



# MFL at Hurst Green

*“Living, loving and learning with God”*

## National Curriculum 2014 – Statutory Coverage

### **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 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.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject Content

### Key Stage 2: Foreign Language

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, focused 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 focus 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\*
- 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.

The starred (\*) content above will not be applicable to ancient languages.

Year 3					
Listening	Speaking	Reading	Writing	Grammar	Intercultural Understanding
<p><b>Listen attentively to spoken language and show understanding by joining in and responding.</b> Responding to single words &amp; short phrases e.g. greetings, numbers.</p> <p>Following classroom instructions.</p> <p>Pointing to objects and repeating a sequence.</p>	<p><b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b> Asking simple questions e.g. feelings, asking if you have something, how many.</p> <p>Saying if you have or don't have something.</p>	<p><b>Read carefully and show understanding of words, phrases and simple writing.</b> Recognising some familiar words in written form e.g. numbers, colours, transport.</p>	<p><b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</b> Recalling and writing simple words from memory e.g. colours, numbers.</p>	<p><b>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 to build sentences and how these differ from or are similar to English.</b> Beginning to recognise gender of nouns, definite and indefinite article.</p> <p>Identifying plurals of nouns.</p> <p>Recognising placement of adjectives, compared with English.</p>	<p><b>Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.</b> Recognising that different languages are spoken in the community/world.</p> <p>Naming the capital of France and some other countries where French is spoken.</p> <p>Knowing that some of the great artists that come from France.</p> <p>Appreciating and imitating the works of Matisse</p>
<p><b>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</b> Listening and joining in with rhymes, e.g. puppets and songs e.g. numbers.</p> <p>Beginning to identify vowel sounds and combinations e.g. colours.</p>	<p><b>Speak in sentences, using familiar vocabulary, phrases and simple writing.</b> Using short phrases to give information e.g. it is ..., age.</p> <p>Beginning to adapt phrases from a known rhyme/song e.g. travel.</p> <p><b>Develop accurate pronunciation and intonation so that others understand</b></p>	<p><b>Appreciate stories, songs, poems and rhymes in the language.</b> Reading aloud a familiar sentence, rhyme or poem.</p> <p><b>Broaden their vocabulary and develop their ability to understand new</b></p>	<p><b>Use familiar vocabulary in phrases and simple writing.</b> Experimenting with simple writing, copying with accuracy e.g. classroom signs.</p> <p><b>Describe people, places and things and actions orally and in writing.</b></p>		

Listening and noticing rhyming words e.g. travel song.	<p><b>when they are reading aloud or using familiar words and phrases.</b> Listening and repeating key phonemes with care e.g. playground games, colours.</p> <p>Repeating short phrases accurately, including liaison of final consonant before vowel.</p>	<p><b>words that are introduced into familiar written material, including through using a dictionary.</b> Beginning to develop dictionary skills, e.g. alphabetical animals.</p> <p>Recognising cognates and near cognates.</p>	Recognising and using adjectives e.g. colour, size.	Beginning to understand that verbs have patterns.	
	<p><b>Present ideas and information orally to a range of audiences.</b> Introduce yourself with simple phrases e.g. name, age.</p>				
	<p><b>Describe people, places and things and actions orally and in writing.</b> Recognising and using adjectives e.g. colour, size.</p>				

Year 4					
Listening	Speaking	Reading	Writing	Grammar	Intercultural Understanding
<p><b>Listen attentively to spoken language and show understanding by joining in and responding.</b> Identifying items by colour adjective.</p> <p>Listening and selecting information e.g. weather, points of compass.</p> <p>Decoding vocabulary e.g. Shopping items.</p>	<p><b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b> Asking and giving personal information e.g. birthdays.</p> <p>Asking and giving an opinion e.g. Music.</p> <p>Conversational phrases e.g. ordering food.</p>	<p><b>Read carefully and show understanding of words, phrases and simple writing.</b> Noticing and discussing cognates e.g. café.</p>	<p><b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</b> Selecting and writing short words and phrases e.g. food menu.</p>	<p><b>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 to build sentences and how these differ from or are similar to English.</b> Using pronouns he/ she.</p> <p>Recognising and applying rules for placement and agreement of adjectives.</p> <p>Using indefinite article in the plural 'some'.</p>	<p><b>Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.</b></p> <p>Recognising landmarks of Paris e.g. Louvre.</p> <p>Comparing birthday celebrations in France and UK.</p> <p>Discovering some of the major cities of France.</p> <p>Comparing shops and high streets of France and UK.</p> <p>Recognising and using the Euro currency</p>
<p><b>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</b> Joining in with songs and noticing patterns in sounds e.g. days of week.</p>	<p><b>Speak in sentences, using familiar vocabulary, phrases and simple writing.</b> Using a model to form a spoken sentence e.g. Café.</p> <p>Speaking in full sentences using known vocabulary e.g. weather, temperature.</p>	<p><b>Appreciate stories, songs, poems and rhymes in the language.</b> Following a short familiar text, listening and reading at the same time.</p>	<p><b>Use familiar vocabulary in phrases and simple writing.</b> Making short phrases or sentences using word cards.</p>		

<p>Noticing and beginning to predict word patterns and spellings e.g. numbers.</p>	<p><b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b> Comparing sounds and spelling patterns with English.</p> <p>Practising speaking with a partner.</p>	<p><b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b> Understanding how to use a bilingual dictionary.</p> <p>Making comparisons of word order in French and English.</p>	<p><b>Describe people, places and things and actions orally and in writing.</b> Using adapted phrases to describe someone's outfit, appearance or character.</p>	<p>Recognising and using possessive adjective 'my'.</p> <p>Beginning to use regular singular verb endings (I/he/she).</p> <p>Recognising and using the negative form.</p>	
	<p><b>Present ideas and information orally to a range of audiences.</b> Planning and performing a short presentation e.g. weather report.</p>				
	<p><b>Describe people, places and things and actions orally and in writing.</b> Using appropriate adjectives e.g. to describe someone's appearance or character.</p>				

Year 5					
Listening	Speaking	Reading	Writing	Grammar	Intercultural Understanding
<p><b>Listen attentively to spoken language and show understanding by joining in and responding.</b> Gisting information from an extended text e.g. solar system. Listening and following the sequence of an unfamiliar story.</p>	<p><b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b> Forming a question in order to ask for information e.g. family.  Presenting factual information in extended sentences including justification e.g. planets.</p>	<p><b>Read carefully and show understanding of words, phrases and simple writing.</b> Recognising features of different text types e.g. recipe, scientific text.  Using a range of strategies to decode new vocabulary.</p>	<p><b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</b> Making a short text using word and phrase cards.  Completing a gapped text with key words/phrases, e.g. planets.</p>	<p><b>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 to build sentences and how these differ from or are similar to English.</b></p>	<p><b>Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.</b>  Identifying and locating other countries in the world where French is spoken.  Comparing geographical features and climates of different French-speaking countries.</p>
<p><b>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</b> Matching unknown written words as they hear new vocabulary e.g. body parts.</p>	<p><b>Speak in sentences, using familiar vocabulary, phrases and simple writing.</b> Rehearsing and recycling extended sentences orally e.g. running dictation.  Planning and presenting a short</p>	<p><b>Appreciate stories, songs, poems and rhymes in the language.</b> Reading and adapting a range of different format short texts e.g. Monsieur Mangetout.</p>	<p><b>Use familiar vocabulary in phrases and simple writing.</b> Making short phrases or sentences using a model.</p>	<p>Applying rules for adjectives to new vocabulary.  Recognising and using the partitive article 'some of'.  Using comparative language.</p>	

Recognising common spelling patterns and blends and select words by sound.	descriptive text e.g. family.			Exploring verbs in infinitive form and recognising them in the dictionary.	
	<p><b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b></p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Making realistic attempts at pronunciation of new, unknown vocabulary.</p>	<p><b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b></p> <p>Using contextual clues and cues to make predictions about meanings e.g. fact file, recipe.</p>	<p><b>Describe people, places and things and actions orally and in writing.</b></p> <p>Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family.</p> <p>Using language of metaphor and comparison e.g. planets.</p>	<p>Recognising and applying verb endings for present regular 'er' verbs.</p> <p>Memorising key verb patterns for 'have' and 'be'.</p>	
	<p><b>Present ideas and information orally to a range of audiences.</b></p> <p>Adapting a story and retelling to the class e.g. A week in the life.</p>	Recognising key information within a text.			
	<p><b>Describe people, places and things and actions orally and in writing.</b></p> <p>Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family.</p>				

	Using language of comparison e.g. planets.				
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Year 6					
Listening	Speaking	Reading	Writing	Grammar	Intercultural Understanding
<p><b>Listen attentively to spoken language and show understanding by joining in and responding.</b>            Indicating the position of objects from a descriptive paragraph.</p> <p>Understanding phrases to describe, e.g. route to school.</p> <p>Recognising present and future tense sentence.</p>	<p><b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b>            Expressing and justifying an opinion e.g. sport.</p> <p>Planning and asking extended questions e.g. rooms in the house.</p> <p>Engaging in purposeful dialogue e.g. buying a ticket.</p>	<p><b>Read carefully and show understanding of words, phrases and simple writing.</b>            Reading and understanding the main points and some detail from a short written passage e.g. football.</p> <p>Reading short, authentic texts for enjoyment or information e.g. Olympics.</p>	<p><b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</b>            Choosing words, phrases and sentences and writing as a text or captions.</p> <p>Using a bilingual dictionary to check the spelling of familiar words.</p>	<p><b>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 to build sentences and how these differ from or are similar to English.</b></p> <p>Identifying word classes within a sentence.</p> <p>Understanding how word order differs between French and English.</p> <p>Learning and using some common</p>	<p><b>Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.</b></p> <p>Discovering and researching some French international football players.</p> <p>Planning a journey to and around France.</p>
<p><b>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</b>            Recalling and performing an</p>	<p><b>Speak in sentences, using familiar vocabulary, phrases and simple writing.</b>            Planning and presenting a short text e.g. description of route to school.</p>	<p><b>Appreciate stories, songs, poems and rhymes in the language.</b>            Reading and responding to e.g. an extract from a story, an e-mail message or song.</p>	<p><b>Use familiar vocabulary in phrases and simple writing.</b>            Constructing a short text on a familiar topic.</p>		

<p>extended song or rhyme.</p>	<p>Modifying, expressing and comparing opinions.</p>			<p>irregular verbs, e.g. 'to make', 'to go'.</p>	
<p>Making increasingly accurate attempts to read unfamiliar words and phrases.</p>	<p><b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b>          Discussing strategies for remembering and applying pronunciation rules.           Speaking and reading aloud with increasing confidence and accuracy.</p>	<p><b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b>          Beginning to recognise different verb form endings.           Using a bilingual dictionary to select alternative vocabulary for sentence building e.g. description of a town.</p>	<p><b>Describe people, places and things and actions orally and in writing.</b>          Using a wide range of descriptive phrases e.g. town, sightseeing.           Recognising and using verbs in different tenses.</p>	<p>Recognising and beginning to form some verbs in future tense.</p>	
	<p><b>Present ideas and information orally to a range of audiences.</b>          Responding to questions orally, including giving and justifying opinions e.g. Sport.</p>				
	<p><b>Describe people, places and things and actions orally and in writing.</b>          Recognising and using a wide range of</p>				

	descriptive phrases e.g. town, sightseeing.				
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