

National curriculum aims in MFL	
<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. 	
MFL Intent	
<p>Hugglescote Primary School intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.</p> <p>The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.</p> <p>The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming lifelong language learners.</p>	
Disciplinary knowledge	Key vocabulary
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Key vocabulary for each unit is available at the end of the document.</p>

<ul style="list-style-type: none"> • 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. • Languages – key stage 2 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. 	
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	Autumn		Spring		Summer	
Year 3	Unit Phonetics 1&2 I'm learning French	Unit Animals	Unit Musical Instruments	Unit Fruit	Unit Ancient Britain	Unit I can....
	<u>Phonetics 1 & 2</u> To learn the first 8 set of phonemes in French – ch, ou, on, oi, i, in, ique, ille.		<u>Musical Instruments</u> I can recognise all ten instruments when I hear them and know what that instrument is in English.		<u>Ancient Britain</u> I can tell you and use correctly the French for all three of; "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite).	

	<p><u>I'm learning French</u> I can find France on a map of the world if I am shown Europe first. I can repeat all my personal details in French, and ask for the same information back, with the help of an adult or the PowerPoint used in class. I can remember some numbers from 1-10 clearly in French without any help and can attempt to spell some of these correctly. I can say some of the ten colours in French without any help and can attempt to spell some of these correctly.</p>	<p>I can name five or more instruments in French with the correct gender. I am able to match all the French spellings to their appropriate picture. I can say I play five or more instruments of my choice, using the verb jouer correctly in French.</p>	<p>I can tell you the words for all six key periods of ancient Britain (attempting them in the correct chronological order) in French from memory and spell the stone age, iron age and bronze age with high accuracy. I can say I am a man or woman from the stone age, bronze age and iron age and attempt the spellings. I can attempt to say in French that I have invented two of the hunting tools and attempt these spellings with relative accuracy.</p>	
	<p><u>Animals</u> I can remember all the language from unit 1. Be introduced to ten animals in French. I can match all the new French words to the appropriate picture. I can remember the words for at least five animals in French unaided. I can attempt to spell at least three animals correctly in French.</p>	<p><u>Fruit</u> I can name and recognise all ten fruits presented in this unit with the correct article. I can attempt to spell more than five of these fruits in French with relative accuracy. I can ask somebody in French if they like a particular fruit. I can say in French which of the ten fruits I like and dislike with the help of a model answer.</p>	<p><u>I can...</u> I can name at least five common French verbs/activities. I can also spell these five verbs. I can match these five verbs/activities to their picture easily. I can say I am able to do all of these activities in French by using je peux.</p>	
Year 3	<p><u>Speaking</u> Communicate with others using simple words and short phrases covered in the units.</p>	<p><u>Listening</u> Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught.</p>	<p><u>Reading</u> Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p>	<p><u>Writing</u> Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>

	Autumn		Spring		Summer	
Year 4	Unit Phonetics 1&2 Fruit	Unit Vegetables	Unit Ancient Britain	Unit Presenting Myself	Unit Classroom	Unit My House
	<p><u>Phonetics 1 & 2</u> To learn the first 8 set of phonemes in French – ch, ou, on, oi, i, in, ique, ille.</p> <p><u>Fruit</u> I can name and recognise all ten fruits presented in this unit with the correct article. I can attempt to spell more than five of these fruits in French with relative accuracy. I can ask somebody in French if they like a particular fruit. I can say in French which of the ten fruits I like and dislike with the help of a model answer.</p>		<p><u>Ancient Britain</u> I can tell you and use correctly the French for all three of; “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite). I can tell you the words for all six key periods of ancient Britain (attempting them in the correct chronological order) in French from memory and spell the stone age, iron age and bronze age with high accuracy. I can say I am a man or woman from the stone age, bronze age and iron age and attempt the spellings. I can attempt to say in French that I have invented two of the hunting tools and attempt these spellings with relative accuracy.</p>		<p><u>Classroom</u> I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiner. I am able to change the word for ‘a’ before a classroom object to the correct word for ‘my’ when I am shown a few examples first and reminded what the options are. I can recall in spoken and written form what I have and do not have in my pencil case.</p>	
	<p><u>Vegetables</u> I can name and recognise all ten vegetables presented in this unit in their plural form. I can attempt to spell more than five of these vegetables in French with relative accuracy. I can ask somebody in French for a particular vegetable, using “Je voudrais”. I can perform a very simple French role play about buying vegetables at a market stall.</p>		<p><u>Presenting Myself</u> I can repeat all my personal details in French, and ask for the same information back, without help. I can say numbers 1-20 clearly in French and I can now spell some of these numbers. I can tell you my nationality and explain how the pronunciation changes if I am a girl or boy.</p>		<p><u>My House</u> I can say and write whether I live in a house or an apartment. I can say and write where my house or apartment is based using the choices given. I can integrate this new language into previously learnt language and say and write a longer passage about my home plus incorporating some of my personal details.</p>	



Year 4	<p>Speaking Communicate with others with improved confidence and accuracy. Learn to ask and answer questions and incorporate a negative reply if and when required.</p>	<p>Listening Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Reading Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read when it is based on familiar language.</p>	<p>Writing Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>

	Autumn		Spring		Summer	
Year 5	Unit Phonetics 1-3	Unit Vegetables	Unit Presenting Myself	Unit Family	Unit Romans	Unit Clothes
	<p><u>Phonetics 1-3</u> To learn the first 13 sets of phonemes in French – ch, ou, on, oi, i, in, ique, ille, é, e, è, eau, eux.</p>		<p><u>Presenting Myself</u> I can repeat all my personal details in French, and ask for the same information back, without help.</p>		<p><u>Romans</u> I can tell you some key facts and name the key people from the history of the Roman Empire.</p>	

		<p>I can say numbers 1-20 clearly in French and I can now spell some of these numbers.</p> <p>I can tell you my nationality and explain how the pronunciation changes if I am a girl or boy.</p>	<p>I can say all the days of the week in French and spell them with high accuracy.</p> <p>I can name at least five famous Roman inventions.</p> <p>I can say a couple of sentences from memory in French to describe my life as a Roman child, also using the negative form correctly.</p>	
	<p><u>Vegetables</u></p> <p>I can name and recognise all ten vegetables presented in this unit in their plural form.</p> <p>I can attempt to spell more than five of these vegetables in French with relative accuracy.</p> <p>I can ask somebody in French for a particular vegetable, using “Je voudrais”.</p> <p>I can perform a very simple French role play about buying vegetables at a market stall.</p>	<p><u>Family</u></p> <p>I can remember the language covered in the ‘Presenting Myself’ unit.</p> <p>I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called.</p> <p>I am able to manipulate the verb ‘s’appeler’ (to be called) in order to talk about what other family members are called.</p> <p>I can count from 1-70 in French and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are.</p> <p>I understand how the verb ‘avoir’ (I have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.</p>	<p><u>Clothes</u></p> <p>I can repeat all the clothes vocabulary presented to me in class from memory with accurate pronunciation and spell most. I can also tell you if the article/determiner is un, une or des with high accuracy.</p> <p>I can say what I am wearing using ‘porter’.</p> <p>I can describe clothing by colour and understand the concept of adjectival agreement.</p> <p>I am confident using the possessive adjectives MON, MA and MES.</p>	
Year 5	<p><u>Speaking</u></p> <p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p><u>Listening</u></p> <p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p><u>Reading</u></p> <p>Understand longer passages and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge</p>	<p><u>Writing</u></p> <p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live.</p>

			learnt from 'Phonetics 1 – 3'.	
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	Autumn		Spring		Summer	
Year 6	Unit Phonetics 1 – 4	Unit Presenting Myself	Unit Do you have a pet?	Unit What is the date?	Unit My house	Unit School
	<p><u>Phonetics 1-4</u> To recap and learn all 18 sets of phonemes in French – ch, ou, on, oi, i, in, ique, ille, é, e, è, eau, eux, qu, gne, c, en, an.</p>		<p><u>Do you have a pet?</u> I can repeat and recognise all eight pets and their gender in French. I can attempt to spell these accurately. I can ask somebody if they have or do not have a particular pet and give this information back from memory. I can also tell you the name of my pet from memory using a full sentence in French. I can improve my spoken and written French by using the connectives ET (“and”) or MAIS (“but”).</p>		<p><u>My house</u> I can say and write whether I live in a house or an apartment. I can say and write where my house or apartment is based using the choices given. I can integrate this new language into previously learnt language and say and write a longer passage about my home plus incorporating some of my personal details.</p>	
	<p><u>Presenting Myself</u> I can repeat all my personal details in French, and ask for the same information back, without help. I can say numbers 1-20 clearly in French and I can now spell some of these numbers. I can tell you my nationality and explain how the pronunciation changes if I am a girl or boy.</p>		<p><u>What is the date?</u> I can repeat, remember and spell mostly all of the days of the week, the months of the year and numbers 1-31 in French. I am able to say the date in French. I am able to say when my birthday is in French.</p>		<p><u>School</u> I can repeat all the vocabulary presented to me in class from memory for school subjects with accurate pronunciation. I can attempt to spell most of these words correctly. I can also use the correct article. I can say which subjects I like and dislike at school. I can say why I like/dislike certain school subjects. I can tell you what time I have subjects at school.</p>	

MFL Content Progression



Year 6	<p>Speaking Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>	<p>Listening Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>	<p>Reading Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p>	<p>Writing Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>