



MFL

KS 1 National Curriculum

There is no specified curriculum for KS1 as it is not a requirement for KS1.

Children should be challenged to develop their understanding of other countries and the relevance of multiculturalism. The pupils should express their ideas and thoughts in another language and understand and respond to its speakers. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and listen to stories in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

KS1 Skills

Listening	Listen to target language through known stories (fairy tales) Listen to and repeat target language (please, thank you, yes, no) Understand the importance of other cultures and understand my place within the world.
Speaking	I can repeat key phrases in the classroom. I can use learnt phrases to answer simple questions. I can say greetings in different languages.

KS2 National Curriculum

- 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
- 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.

Year 3 Progression of Knowledge and Skills

Listening	Listen and respond to instructions. Understand and respond to action words Explore the patterns and sounds of language through songs and rhymes. Link to spelling, sound and meaning of specific words Join in with actions to accompany familiar songs, stories and rhymes Repeat words modelled by teacher, show understanding with an action
Speaking	Listen to and copy pronunciation of accurately. Speak in a simple conversation. Learn specific vocabulary Develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response
Writing	Copy simple vocabulary Attempt to write taught vocabulary (single words) from memory Attempt to write simple phrases from memory Ask and answer questions Recognise masculine and feminine nouns.



MFL National Curriculum and Progression of Knowledge and Skills



Reading	<p>Begin to recognise written vocabulary/ single words Recognise written vocabulary/ single words Begin to recognise written phrases Read, listen and respond to vocabulary. Use simple conjunctions to link vocabulary.</p>					
Units of Work	<p>Term 1</p> <ul style="list-style-type: none"> - Say hello and goodbye. - Introduce themselves. - Say if they are feeling good/bad/so-so. - Count to 10. - Say how old they are. 	<p>Term 2</p> <ul style="list-style-type: none"> - Give and respond to simple classroom instructions appropriately - Name parts of the body from a song - Identify colours - Name items of clothing 	<p>Term 3</p> <ul style="list-style-type: none"> - follow a story and join in the repeated parts; - say what foods from a set they like/dislike - describe the colour or size of an object; - ask politely for something 	<p>Term 4</p> <ul style="list-style-type: none"> - identify and introduce some of their relations; - name some common pets; - recognise some rooms in their home 	<p>Term 5</p> <ul style="list-style-type: none"> - identify classroom objects - identify pencil case items. - name lessons in school - discuss what they like, dislike. 	<p>Term 6</p> <ul style="list-style-type: none"> - days of the week - say and order the months of the year - count on from 11-31 - say their own birthday.
Year 4 Progression of Knowledge and Skills						
Listening	<p>Understand a range of familiar spoken phrases Listen carefully and pronounce unfamiliar words with increasing accuracy. Listen carefully, repeating and responding to key words and phrases. Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) Say a simple rhyme from memory; join in with words of a song or storytelling Pick out known words in an 'authentic' conversation</p>					
Speaking	<p>Answer simple questions and give basic information Pronounce unfamiliar words with increasing accuracy. Repeating and responding to key words and phrases. Predict, say and spell new language. Select and present information to other people. Ask and answer questions with a rehearsed response using appropriate intonation Use common phrases Use description words e.g. colours, size Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p>					
Writing	<p>Attempt to write simple, short taught phrases from memory Write simple, short taught phrases from memory Write simple, short taught sentences from memory Fill in the words on a simple form Use familiar sounds and spellings to help me recognise and learn new language. Predict, say and spell new language. Attempt to write simple, short taught phrases from memory Write simple, short taught phrases from memory Write simple, short taught sentences from memory</p>					
Reading	<p>Understand and read out familiar written phrases Use a bilingual dictionary to develop my vocabulary around a given topic. Begin to recognise simple written phrases Recognise simple written phrases begin to show understanding of more complex written phrases</p>					



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	<p>Term 1</p> <ul style="list-style-type: none"> - name some of the major cities of France - identify and say typical amenities to be found in French towns - say and order multiples of ten - ask and give a simple address in French - locate the correct part of a bilingual dictionary to translate from French-English or vice versa. 	<p>Term 2</p> <ul style="list-style-type: none"> - name some types of transport - use Je... and Tu... correctly in a simple sentence; - respond to simple instructions for direction and movement; - follow simple directions to find a place on a map 	<p>Term 3</p> <ul style="list-style-type: none"> - name fruit and vegetables. - Name clothes - Ask questions relating to shopping and buying items. - Role play as a shop keeper 	<p>Term 4</p> <ul style="list-style-type: none"> - Understand where the UK is in relation to Francophone countries. - Use key vocabulary to identify animals. - Use key vocabulary to identify where animals live. 	<p>Term 5</p> <ul style="list-style-type: none"> - say and write a sentence to tell the time (o'clock); - count in fives to at least 30; - understand and use the terms avant and après; - answer questions about a TV schedule 	<p>Term 6</p> <ul style="list-style-type: none"> - Name seasons - Name weather - Talk about what I did on holiday - Identify sports - Discuss my hobbies.
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Year 5 Progression of Knowledge and Skills

Listening	<p>Listen to and appreciate poems, songs and rhymes in the language.</p> <p>Follow text in the songs, identifying words Listen to 'authentic' conversation, picking out familiar phrases and sentences</p> <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Follow a simple story.</p> <p>Remember appropriate language to express my ideas.</p>					
Speaking	<p>Begin to use action words</p> <p>Ask and answer more complex familiar questions with a scaffold of responses</p> <p>Ask for clarification and help</p> <p>Demonstrate skills and knowledge in a variety of ways.</p> <p>Use the simple future tense.</p> <p>Respond appropriately to what someone says.</p> <p>Use appropriate pronunciation to help others understand me better</p> <p>Use the near future tense.</p>					
Writing	<p>Write simple, short taught sentences from memory including questions and responses</p> <p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p>					
Reading	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of simple writing</p> <p>Practice using a dictionary to find the meaning of unknown words</p> <p>Select the appropriate form of word for the content.</p> <p>Use a dictionary to develop my sentences.</p> <p>Select key words for descriptions</p>					
	<p>Term 1</p> <ul style="list-style-type: none"> -Revisit language from previous years. - Discuss what I want to do when I'm older using future tense. - Explain how I am feeling - Describe myself 	<p>Term 2</p> <ul style="list-style-type: none"> - name some parts of the body - respond appropriately when asked a simple question - give a simple description of their eyes and hair 	<p>Term 3</p> <ul style="list-style-type: none"> - Ask and answer questions about drink choices. - Make choices using target language relating the breakfast. - Make choices using target language relating 	<p>Term 4</p> <ul style="list-style-type: none"> - introduce family members; - say what sort of home they live in and name items inside; - give a simple opinion about a named animal or object 	<p>Term 5</p> <ul style="list-style-type: none"> - Use pronouns il/elle - Describe positions of objects - Use comparative verbs to describe subjects at school. 	<p>Term 6</p> <ul style="list-style-type: none"> - recognise number words in spoken sentences; - say numbers larger than 100; - match the subject and verb for high-frequency



MFL National Curriculum and Progression of Knowledge and Skills



		<ul style="list-style-type: none"> - place the adjective correctly in a simple sentence - use a small number of everyday verbs in simple dialogues - make simple statements in the third person - match emotion/health words with their pictures 	<ul style="list-style-type: none"> to sandwiches. - Discuss what I like to eat using adjectives and nouns. - Explore the use of 'some' 		<ul style="list-style-type: none"> - Engage in discussions relating to class subjects. - Discuss what I do at school. 	<ul style="list-style-type: none"> verbs; - recognise when someone is saying a date.
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Year 6 Progression of Knowledge and Skills

Listening	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and appreciate stories and poems in the language. Identify patterns of language and link sound to spelling</p>
Speaking	<p>Engage in short scripted conversations</p> <p>Express opinions in short conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p>
Writing	<p>Present ideas and information in writing to an audience</p> <p>Adapt taught phrases to create new sentences</p> <p>To write a series of extended sentences</p>
Reading	<p>Use a dictionary to understand the definition of unknown words</p> <p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Present ideas and information orally to an audience</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<ul style="list-style-type: none"> - make simple sentences with habiter (to live) - identify places in a French town or city - Hold conversations relating to other people's homes - recognise ordinal numbers; recognise a spelling pattern. 	<ul style="list-style-type: none"> - greet and respond - use the preposition entre - write money amounts in French, up to 500 € in multiples of 50. - Calculate costs and express answer in French - Express opinions - Describe positions of shops 	<ul style="list-style-type: none"> - Write phrases from memory to discuss France's neighbours. - Use correct language for compass points. - Use directional vocabulary. - Build sentences using the correct form of être (present or past imperfect tense) - Use correct adjectives to describe nationalities. 	<p>Grammar Focus to relate to SATS (tenses)</p>	<p>Grammar Focus to relate to SATS (tenses)</p>	<ul style="list-style-type: none"> - Say and write sentences to tell the time. - Understand and use the terms used for am and pm (du matin, de l'après-midi and du soir) - Tell the time in 24 hour clock. Interpret timetables from 24 hour times. - Conjugate verbs. - Read and interpret a school's weekly timetable.