



Modern Foreign Languages
Curriculum

Gawthorpe Community Academy

MFL

Learning a language promotes a curiosity in pupils, to find out about other countries and cultures. This deepens their understanding of the world. Pupils express their ideas and thoughts in another language by speaking and listening through a range of interactive techniques. Pupils will focus on practical communication, through practise and repetition. Language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries.

Pupils will be taught over a series of lessons which include:

- Revisiting previously taught knowledge and skills.
- Speaking
- Listening
- Reading
- Writing
- Grammar

Modern Foreign Language Intent Statement KS2	Implementation	Impact	Research
		Revisiting Common vocabulary will allow the children to “know more and remember more”.	
<p>Curriculum National Curriculum statutory requirements are planned and delivered using the La Jolie Ronde scheme of work.</p> <p>Fundamentals MFL knowledge and skills are taught progressively and revisited prior to new learning to develop understanding.</p> <p>Basic Skills Horizontal links between subjects are made explicit during the teaching of MFL to ensure children build upon prior knowledge and utilize the knowledge and skills learned from other subjects.</p> <p>Staff Knowledge Most MFL lessons are taught by the subject leader or other staff supported by the SL. This promotes confident and effective delivery throughout the key stage, resulting in children engaging in MFL.</p>	<p>In lessons, you will see :</p> <ul style="list-style-type: none"> • children practicing their skills and developing knowledge through a wide range activities which are differentiated to meet all needs; • a combination of whole class teaching, group work and individual choice is used to promote learning; • modelling is used to display correct pronunciation and writing skills. • songs, books, games and videos are used to promote understanding and application of language. • children practice, repeat and rehearse vocabulary through conversation. <p>Assessment Assessment for learning is used as a starting and end point for units of work. Formative assessment is used during and after a lesson to inform next steps, check understanding and inform current attainment.</p>	<p>Children have the knowledge and skills to become linguists.</p> <p>Children make sustained progress in MFL.</p> <p>Children have the foundations to learn further languages, equipping them with the skills to converse in other countries.</p>	



Progression in MFL

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Listen and respond to familiar spoken words and phrases • Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. • Pick out phonemes, words and phrases in songs, stories and rhymes. • Listen attentively and understand more complex phrases and sentences • Identify key points in a new context e.g. a story, which contains familiar language • Understand the main points and simple opinions in spoken sources e.g. story, song or passage • Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions • Listen to longer texts NB In Y6, children should be listening to texts read by people other than their teacher. 'Working and growing together' • Recognise numbers 1-20 and begin to understand numbers from 20 – 31 and know own birthday date e.g. 22 April. • Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action. • Listen carefully and identify familiar words in songs, poems and simple stories. 	<ul style="list-style-type: none"> • Listen for specific phonemes, words and phrases • Pick out phonemes, words and phrases in songs, stories and rhymes. • Understand higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time. • Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole? • Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound ... • Identify specific phonemes, words and phrases. • Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations. • Listen to a short text using familiar vocabulary and answer simple questions in English. • Respond to a wide range of classroom instructions. 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences • Identify key points in a new context e.g. a story, which contains familiar language • Understand higher numbers e.g. in prices, numeracy activities • Follow instructions and directions e.g. a recipe or simple directions • Recognise letters of the alphabet when they hear them • Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points • identify specific sounds in familiar and unfamiliar words. • Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 	<ul style="list-style-type: none"> • Understand the main points and simple opinions in spoken sources e.g. story, song or passage • Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions • Listen to longer texts NB In Y6, children should be listening to texts read by people other than their teacher. • Understand numbers in context e.g. the year, 24 hour clock, quantities • Understand that some sounds and letter combinations need to be said and written differently from in English • Listen to spoken foreign language for details and gist. Identify key points and some detail. • Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Communicate with others using simple words, phrases and short sentences Explore the patterns and sounds of language to help develop accurate pronunciation and intonation Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are Ask and answer simple questions about self e.g. name and age, birthday • Express simple likes and dislikes e.g. food and drink. Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements. Pronounce very familiar language with good pronunciation and intonation. Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. Express likes and begin to express dislikes. 	<ul style="list-style-type: none"> Communicate by asking and answering a wider range of questions and presenting short pieces of information Explore the patterns and sounds of language to help develop accurate pronunciation and intonation Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand. Express preference about what they like e.g. food, animals, colours Join in speaking activities willingly and confidently. Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes, Begin to use simple conjunctions e.g. I have brown eyes and black hair Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. Ask and answer questions in 1st, 2nd, 3rd person singular. Begin to use pronouns 	<ul style="list-style-type: none"> Take part in short conversations using familiar structures and vocabulary Use simple conjunctions to build more complex sentences and present information to others Understand and express more complex opinions Explore the patterns and sounds of language to help develop accurate pronunciation and intonation Seek help and clarification e.g. I don't understand, can you repeat that, how is that written? Give simple instructions and directions e.g. a recipe, directions to a place, the route to school Begin to understand and express future intentions e.g. I am going swimming on Wednesday Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk Pronounce and use the alphabet with increasing accuracy. Use simple conjunctions so that they can create more complex sentences. Have the vocabulary to give the opinions they want to express. Begin to understand and use future tense in spoken language. 	<ul style="list-style-type: none"> Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience Understand and begin to use the past tense to describe events Present to an audience e.g. role-play, presentation, performance. Understand and use numbers in context e.g. saying the year, 24hour clock, quantities. Understand and use transactional language e.g. in a café Give a description e.g. of a town, geographical features in a country Seek clarification of meaning How is that written in French? I don't understand. Can you repeat that? Can you speak more loudly/slowly? Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather Express and justify opinions e.g. I like netball because it's fun. Speaking – Arriving in KS3 able to Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy

Year 3

- Recognise and understand some familiar written words and phrases.
- Show awareness of sound-spelling links.
- Read and understand familiar nouns e.g. *parts of the body, animals*, and simple adjectives e.g. *size, colour* and a few high frequency verbs e.g. *I like, I play*.
- Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.
- Identify familiar words in a short text
e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English.
- Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.
- Read aloud and understand a simple conversation with a partner that uses familiar language.
- Begin to write a few familiar words from memory and know that all attempts will be valued.

Year 4

- Read and understand familiar written words, phrases and short texts made of simple sentences
- Read a wider range of words, phrases and sentences aloud follow text while listening and reading at the same time.
- Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.
- Understand key points in simple texts using familiar language e.g. *How many animals are in the story? What colour is the dog? What is the weather like in Paris?*
- Follow a text such as a song or poem whilst listening to it at the same time
- Link phrases to make a sentence e.g. *When it rains, you need an umbrella.*
 - Use strategies to work out meaning of new words.
 - Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English.
 - Follow a text displayed in the classroom at the same time as listening to it.
 - Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words.
 - Begin to understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.
 - Begin to use a bilingual dictionary to check the meaning of new words

Year 5

- Read a variety of short simple texts in different formats and in different contexts
- Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud
- Practise reading aloud a poem to perform in assembly.
- Read a variety of short simple texts e.g. stories, poems, texts from the Internet and non-fiction texts.
- Work with a partner to decode a short text containing familiar and unfamiliar language.
- Enjoy the challenge of working out the meaning of unfamiliar language.
- Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation.
- Apply phonic knowledge when meeting new words.

Year 6

- Read aloud from a text with good expression
- Read and understand the main points and some detail from a short written passage.
- Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town
- Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article
- Read aloud with increasing confidence, accuracy and expression and know how symbols such as accents, cedillas and umlauts change letter sounds in the foreign language, why they are used and what they do.
- Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.
- Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English.
- Understand key points in short written texts in unfamiliar contexts
- Find the meaning of new words by using a bilingual dictionary.

Year 3

- gender – masculine, feminine nouns (singular)
- word order of adjectives
- Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.
- Use picture cards to build phrases to show position of a few adjectives of colour e.g. *a red dog, a yellow cat*.
- Begin to understand how the negative is formed in the new language e.g. make a human sentence for *I don't like chocolate*
- Notice (where relevant) that the definite/indefinite article changes according to gender of noun.
- Notice differences in word order

Year 4

- gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns
- verbs - 1st, 2nd 3rd persons in questions and answers
- how to form the negative
- Match correctly definite/indefinite article to singular and plural familiar nouns
- Place familiar adjectives e.g. size and colour in correct order.
- Select the correct colour adjective to describe masculine and feminine nouns
- Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions *Do you like cheese? Yes I like cheese*
- Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.
- Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe.
- Form the negative to give answers to simple questions about likes/dislikes e.g. *I don't like ...* With increasing accuracy.
- Ask and answer questions in 1st, 2nd, 3rd person singular.

Year 5

- Gender – masculine, feminine, neuter
- Begin to know how to form the future tense e.g. *I am going swimming on Wednesday; tomorrow it is going to rain.*
- Begin to see how possessive articles e.g. *my, his, her* change according to gender e.g. *Jane's*
- Explain confidently the word order for familiar adjectives
- Adapt endings to familiar adjectives with increasing accuracy to reflect tense
- Start to apply correct endings to a few possessive articles
- Create simple sentences about the future.
- Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense

Year 6

- verbs –begin to use the past tense,
- reinforce understanding of future tense adverbs
- Begin to use past tense/future tense in spoken work e.g. *when giving a weather report, when describing what they had to eat that day/what they are going to eat.*
- Identify tenses from a selection of sentences written in the present, past and future tense.
- Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary.
- Show some understanding of past and future tense in spoken and written work.
- Use high frequency adjectives with reasonable accuracy ie word order and endings .
- Apply understanding of conjugation to two or three familiar verbs in the present tense.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Write some familiar simple words using a model and some from memory • Write one or two simple sentences, using a model e.g. name and age to introduce themselves. • Complete a simple gapped text such as a party invitation or passport. • Complete a simple gapped text by adding three or four familiar words. • Write two or three sentences on a familiar topic using a writing frame and word banks 	<ul style="list-style-type: none"> • Write a short text using a model • Write a few simple sentences from memory • Apply phonic knowledge to support writing • Write a few simple sentences using a word bank to describe for example a sports star e.g. ... lives in London. She is 22 years old. She likes dancing. • Experiment with writing new words • Write a few sentences using word banks and writing frames for support. • Begin to use pronouns. • Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation. 	<ul style="list-style-type: none"> • Write simple sentences and short texts using a model • Use a dictionary to check the spelling of words. • Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. • Use simple conjunctions such as and, but, because to form more complex sentences. • Change elements in a given text e.g. ingredients, colour and size of a planet • Write three or four sentences using word/phrase bank. • Write more interesting sentences by adding one or two simple conjunctions • Personalise a text by changing one or two elements 	<ul style="list-style-type: none"> • Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure • Use adjectives to add interest and detail to a description • Use some simple adverbs to make sentences more interesting • Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email. • Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes.



Progression in MFL Vocabulary

Year 3

Year 4

Classroom Vocabulary e.g. hands up, listen
Numbers to 10
Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez
Christmas Theme
Navidad, feliz,, un regalo,, una estrella

Parts of the body
La pierna, el pie, el estomago, el hombre, la rodilla, la mano,, el brazo
Adjectives
Grande, pequeño, feroz, simpatico, divertido
Christmas Theme
los pastores, las ovehas,, los Reyes, un angel,, el posadero

Greetings
Hola, Buenos días, Adios, que tal?,muy bien, mal, gracias

Colours
Rojo, azul, Amarillo, blanco, negro, verde, naranja, rose
Weather
Hace frío, hace calor,

Zoo animals
El tigre, el elefante, el hippopotamo, el flamenco, el oso, el raton, la leon, le jirafa, el mono, el cocodrilo, el pinguino, el cerdo

Family
Mi madre, mi padre, abuelo (a), hermana (o),

Weather
hace sol, esta lloviendo

Food and Drink
Las naranjas, las peras, las ciruelas, las fresas, las manzanas, los tomates, los plantanos, el chocolate, el helado, las piruletas, las patatas fritas, los caremelos, la pizza
Numbers to 30
Veinte, treinta
Days of the week/ Months of the Year
Lunes, martes, miercoles, jueves, Viernes, sabado, domingo, enero, febrero, marzo, abril, mayo, junio, julio, agosto, setiembre, octubre, noviembre, diciembre

Pets
El gato,, el raton, un perro, un hamster, un conejo, un pez, un pajaros, un conejo de indias, una tortuga
Hobbies
Bailar, nadir, jugar al futbol, comer en un restaurant, leer, ver la tele, ir al parque
Clothing
Un pantalon, Un pantalon corto, una falda, un jersey, una camiseta, una camisa, un sombrero, un bañador, unas gafas del sol

Year 5

Year 6

Numbers 0-30

Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix vingt, trente

Classroom vocabulary

Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence

Greetings

Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal

Colours

Rouge, bleu, blanc, noir, vert, jaune, orange, rose Gris, violet, marron

Colours

Rouge, bleu, blanc, noir, vert, jaune, orange, rose Gris, violet, marron

Food items

Les chips, le coca, les sucettes, le chocolat, les bonbons, un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petits pois

Days of the week

lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

Months of the year

janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

Seasons

En automne, en hiver, au printemps, en été

Times of day

Matin, après-midi, soir, à 10 heures, à 4 heures et demie

Weather

Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige

Buildings on the high street

un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie

Directions

A gauche, à droite, Asking where places are Il y a? C'est, au coin Saying where you live J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre

Classroom routines

Je suis present(e), Il est absent, un stylo, un crayon, une gomme, un taille-crayon, des ciseaux, un cahier, un sac

Occupations:

Médecin, Vendeur, vendeuse, Serveur, serveuse, Agent de police, Professeur

Clothes items:

Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt

Members of the family:

Le père, la mère, le frère, la soeur, le grand-père, la grand-mère,

Where I live:

Voici, il y a, une maison, un appartement, un salon, une salle à manger, une cuisine, une salle de bains, un garage, un balcon, un jardin, une chambre

Adjectives:

Petit, grand, joli, superbe, magnifique, immense, de luxe, en haut, en bas

Verbs:

Être, avoir

Holidays

Un hôtel, un appartement, un gîte, un camping Une fenêtre Une piscine Transport En bateau, en avion, en voiture, en train On va visiter, regarder D'abord, plus tard



MFL Overview

Gawthorpe Community Academy Modern Foreign Languages Curriculum Overview

	Autumn	Spring	Summer
Year 3	Classroom Vocabulary e.g. hands up, listen	Greetings	Food and Drink
Spanish	Numbers to 10	Colours	Numbers to 30
	Alphabet and letter sounds	Weather	Days of the week/ Months of the Year
	Christmas Theme		
Year 4	Parts of the body	Zoo animals	Pets
Spanish	Adjectives	Family	Hobbies
	Christmas Theme	Weather	Clothing
Year 5	Classroom vocabulary	Hobbies	High Street
French (From 2020- 2021)	Numbers to 30	Food	Directions
	Greetings	Days of the week/ Months of the Year/Times of day/ Seasons	Where I live
	Colours	Weather	
Year 6	Classroom routines	Where I live	My house
French	Clothes	Adjectives	Verbs
	Family		Holidays
	Professions		Revision

National Curriculum Requirements of Language at Key Stage 2 only

- Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, ed on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.
- The focus of study in modern languages will be on practical communication. If an ancient language is chosen the will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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*