



Modern Foreign Languages Curriculum

Curriculum Intent	<p><u>Intent</u></p> <p>At Field Junior School, the intention of our MFL curriculum is for pupils to develop an interest, foster curiosity and have a positive attitude towards learning a second language whilst deepening their understanding of the world around them. Our curriculum vision is to ensure that students have the foundations of learning a language that will provide the children with the skills and knowledge they need to continue their studies into Year 7 and beyond, developing a passion for life-long love of language learning and a broader intercultural understanding.</p> <p>Our curriculum is designed to be fun and stimulating, with well-structured hourly lessons, focussing on listening, speaking, reading and writing as well as building upon the skills and knowledge of previous years, so that the children grow and broaden their vocabulary whilst building their confidence. The children appreciate songs, stories, poems, rhymes and authentic books, which aim to stimulate and enhance the children's learning. To ensure that all pupils reach their full potential, the lessons are adapted and designed to meet the needs of all pupils.</p> <p>We aim to build the children's 'cultural capital' so that they are aware of similarities and differences between cultures. We do this through 'European Day of Languages', where we celebrate the love of language learning and celebrate cultural differences, showing respect for different people's faith, feelings and values. In addition to this, Year 5 have an opportunity to take part in a French Café, where parents are invited to see their children participate in speaking and singing in French to wider audiences, promoting confidence and enjoyment. To promote language learning further, at the start of each new term, a new greeting is taught, from an additional country around the world and is encouraged to be used throughout the school.</p> <p><u>The teaching sequence should include:</u></p> <p>Lesson 1: Listening to and repeating new vocabulary/listening to songs and joining in Lesson 2: Role play with new vocabulary/consolidate new vocabulary Lesson 3: Write and read new vocabulary</p> <p><u>Equal opportunities</u></p> <p>All children should have equal access to the MFL curriculum. Speaking frames and word banks should be used to support SEND. The focus on SEND children should be speaking, listening/vocabulary acquisition. High quality first teaching and strong AFL allows teachers to adapt work to suit all learners.</p>
--------------------------	---



Modern Foreign Languages Curriculum

	Year 3	Year 4	Year 5	Year 6
Listening and Speaking	Listen carefully, understand and repeat words and short phrases	Listen to and understand short sentences on familiar topics	Listen to and understand longer sentences with some unfamiliar words	Listen to and understand a short passage on a familiar topic with some unfamiliar language
	Listen and respond to the language with actions, symbols and pictures	Listen to simple questions and respond in English	Listen to short message, dialogue, set of instructions or story and note the main points	Listen to a range of longer text of different types and note the main points and some detail
	Listen to and follow simple instructions such as listen and repeat	Listen to and respond to a wider range of classroom instructions i.e. talk to your partner	Listen and respond to classroom instructions and a range of questions	Listen and respond to a wide range of spoken language
	Listen to and understand simple questions and respond with a word or short phrase. i.e. What is your name? My name is...	Listen to, understand and respond using words and short phrases and ask a range of simple questions	Can understand, respond to and ask a range of questions in sequence to hold a short conversation	Understand and respond to a wider question range, sometimes using longer sentences, to hold a conversation and asking questions in turn.
	Express simple likes and dislikes using a word or short phrase.	Express a simple opinion and understand opinion of others.	Express and justify a simple opinion e.g. I like... because	Express or justify an opinion on a range of themes e.g. I like ... because but I don't like...
	Communicate understanding or lack of i.e. 'I do, I do not understand.' (using pupil target language)	Ask for simple clarification, i.e. something to be repeated (using pupil target language)	Ask for help or clarification e.g. for the meaning of a word (using pupil target language)	Ask for clarification using a range of phrases 'I'm sorry, could you explain again'
	Communicate orally using simple sentences (with support) using familiar vocabulary	Communicate orally using several simple sentences	Communicate orally using a range of sentences to provide more detail	Communicate orally linking together several sentences to provide more detail
	Can use simple words and phrases to name and describe either independently or in unison	Can use simple words or phrases to name and describe sometimes independently	Can use a wider range of phrases to name and describe, with growing independence	Can use a wide range of phrases or structures to name and describe, independently



Modern Foreign Languages Curriculum

	Can join in with simple songs and rhymes copying the sounds of the target language with some accuracy	Beginning to associate certain phonemes and graphemes in the target language	Start to recognise cognates and near cognates in the target language as their phonetic awareness develops	Use phonic knowledge to pronounce known and a range of unknown language and with more confidence and accuracy
	Demonstrate accuracy in pronunciation with 10-20 words and phrases	Understand the meaning of intonation, especially when asking a question	Begin to develop and apply intonation independently when reading aloud	Use intonation and pronunciation with increasing accuracy and with increasing confidence
	Can use a simple word or phrase to give information, either independently or unison	Can use simple phrases to give information, independently or unison	Can give a short presentation using a wide range of phrases on a given topic.	Can give longer presentations on a wider range of topics using complex sentences with reasonable confidence
	Can perform a song or a rhyme in a group	Can listen and respond/join in with a wider range of songs, rhymes or stories	Retell a story using drama and spoken language to an audience	
Reading	Read and understand a short list of familiar words and phrases	Read and understand a wider range of familiar phrases and find out key information	Read and understand more complex sentences	Read and understand texts with some unfamiliar language
	Participate in stories, songs poems and rhymes with support or scaffolding	Read and understand familiar language in stories, poems and rhymes	Read and understand more complex stories/poems with some unfamiliar language	Read a range of text with reasonable independence demonstrating understanding and appreciation through their response
	See the similarities between words in English and the target language	Use a glossary/simple dictionary to find out meaning of unfamiliar words	Find out the meaning of unfamiliar words and use a wider range of reading strategies	Decode a text using their vocabulary, grammatical knowledge and dictionary
		Look for clues to help work out the meaning of new words		
Writing	Can produce some simple words from memory, sometimes with approximate but recognisable spelling	Can produce some simple phrases from memory, sometimes with approximate but recognisable spelling	Can adapt the language produced from memory to build new sentences so that the message is understood	Can adapt the language produced from memory to build new complex sentences so that the message is understood
	Can produce simple written work with support using familiar language (i.e. simple words and phrases)	Can produce simple written work with support using familiar words and phrases in different formats i.e. simple story, poem	Can produce written work with or without support using familiar and some unfamiliar language in a wider variety of different formats i.e. stories	Can produce more extended pieces of writing using familiar and unfamiliar language



Modern Foreign Languages Curriculum

	Recognise that most words are spelt differently in English, in some languages, have accents and different punctuation	Understand similarities and differences between English and target language e.g. gender of noun, adjectival agreement and position and formation of plural of nouns	Start to use 3-5 familiar adjectives correctly in terms of word order and endings	Can identify the key features of a text and explain how they are different to English
Grammar	Recognise that in many languages' nouns have a gender	Start to use possessive pronouns and understand how they change according to the gender of the noun	Use the correct pronoun when addressing people Start simple conjugation in the present tense of familiar regular verbs	Understand how formality is often conveyed by using different form of you Start simple conjugation in the present tense of familiar regular verbs and irregular verbs
	Develop awareness of simple negative	Develop awareness of the patterns of negative structures	Understand how to form a negative in simple present tense sentences	Negative sentences are used consistently and accurately
	Start to develop awareness of sentence structure	Start to understand how sentences can be extended through using adjectives	Start to understand how words relate to each other and use appropriate connectives to extend sentences	Produce a written piece demonstrating 3-5 grammatical features of language (word order, question formation, more complex connectives)
Topics	<ul style="list-style-type: none"> • Greetings (Hello, Goodbye, thank you) • Emotions (happy, sad, ill, okay) • Numbers (0-20) • Alphabet • Colours • Close family members • Parts of the body • Weather 	<ul style="list-style-type: none"> • Recap all Year 3 • Numbers 0-40 • Days of the week • Months of the year • Seasons • Classroom objects • Pets • Prepositions (on, under, etc) • Items of clothing 	<ul style="list-style-type: none"> • Recap all Year 4 • Number 0-60 • Food and drink • Likes and dislikes • Buildings (shops, bakers, hospital etc) • Directions 	<ul style="list-style-type: none"> • Recap previous years • Numbers 0-100 • Telling the time • Daily routines (verbs – I wake up) • Subjects in school • Describing people



Modern Foreign Lanuaguaes Curriculum

Sentence Stems	<ul style="list-style-type: none">• What is your/his/her name?• My name is ...• Her name is....• How old are you?• I am...• It is cold in Watford• It is warm in...	<ul style="list-style-type: none">• What day/date is it?• What month is it?• When is your birthday?• My birthday is...• Do you have any pets?• Yes, I have a dog and you?• Where is... (equipment)• It is next to the ruler (preposition)• I wear	<ul style="list-style-type: none">• What would you like to eat?• I would like to eat...• I do not like... but I like....• Where is the Bakers?• Where do you live?• I live near the shops (preposition)	<ul style="list-style-type: none">• What time is it?• It is o'clock• It is half past/quarter past/quarter to• What is your favourite subject?• Why?• Because I like (verb)• What is your mums/dad's name?• My mum has brown hair and blue eyes
----------------	---	---	--	--