



MFL: German Progression of Learning

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

- 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

German Long Term Overview

KEY STAGE 2: YEARS 3 & 4			
CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A Volume 2	CHAPTER 1: A NEW PHONE (2 lessons) CHAPTER 2: PREPARING FOR THE VISIT (3 lessons)	CHAPTER 4: THE DVD (3 lessons) Extension Chapter: Felix und Franzi feiern Karneval (2 lessons)	CHAPTER 7: A MASTERPIECE (3 lessons) CHAPTER 8: IN THE LETTERBOX (2 lessons)
	CHAPTER 3: FELIX'S BIRTHDAY CELEBRATIONS (3 lessons) Extension: Chapter: Nikolaus-Tag (2 lessons) Extension: Christmas in Germany (2 lessons)	CHAPTER 5: THE BOOK (3 lessons) CHAPTER 6: A WEIRD DREAM (3 lessons)	CHAPTER 9: A FAIRY TALE EXPERIENCE (3-4 lessons) CHAPTER 10: MAGIC HOLIDAY PLACES (3-4 lessons)
B Volume 1	Chapter 1: Hello (2 lessons) Chapter 2: How are you? (2 lessons) Chapter 3: Visitors from Germany (3 lessons)	Chapter 5: Fruit Salad (4 lessons) Chapter 6: The broken washing machine (3 lessons)	Chapter 9: Franzi's birthday (3 lessons) Chapter 10: The parcel (3 lessons)
	Chapter 4: The painting (3 lessons) Extension: Chapter: Nikolaus-Tag (2 lessons) Extension: Christmas in Germany (2 lessons)	Chapter 7: Time for Breakfast! (3 lessons) Chapter 8: The Workout (3 lessons)	Chapter 11: Sunglasses or umbrella? (3 lessons) Chapter 12: Sorry, wrong number (3 lessons)

KEY STAGE 2: YEARS 5 & 6

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A Volume 2	Chapter 1: Arrival in two different cities (8 lessons)	Chapter 3: Together at last (8 lessons)	Chapter 5: A Visit to the Vet's (6-8 lessons)
	Chapter 2: North, South, East or West? (6-8 lessons)	Chapter 4: A Canoe Adventure (5-6 lessons)	Chapter 6: Berlin - A City full of surprises (6-8 lessons)
B Volume 1	Chapter 1: In a new country (6-8 lessons)	Chapter 3: In the School Canteen (6-8 lessons)	Chapter 5: In the library (6-7 lessons)
	Chapter 2: On the playground (6-8 lessons)	Chapter 4: In the school garden (6-8 lessons)	Chapter 6: The play rehearsal (6 lessons)