



TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.



Reception Languages Teaching and Progression

This document expands the Reception foundations in the whole-school Modern Foreign Languages curriculum grid. It follows the school's contexts through the year and supports early language development through songs, stories, games, rhymes, conversation and daily classroom routines. Activities are planned opportunities that teachers adapt to children's interests and starting points. Little Languages French begins in Year 1.

Key Knowledge	Key Skills
People may speak and communicate using different languages.	Listen carefully and respond appropriately to others.
Language helps us communicate ideas, needs and experiences.	Join in with songs, stories, rhymes and repeated phrases.
Different families and communities may have different languages, customs and traditions.	Use and apply newly introduced vocabulary in conversation and play.
Conversations involve listening and taking turns.	Take turns in conversations, games and role-play situations.
Stories, songs and rhymes can be enjoyed in different languages.	Compare experiences, communities and cultures respectfully.
People around the world may have similarities and differences in their lives and experiences.	Retell stories and participate in shared performances.

Unit	Birth to 5 Matters links	Key language teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Autumn 1 My Home	Listening and attention, Range 5: attend to familiar stories and repeated phrases. Speaking, Range 5: build vocabulary through experience.	Model careful listening and taking turns. Name familiar objects and describe an experience. Vocabulary: listen, name, word, same, different.	Share picture books and home photographs. Choose objects for a home role-play area and explain their use. Join repeated story lines, action songs and sound games.	Begin with familiar meanings and shared attention. Respond through gesture, action or talk.
Autumn 2 My Family	People and communities, Ranges 5–6: compare experiences, family customs and traditions.	Learn and pronounce one another's names respectfully. Recognise that families may use different languages. Vocabulary: family, language, greeting, similar, different.	Share stories and optional family contributions. Hear greetings, songs or rhymes in languages meaningful to the class. Choose questions and discuss what is familiar or different.	Extend interest from personal experience to others. Value all home languages without expecting children to translate or perform. ELG links - People, Culture and Communities; Speaking.
Spring 1 My School	Understanding, Range 6: follow connected language and respond to others' ideas. Speaking, Range 6: use talk to clarify thinking.	Follow instructions; ask when unsure; build a back-and-forth conversation. Play with rhythm, rhyme and initial sounds. Vocabulary: question, answer, instruction, sound, rhyme.	Take turns as a game leader; use puppets to ask for help; choose actions for a familiar rhyme. Describe a classroom routine and respond to a partner.	Build on autumn listening and turn-taking. Follow longer instructions and contribute with increasing independence. ELG links - Listening, Attention and Understanding; Speaking; Self-Regulation.

Reception progression continued

Unit	Birth to 5 Matters links	Key language teaching points and vocabulary	Activities and children's choices Continuous provision and teacher-led	Progression and ELG links
Spring 2 Food	Speaking, Range 6: extend vocabulary and use language imaginatively in role-play.	Use precise words to describe preferences and request an item politely. Listen and respond to another person. Vocabulary: describe, prefer, please, thank you.	Set up a café or shop with chosen roles and props. Describe food through objects and pictures; create meaningful signs or lists through English literacy and mark making.	Move from naming or requesting towards a short exchange with connected turns. ELG links - Speaking; Comprehension; Building Relationships.
Summer 1 Environments	People and communities, Range 6: notice similarities and differences across communities. Reading, Range 6: use and discuss varied books.	Compare particular examples of everyday life, including another country. Use a story or image to explain an observation. Vocabulary: country, community, compare, similar, different.	Choose details to discuss in books, images or songs from different places. Link to seaside learning and children's interests. Adults model careful comparisons without generalising about all people.	Build from noticing a difference towards explaining a comparison using information encountered. ELG links - People, Culture and Communities; Speaking.
Summer 2 Land and Sea	Being imaginative and expressive, Range 6: combine song, movement and drama in shared narratives.	Retell in sequence, use remembered vocabulary and perform with others. Revisit listening and sound play. Vocabulary: retell, character, sequence, perform, audience.	Choose props to retell a sea-themed or favourite story. Adapt actions or repeated lines; share a song, rhyme or short performance with a familiar group.	Draw together listening, recall, expressive talk and cooperation, with decreasing adult support. ELG links - Comprehension; Being Imaginative and Expressive.

Relevant Early Learning Goals

These are statutory end-of-Reception expectations within the EYFS, not French attainment targets. The full goals for Listening, Attention and Understanding, Speaking, Comprehension and Being Imaginative and Expressive are included, with the two People, Culture and Communities statements most directly relevant to language and cultural understanding.

Area and Early Learning Goal	Relevant statutory statements
Listening, Attention and Understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
People, Culture and Communities Selected statements	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Supporting personal and social development

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Building Relationships: Work and play cooperatively and take turns with others.

Progression and the link to Year 1

Children move from joining familiar routines towards sustaining exchanges, using new vocabulary, explaining comparisons and performing with others. These experiences prepare them for the greetings, songs, stories, sound games and food reactions in Year 1 Little Languages. French begins with accurate spoken models, actions, objects and repeated rehearsal; prior French knowledge is not assumed.

Sound awareness and early reading and writing develop through the school's English literacy provision. They support later language learning, but French reading, writing, grammar and vocabulary targets are not set for Reception.