MODERN FOREIGN LANGUAGES (MFL) CURRICULUM

Purpose of study

Purpose of study Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

• 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.

KS1 – songs, register integrated

A whole school approach to MFL is desirable, and although languages at Foundation Stage and KS1 are not statutory, HCAT now introduce young learners to a different rich language environment in a way that is enjoyable and fun. This may take place whilst answering the register, singing songs or classroom instructions.

Strands	Y3	Y4	Y5	Y6
A - Listening (Conversations)	I know how to show an understanding of a range of familiar spoken phrases, **for example through acting out a part of a familiar story**	I know how to show understanding of a range of familiar spoken phrases, **for example through acting out a part of a familiar story.** I know how to notice the target language may contain different phonemes and that some similar sounds may be spelt differently to English.	I know how to 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 head in the target language.** I know how to identify different ways to spell key sounds, and select the correct spelling of a familiar word. I know how to take part in conversations and express simple opinions giving reasons	I know how to apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. I know how to engage in conversations, expressing opinions and responding to those of others.
B - Songs & Rhymes	I know how to listen to an accurately repeat phonemes in songs and rhymes and begin to make links to spelling.	I know how to listen to an accurately repeat particular phonemes in songs and rhymes and **make** links to spelling. I know how to show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. I know how to listen to an accurately repeat particular phonemes in songs and rhymes and **make** links to spelling.	I know how to learn a song or poem using the written text to support	I know how to perform and present a song or poem to a range of audiences.
C – Pronunciation			I know how to explore the use of accurate pronunciation and intonation when speaking aloud.	I know how to use accurate pronunciation and intonation so that others can understand when they are reading aloud or using familiar language.
D - Speaking	I know how to ask and answer simple questions, **for example about personal information** I know how to repeat sentences heard and make simple adaptations to them I know how to use mostly accurate pronunciation and speak clearly when addressing an audience.	I know how to ask and answer a range of questions on different topic areas I know how to use familiar sentence models, make varied adaptations to create new sentences I know how to read aloud using accurate pronunciation and present a short-learned piece for performance.	I know how to adapt known complex sentences to reflect a variation in meaning. I know how to begin to use intonation to differentiate between sentence types.	I know how to engage in longer conversations, asking for clarification when necessary I know how to create his/ her own sentences using knowledge of basic sentence structure I know how to use pronunciation and intonation effectively to accurately express meaning and engage an audience

E - Reading	I know how to recognise some familiar words and phrases in written form I know how to read some familiar words aloud using mostly accurate pronunciation I know how to learn and remember new words encountered in reading.	I know how to notice the target language may contain different phonemes and that some similar sounds may be spelt differently to English.	I know how to read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.	I know how to read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. I know how to attempt to read a range of texts independently, using different strategies to make meaning. I know how to understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.
F – Vocabulary	I know how to broaden my vocabulary by understanding new words that are introduced verbally.	I know how to broaden my vocabulary by understanding new words that are introduced in written material.	I know how to use dictionaries to extend vocabulary on given topic sand develop my ability to use different strategies to work out the meaning of unfamiliar words.	I know how to use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
G – Literature	I know how to appreciate stories and poems in the language that are read to them.	I know how to understand some stories and poems that are read to them.	I know how to read and explore some simple stories and poems.	I know how to read familiar stories and poems, using different strategies to make meaning.
H – Writing	I know how to write some single words from memory I know how to use simple adjectives such as colours and sizes to describe things orally I know how to record descriptive sentences	I know how to write words and short phrases from memory I know how to use a range of adjectives to describe things in more detail, **such as someone's appearance.** I know how to write descriptive sentences using a model but supplying some words from memory.	I know how to write phrases and some simple sentences from memory and write a short text such as an email with support from a word/ phrase bank. I know how to use a wide range of adjectives to describe people and things, and use different verbs to describe actions.	I know how to write phrases and some simple sentences from memory and adapt them to write his/her own sentences on a similar topic. I know how to select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe I know how to begin to use some adverbs
I – Grammar	I know how to recognise the main word classes **e.g. nouns, adjectives and verbs** I know how to understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles. I know how to understand the usual order of words in a sentence in the target language.	I know how to recognise a wider range of word classes including pronouns and articles, and use them appropriately. I know how to understand that adjective may change for according to the noun they relate to, and select appropriate form. I know how to recognise questions and negative sentences.	I know how to conjugate some high frequency verbs I know how to understand how to make changes to an adjective in order for it to agree with the relevant noun I know how to adapt sentences to form negative sentences and begin to form a question.	I know how to conjugate a range of high frequency verbs I know how to understand how to use some adverbs in a sentence I have an awareness of similarities and differences in grammar between different languages.

Upperwood MFL Curriculum

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
KS1	• Greetings (Hello, Goodbye, How are you? • Colours • Numbers (1-10) • Nursery rhymes											
LKS2	Greetings, Numbers, Colours	Welcome to school super learners	Colours, Classroom commands, Calendar & celebrations	Fireworks poem, classroom commands, places in town, Christmas shopping	animals	Ephiphany, alien family tree, faces	Carnival, using numbers, dates	Face and body parts	Fruits & vegetables	I don't feel well, walking through the jungle	Going on a picnic, aliens in Spain, language puzzle	The weather, ice creams, language puzzle
UKS2	Talking about us, school subjects	Revisiting me, telling the time, daily life of a superhero	In the city, shopping, festive jumpers	Homes and houses, elf on the shelf	Healthy eating, going to the market, healthy recipe	sports	Clothes, colours, fancy dress	At the funfair, my favourite things, tradition	Out of this world	Tapas culture, cafe culture	At the seaside, language puzzle	Performance time, transition, language puzzle