin to use some adverbs • Know how to conjugate a range of high frequency verbs • Understand how to use some adverbs in sentences • Have an awareness of similarities and differences in grammar between different languages
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German Long Term Overview

KEY STAGE 2: YEARS 3 & 4			
CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	Alles über mich (All about me)	Wir feiern! (Celebrations)	Es wächst (Growing things)
	Lieder und Spiele (Songs and games) Christmas	Porträts (Colours)	Alle an Bord! (All aboard)
B	Hello (Greetings)	Visitors from Germany (Animals and their characters)	Fruit salad (Fruit and expressing likes/dislikes)
	How are you? Feelings Christmas	The painting (Colours)	The broken washing machine (Clothes)

KEY STAGE 2: YEARS 5 & 6			
CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	Alles über mich (All about me)	Wir feiern! (Celebrations)	Es wächst (Growing things)
	Lieder und Spiele (Songs and games) Christmas	Porträts (Colours)	Alle an Bord! (All aboard)

	Taschengeld (Pocket money)	Sport macht Spaß! (Our sporting lives)	Guten Appetit! (Enjoy your meal!)
B	Erzähl mir eine Geschichte! (Tell me a story! Christmas)	Karneval der Tiere ('Carnival of the Animals')	Wie ist das Wetter? (What's the weather like?)