



INTENT

Wickersley Partnership Trust MFL curriculum is designed to progressively develop children's knowledge and skills in languages, through regular taught lessons. Children increasingly acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. All our children in KS2 will have regular language lessons. As well as our enriched and progressive curriculum, we offer pupils the opportunity to participate in extra activities.

MFL lessons are taught with the following aims in mind:

- To develop an interest in learning other languages
- To introduce young children to another language in a way that is enjoyable and stimulating
- To encourage children's confidence and creative skills
- To stimulate and encourage children's curiosity about language
- To encourage children to be aware that language has a structure and that the structure differs from one language to another
- To help children develop their awareness of cultural differences in other countries
- To develop listening, speaking, reading and writing skills
- To lay the foundations for future language learning

FRAMEWORK

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.

HOW WE INTEND TO REMOVE BARRIERS

In MFL, we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Misconceptions do not go unchallenged and the supportive environment within each lesson ensures that students develop their own literacy and vocabulary.

LITERACY

Students are given many opportunities to read widely and often with students directed to texts

POLICY

related to the language being studied. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent. MFL contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work.

NUMERACY

Throughout each year of the curriculum data handling skills are sequenced to become more complex over time. This ensures students build on the fundamental aspects of each one and develop their confidence and understanding.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge use of language and will direct pupils towards the correct vocabulary and annunciation when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key MFL vocabulary is highlighted to the pupils and pupils are guided to use this in their work. Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key MFL vocabulary is displayed in all classrooms.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

MFL feeds into the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each lesson. Engaging activities help students to recall the key concepts of prior learning. Our children are presented with a variety of experiences and learning opportunities. The skills for learning process within the MFL curriculum both reinforces the key content and helps our students to know, remember and be able to do more in their learning.

HOW WE FOSTER PERSONAL ATTRIBUTES

In MFL our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way. MFL exposes students to different cultures, languages and experiences that broaden their horizons and demand they think of themselves as members of a local, national and global society. We aspire for all our students to become enthusiastic about learning languages and can demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

MFL is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first-hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. MFL is planned as a discrete subject.

NC STRANDS		YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS PROGRESSION	LISTENING	<p>Listening - Skills and Knowledge Listen and respond to familiar spoken words and phrases.</p> <p>Listening - Example contexts and language Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. Recognise numbers 1-20 and begin to understand numbers from 20 - 31. Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action.</p> <p>Listening - Arriving in Year 4 able to Enjoy listening to songs, poems and stories. Listen carefully and identify familiar words in songs, poems and simple stories. Recognise, with confidence, numbers to 20 and know own birthday date e.g. 22 April. Follow simple classroom instructions.</p>	<p>Listening - Skills and Knowledge Listen for specific phonemes, words and phrases</p> <p>Listening - Example contexts and language 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 ...</p> <p>Listening - Arriving in Year 5 able to Continue to enjoy listening to songs, rhymes and stories. 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.</p>	<p>Listening - Skills and Knowledge Listen attentively and understand more complex phrases and sentences</p> <p>Listening - Example contexts and language 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</p> <p>Listening - Arriving in Year 6 able to 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. Enjoy the challenge of meeting unfamiliar language</p>	<p>Listening - Skills and Knowledge 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</p> <p>Listening - Example contexts and language Listen to longer texts NB In Y6, children should be listening to texts read by people other than their teacher.</p> <p>Listening - Arriving in KS3 able to 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. Follow a wide range of classroom instructions. Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7 .</p>
	SPEAKING	<p>Speaking - Skills and Knowledge Communicate with others using simple words, phrases and short sentences. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Speaking - Example contexts and language 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.</p> <p>Speaking -Arriving in Year 4 able to 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.</p>	<p>Speaking - Skills and Knowledge 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</p> <p>Speaking - Example contexts and language 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</p> <p>Speaking -Arriving in Year 5 able to 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.</p>	<p>Speaking - Skills and Knowledge 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</p> <p>Speaking - Example contexts and language 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</p> <p>Speaking - Arriving in Year 6 able to Use spontaneously, a limited range of phrases and sentences to seek clarification and help. 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. Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation. Give constructive feedback to classmates. Recite a few lines from a story, poem or song with good pronunciation. Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.</p>	<p>Speaking - Skills and Knowledge 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.</p> <p>Speaking- Example contexts and language 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.</p> <p>Speaking - Arriving in KS3 able to Take part in a simple conversation, ask and answer questions and express opinions. Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy. Use spoken language confidently to initiate and sustain a simple conversation. Present simple information on a familiar topic to the class. Use peer - and self-assessment strategies to support language learning. Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. Use a range of questions and statements spontaneously to seek clarification and help. Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</p>
	READING	<p>Reading - Skills and knowledge Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links.</p> <p>Reading - Example contexts and language 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.</p> <p>Reading - Arriving in Year 4 able to 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.</p>	<p>Reading - Skills and knowledge 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.</p> <p>Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p> <p>Reading - Example contexts and language 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?</p> <p>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.</p> <p>Reading - Arriving in Year 5 able to 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</p>	<p>Reading - Skills and knowledge 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.</p> <p>Reading - Example contexts and language Practise reading aloud a poem to perform in assembly. Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary</p> <p>Reading - Arriving in Year 6 able to Work well with a partner to work out 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.</p>	<p>Reading - Skills and knowledge Read aloud from a text with good expression Read and understand the main points and some detail from a short written passage.</p> <p>Reading - Example contexts and language Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town</p> <p>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.</p> <p>Reading - Arriving in KS3 able to Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist 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.</p>

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SKILLS PROGRESSION	READING		a text displayed in the classroom at the same 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. 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.		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.
	WRITING	<p>Writing – Skills and knowledge Write some familiar simple words using a model and some from memory.</p> <p>Writing – Examples of contexts and language Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal they have drawn or made from playdough – e.g. a black cat. Complete a simple gapped text such as a party invitation or passport.</p> <p>Writing – Arriving in Year 4 able to 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 bank.</p>	<p>Writing – Skills and knowledge Write a short text using a model Write a few simple sentences from memory. Apply phonic knowledge to support writing.</p> <p>Writing – Examples of contexts and language 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.</p> <p>Writing – Arriving in Year 5 able to Write a few sentences using words 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. Show willingness to have a go at writing new words using phonic knowledge.</p>	<p>Writing – Skills and knowledge Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words.</p> <p>Writing – Examples of contexts and language 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.</p> <p>Writing – Arriving in Year 6 able to 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 Use a bilingual dictionary and word banks to check spelling. Attempt to write two or three sentences from memory using familiar language.</p>	<p>Writing – Skills and knowledge Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.</p> <p>Writing – Examples of contexts and language 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. Have some understanding of how to use the past tense.</p> <p>Writing – Arriving in KS3 able to Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense. Use peer and self-assessment strategies to support language learning.</p>
	GRAMMAR	<p>Grammar – Skills and knowledge Understand some basic grammar appropriate to the language being studied: gender – masculine, feminine nouns (singular), word order of adjectives, how to form the negative.</p> <p>Grammar – Examples of contexts and language 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 the 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</p> <p>Grammar – Arriving in Year 4 able to Notice (where relevant) that the definite/indefinite article changes according to gender of noun. Notice differences in word order. Begin to understand how to form the negative.</p>	<p>Grammar – Skills and knowledge Understand some basic grammar appropriate to the language being studied: gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns, verbs - 1st, 2nd 3rd persons in questions and answers, how to form the negative.</p> <p>Grammar – Examples of contexts and language 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</p> <p>Grammar – Arriving in Year 5 able to Understand that the definite article/indefinite article changes according to the gender of the 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.</p>	<p>Grammar – Skills and knowledge Understand some basic grammar appropriate to the language being studied: gender – masculine, feminine, neuter.</p> <p>Grammar – Examples of contexts and language 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 is.</p> <p>Grammar – Arriving in Year 6 able to Explain confidently the word order for familiar adjectives. Adapt endings to familiar adjectives with increasing accuracy. 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.</p>	<p>Grammar – Skills and knowledge Understand some basic grammar appropriate to the language being studied: verbs –begin to use the past tense, reinforce understanding of future tense, adverbs.</p> <p>Grammar – Examples of contexts and language 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.</p> <p>Grammar – Arriving in KS3 able to 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.</p>
	INTERCULTURAL UNDERSTANDING	Learn about the different languages spoken by children in the school. Locate country/countries where the language is spoken. Listen to traditional stories.	Learn about festivals and celebrations in different cultures. Know about some aspects of everyday life and compare them to their own. Compare traditional stories.	Look at further aspects of their everyday lives from the perspective of someone from another country. Recognise similarities and differences between places. Compare symbols, objects or products which represent their own culture with those of another country.	Compare attitudes towards aspects of everyday life. Recognise and understand some of the differences between people. Present information about an aspect of culture.