

## KEY KNOWLEDGE PROGRESSION DOCUMENT – Languages

### Features

- At Early Years and key stage 1, it is not a requirement to teach target languages (TL), however the key knowledge progression document encourages teachers to:
  - Foster an interest in learning languages and begin to understand why we learn other languages
  - Help children understand and appreciate cultural differences in other countries
    - Target language exposure in KS1 should predominantly focus on the aspects of speaking and listening (including by listening to native speakers through video, voice recordings etc)
- At key stage 2, the key knowledge progression document takes full account of the national curriculum’s requirements and groups these into the following strands:
  - Speaking and Listening
  - Reading
  - Writing
  - Knowledge of Different Languages
  - Knowledge of Different Cultures
- The first four strands have been selected to allow children to understand and communicate ideas, facts and feelings in speech and writing in a target language (mirroring the structure in which English is taught and learnt). The final strand promotes the curriculum’s vision of children demonstrating compassion and mutual understanding to make a positive contribution to the wider world.
- Threaded throughout all languages learning should be the opportunity for children to communicate confidently (as prescribed in the curriculum end points). This could be supported through concepts such as:
  - Communication
  - Instructions
  - Describe
  - Conversation
  - Comprehension
  - Inter-cultural understanding
  - *Taken from <https://www.britannia.suffolk.sch.uk/curriculum-concepts/>*

KKPDs match the ambition of the National Curriculum. In some instances, knowledge specified within the KKPDs is more ambitious than the National Curriculum. For example:

- Incidental teaching of languages starts from the EY, moving into Year 1. The National Curriculum requirement to teach a language other than English begins in KS2.
- At KS2, children are taught knowledge of different cultures so they are building an appreciation of the culture as well as the language.

#### National Curriculum Aims:

- 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

• Substantive knowledge (**S**) is the truths or facts of a subject. Procedural knowledge (**P**) is the knowledge of how to do something. Disciplinary knowledge (**D**) is the knowledge, practices and traditions of a subject (that enable you to behave as a master of the subject e.g., as a Designer). These knowledge statements should be what pupils retain. In other words, this knowledge is within their long-term memory and will be remembered.

• Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.

• When considering pupils’ improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for Foreign Languages for their age group.

### National Curriculum Subject Content

Strand	Speaking and Listening	Reading	Writing
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<b>Key Stage 2</b>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Describe people, places, things and actions orally</li> </ul>	<ul style="list-style-type: none"> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions in writing</li> <li>• 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</li> </ul>
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Strand	Early Years	Key Stage 1	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
	<ul style="list-style-type: none"> <li>• MFLEY.1 know how to answer the register in TL (e.g., good morning...) <b>(P)</b></li> </ul>	MFL1.1 know how to start to speak in TL, using simple words and phrases <b>(P)</b>	<b>Speaking and listening</b>	<ul style="list-style-type: none"> <li>• MFL3.1 know some words to name people, places and objects <b>(S)</b></li> <li>• MFL3.2 know and understand simple words (e.g. body parts, colours and numbers) <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>• MFL4.1 know some words to describe feelings, people, places and objects <b>(S)</b></li> <li>• MFL4.2 know and pronounce accurately the names of some countries and towns <b>(P)</b></li> <li>• MFL4.3 know an increasing range of vocabulary <b>(S)</b></li> <li>• MFL4.4 know how to identify key vocabulary through listening to stories, songs and poems <b>(P)</b></li> </ul>	MFL5.1 know an increasing range of vocabulary (e.g. numbers in multiples of 10 up to 100, directions) <b>(S)</b>	MFL6.1 know how to present ideas and information orally using the increasing range of vocabulary <b>(P)</b>	<ul style="list-style-type: none"> <li>• MFL7.1 recognise key words in listening, speaking, reading and writing <b>(P)</b></li> <li>• MFL7.2 use classroom vocabulary spontaneously <b>(D)</b></li> </ul>

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	<ul style="list-style-type: none"> <li>MFLEY.2 know how to say hello and goodbye in TL <b>(P)</b></li> <li>MFLEY.3 know simple TL vocabulary by joining in with the repetitive parts of a story / song <b>(S)</b></li> </ul>	<p>MFL1.2 know how to recognise a handful of words through listening to short, simple stories <b>(P)</b></p>	<b>Reading</b>	<p>MFL3.3 know how to give a response using a short phrase including replying to questions <b>(P)</b></p>	<ul style="list-style-type: none"> <li>MFL4.5 know how to have a short conversation, including what they like/dislike <b>(D)</b></li> <li>MFL4.6 know how to ask and answer several simple and familiar questions with correct intonation <b>(D)</b></li> <li>MFL4.7 know how to speak using a full sentence <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL5.2 know how to hold a simple conversation with at least 3 exchanges <b>(D)</b></li> <li>MFL5.3 know how to ask and answer more complex, familiar questions <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL6.2 know how to hold a simple conversation with an increasing number of exchanges <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL7.3 develop good habits of correct pronunciation and intonation <b>(D)</b></li> </ul>
	<ul style="list-style-type: none"> <li>MFLEY.4 know familiar songs, with actions, translated into TL <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL1.3 know how to respond to and sing along to some simple songs <b>(P)</b></li> </ul>		<ul style="list-style-type: none"> <li>MFL3.4 know how to identify key vocabulary through listening to songs and rhymes <b>(P)</b></li> <li>MFL3.5 know a song from memory <b>(S)</b> and sing it with clear pronunciation <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL4.8 know how to sing a song from memory related to the vocabulary being learnt <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL5.4 know some key words or phrases when listening to a rhyme, story or a poem <b>(S)</b></li> <li>MFL5.5 know how to perform a song or rhyme from memory <b>(P)</b></li> </ul>		
		<ul style="list-style-type: none"> <li>MFL1.4 know simple TL words in the environment, e.g., greetings, labels etc. <b>(S)</b></li> </ul>	<b>Reading</b>	<ul style="list-style-type: none"> <li>MFL3.6 know how to read and show understanding of simple, TL words <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL4.9 know how to read a passage independently <b>(P)</b> with accurate pronunciation and intonation <b>(D)</b></li> <li>MFL4.10 know how to read <b>(P)</b> and understand a short passage using familiar language <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL5.6 know how to read aloud to a partner or a small group <b>(P)</b> with accurate pronunciation and intonation <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL6.3 know how to read aloud with confidence <b>(P)</b> with accurate pronunciation and intonation <b>(D)</b></li> </ul>	
				<ul style="list-style-type: none"> <li>MFL3.7 know how to identify TL words and phrases in a rhyme <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL4.11 know how to identify the main points in a song and explain them <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL5.7 know how to identify the main points in a short story or factual text and explain them <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL6.4 know how to identify the main points in a poem and explain them <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL7.4 learn decoding strategies to understand longer texts <b>(P)</b></li> </ul>

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				<ul style="list-style-type: none"> <li>MFL3.8 know how to use a bilingual dictionary or glossary to look up new words <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL4.12 know how to use a bilingual dictionary or glossary to look up new words and their meaning <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL5.8 know how to use the context to work out unfamiliar words <b>(D)</b></li> <li>MFL5.9 know how to use a bi-lingual dictionary to find the meaning of unknown words and change them in a sentence to make them grammatically correct in context <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL6.5 know how to use the context to work out unfamiliar words <b>(P)</b></li> <li>MFL6.6 know how to confidently use a bi-lingual dictionary to find the meaning of unknown words and change them in a sentence to make them grammatically correct in context <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL7.5 use classroom vocabulary spontaneously <b>(D)</b></li> <li>MFL7.6 recognise key words in listening, speaking, reading and writing <b>(P)</b></li> </ul>
			<b>Writing</b>	<ul style="list-style-type: none"> <li>MFL3.9 know how to write a simple sentence in TL using a writing frame or similar writing scaffold <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL4.13 know how to write phrases from memory <b>(P)</b></li> <li>MFL4.14 know how to write 2-3 short sentences on a familiar topic <b>(P)</b></li> <li>MFL4.15 know how to write what they like/dislike about a familiar topic <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL5.10 know how to substitute words and phrases <b>(P)</b></li> <li>MFL5.11 know how to write a paragraph of 3-4 sentences including the description of people, places and objects <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL6.7 know how to write a paragraph of 4-6 grammatically accurate sentences <b>(D)</b></li> <li>MFL6.8 know how to write more complex sentences to describe people, places and objects <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL7.7 use classroom vocabulary spontaneously <b>(D)</b></li> <li>MFL7.8 recognise key words in listening, speaking, reading and writing <b>(P)</b></li> </ul>

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	<ul style="list-style-type: none"> <li>MFLEY.5 know how to substitute words from TL, by joining in with the repetitive parts of a story / song <b>(P)</b></li> </ul>	MFL1.5 know core elements of TL (including, alphabet, common phonics, numbers to 10, colours, greetings, classroom instructions etc) <b>(S)</b>	<b>Knowledge about languages</b>	<ul style="list-style-type: none"> <li>MFL3.10 know and use the most common phonetic sounds and letter strings in the TL <b>(P)</b></li> <li>MFL3.11 know that TL letters can sound different to English and there may be silent letters (e.g. 'h' in Spanish) <b>(S)</b></li> <li>MFL3.12 know <b>(S)</b> and use TL alphabet to spell own name and unknown words <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL4.16 know <b>(S)</b>, use and identify common phonetic sounds and letter strings in the TL <b>(P)</b></li> <li>MFL4.17 know how to confidently say and spell new words in the TL using phonics knowledge <b>(P)</b></li> </ul>	MFL5.12 know how to use knowledge of phonics to read aloud more complex familiar sentences <b>(P)</b>	MFL6.9 know how to use knowledge of phonics to read aloud more complex familiar sentences <b>(P)</b>	<ul style="list-style-type: none"> <li>MFL7.9 know a number of phonetic sounds in the TL <b>(S)</b></li> <li>MFL7.10 apply these sounds to speaking, listening, reading and writing <b>(D)</b></li> <li>MFL7.11 know how the knowledge of phonics can enhance spelling and pronunciation of the TL <b>(P)</b></li> </ul>
				<ul style="list-style-type: none"> <li>MFL3.13 know some simple grammatical differences in TL – (e.g. 2 groups of nouns (gender) <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL4.18 know <b>(S)</b>, understand and begin to use simple grammatical differences in TL correctly – including gender nouns, making nouns plural, punctuation differences (e.g., ¡ and ¿? and accents), sentence structure including position of adjectives and making a sentence negative etc. <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL5.13 know how to speak correctly using grammatical knowledge <b>(P)</b></li> <li>MFL5.14 know how to use simple grammatical rules in TL correctly in their writing <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL6.10 know and use knowledge of grammar and phonics to speak correctly and confidently in TL using correct pronunciation and intonation <b>(D)</b></li> <li>MFL6.11 know how to manipulate language independently when writing sentences, using familiar grammatical and punctuation rules in TL (using a bilingual dictionary if needed) <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>MFL7.12 develop an awareness of gender and articles in the TL <b>(D)</b></li> <li>MFL7.13 develop a basic understanding of adjectival agreements and word order <b>(S)</b></li> <li>MFL7.14 know basic verb conjugations in the present tense <b>(S)</b></li> <li>MFL7.15 spot grammar patterns in speech and written text <b>(D)</b></li> <li>MFL7.16 be able to apply grammatical knowledge to speaking and writing <b>(D)</b></li> </ul>

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	<ul style="list-style-type: none"> <li>MFLEY.6 know that a variety of languages are spoken in the UK (S)</li> </ul>	<ul style="list-style-type: none"> <li>MFL1.6 know that a variety of languages are spoken in countries throughout the world (S)</li> <li>MFL1.7 know how life may be different for children in the selected country (S)</li> </ul>	<b>Knowledge of different cultures</b>	<ul style="list-style-type: none"> <li>MFL3.14 know and understand some basic cultural similarities and differences between home and selected country (S)</li> <li>MFL3.15 know and understand the differences in social conventions when people greet each other in home and selected country (S)</li> </ul>	<ul style="list-style-type: none"> <li>MFL4.19 know the countries where the TL is spoken (S)</li> <li>MFL4.20 know about the weather patterns of the selected country (S)</li> <li>MFL4.21 know about aspects of lifestyle in the selected country, (for example, food or leisure activities) (S)</li> </ul>	<ul style="list-style-type: none"> <li>MFL5.15 know some places of interest/importance within the selected country (S)</li> <li>MFL5.16 know aspects of everyday lives from the perspective of someone from the selected country (S)</li> </ul>	<ul style="list-style-type: none"> <li>MFL6.12 know about some famous people/events from the country selected (S)</li> </ul>	

### Curriculum End Points

The KKPDS are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable linguist.

**For subject leaders**, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

**For teachers**, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKPDS. They support teachers to plan activities that help to develop children as effective linguist. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

**For children**, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

	Children should be able to:	Children should be able to:		Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:
	Recall the knowledge specified within the KKPDS for the Early Years.  Use TL within daily routine  Sing a song in TL	Recall the knowledge specified within the KKPDS for Key Stage 1.  Recognise common English words in TL  Respond to song in TL  Recognise differences between England and TL country		Recall the knowledge specified within the KKPDS for Y3  Answer simple questions in TL.  Recognise common English words in TL in a text  Use TL phonetic sounds  Compare social convention in England to TL country	Recall the knowledge specified within the KKPDS for Y4  Ask and answer simple questions in TL.  Read and understand a simple text in TL.  Use phonics knowledge to spell words  Compare aspects of England with TL country	Recall the knowledge specified within the KKPDS for Y5  Have a simple conversation in TL.  Read sentences with pronunciation and intonation in TL.  Compare daily life between England and TL country	Recall the knowledge specified within the KKPDS for Y6  Have a more detailed conversation in TL.  Read sentences fluently with pronunciation and intonation in TL.  Share information about TL country	Recall the knowledge specified within the KKPDS for Y7