



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 Knowledge and 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.

KS 2 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.

KS 2 Ready to Progress Criteria

(‘Teaching a Broad and Balanced Curriculum for Educational Recovery’, June 2021)

Teachers in key stage 2 and 3 should:

- Identify and teach **essential vocabulary** for progression.
- Make sure pupils have a strong mastery of the **sound** and **spelling** system
- Prioritise **grammar**

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.
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	<p>Link to spelling, sound and meaning of specific words</p> <p>Join in with actions to accompany familiar songs, stories and rhymes</p> <p>Repeat words modelled by teacher, show understanding with an action</p>
Speaking	<p>Listen to and copy pronunciation of accurately.</p> <p>Speak in a simple conversation.</p> <p>Learn specific vocabulary</p> <p>Develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p>
Writing	<p>Copy simple vocabulary</p> <p>Attempt to write taught vocabulary (single words) from memory</p> <p>Attempt to write simple phrases from memory</p> <p>Ask and answer questions</p> <p>Recognise masculine and feminine nouns.</p>
Reading	<p>Begin to recognise written vocabulary/ single words</p> <p>Recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p> <p>Read, listen and respond to vocabulary.</p> <p>Use simple conjunctions to link vocabulary.</p>

Units of Work (See overview for more detail and grammar skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Greetings	About Me	School	Food	Time	Family
	- Say hello and goodbye.	- Identify colours	- identify classroom objects	- name fruit and vegetables	- days of the week	- identify and introduce some of their relations
	- Introduce themselves.	-; - name some common pets	- identify pencil case items	-discuss what foods they like/ dislike	- say and order the months of the year	
	- Say if they are feeling good/bad/so-so.		-revisit colours		- count on from 11-31	
	- Count to 10.					
	- Say how old they are.					
- Give and respond to simple classroom instructions appropriately						

Year 4 Progression of Knowledge and Skills

Listening	<p>Understand a range of familiar spoken phrases</p> <p>Listen carefully and pronounce unfamiliar words with increasing accuracy.</p> <p>Listen carefully, repeating and responding to key words and phrases.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Say a simple rhyme from memory; join in with words of a song or storytelling</p> <p>Pick out known words in an 'authentic' conversation</p>
Speaking	<p>Answer simple questions and give basic information</p>



	<p>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</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>					
(See overview for more detail and grammar skills)	<p>Term 1 Around Town - Identify places in town - Say what is in town.</p>	<p>Term 2 Family - Family vocab - Use 'they are called' - Use 'I have/I don't have'</p>	<p>Term 3 School - School objects vocab - Ask and answer questions about school objects</p>	<p>Term 4 Food - name fruit and vegetables -ordering fruit and veg (supermarket)</p>	<p>Term 5 Time - Days, months - Birthday - Age -</p>	<p>Term 6 Weather - Name seasons - Name weather - Discuss weather for each season</p>

Year 5 Progression of Knowledge and Skills

Listening	<p>Listen to and appreciate poems, songs and rhymes in the language. Follow text in the songs, identifying words Listen to 'authentic' conversation, picking out familiar phrases and sentences Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Follow a simple story. Remember appropriate language to express my ideas.</p>
Speaking	<p>Begin to use action words Ask and answer more complex familiar questions with a scaffold of responses Ask for clarification and help Demonstrate skills and knowledge in a variety of ways. Use the simple future tense. Respond appropriately to what someone says. Use appropriate pronunciation to help others understand me better Use the near future tense.</p>
Writing	<p>Write simple, short taught sentences from memory including questions and responses 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 Practice using a dictionary to find the meaning of unknown words</p> <p>Select the appropriate form of word for the content. Use a dictionary to develop my sentences.</p> <p>Select key words for descriptions</p>					
(See overview for more detail and grammar skills)	<p>Term 1 Feelings</p> <ul style="list-style-type: none"> - Feelings vocab - Past tense - Present tense 	<p>Term 2 About Me</p> <ul style="list-style-type: none"> - name some parts of the body - give a simple description of their eyes and hair - Personality vocab 	<p>Term 3 School</p> <ul style="list-style-type: none"> - school subjects. - respond the questions about what subjects they like and why. 	<p>Term 4 Food</p> <ul style="list-style-type: none"> - snack vocabulary - ordering food (at a snack bar) including 'how much' 	<p>Term 5 Breakfast</p> <ul style="list-style-type: none"> - breakfast vocab - days of the week - I eat/I drink 	<p>Term 6 Instruments</p> <ul style="list-style-type: none"> - instrument vocab - days of the week - frequency (once a week etc)
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>					
(See overview for more detail and grammar skills)	<p>Term 1 Around Town</p> <ul style="list-style-type: none"> - places in town - location vocab - subject (he/she etc) lives 	<p>Term 2 Describe People</p> <ul style="list-style-type: none"> - name some parts of the body - give a simple description of their eyes and hair - Personality vocab - subject (he/she etc) has... 	<p>Term 3 School</p> <ul style="list-style-type: none"> - school subjects. - respond the questions about what subjects they like and why. - describe the teacher 	<p>Term 4 Shopping</p> <ul style="list-style-type: none"> - clothes vocab - recap colours - respond to conversations relating to buying clothes (shop assistant) 	<p>Term 5 Time and Routine</p> <ul style="list-style-type: none"> - morning routine vocab - evening routine vocab -time of day - reflexive verbs 	<p>Term 6 Hobbies</p> <ul style="list-style-type: none"> - hobby vocab - days of the week - frequency (once a week etc)