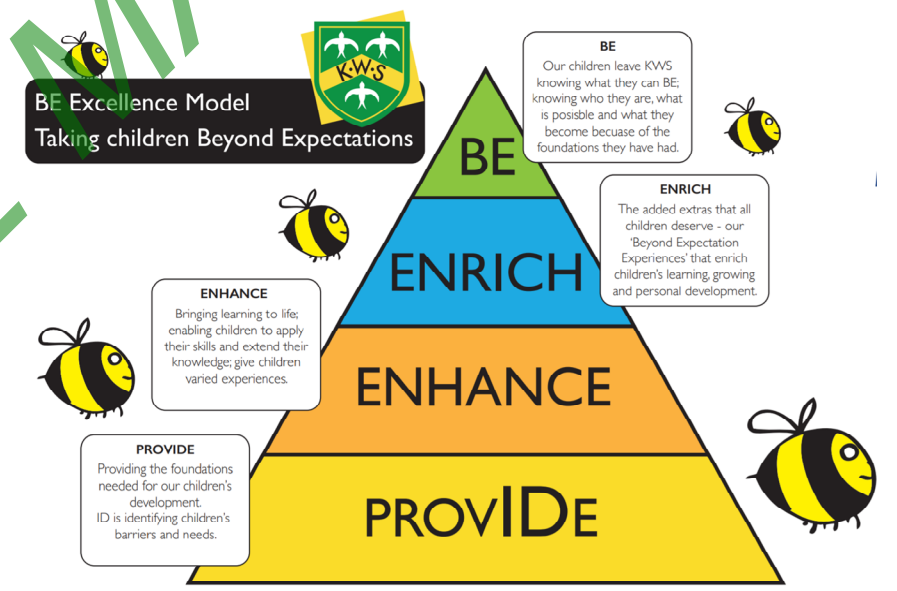


Intent

At Kirkby Woodhouse, all children will experience a high quality education in Modern Foreign Languages. Our current taught language in KS2 is French although we strive to **provide** children with the opportunity to experience different languages and cultures from EYFS to Year 6. We **enhance** the curriculum during our MFL day each September which allows every class to celebrate a country and language of their choice and offers cross curricular opportunities for cooking, dance and art to name but a few. It is our intention that by the end of Year 6, all children have been **enriched** and have a desire to develop an interest in and understanding of French and a passion to further their language skills as a way of exploring the world and its people.

Through self-regulation and self-evaluation, children will be aspirational. They will be equipped with knowledge and skills, achieve well, attain high and go **BE**yond expectations



MFL in EYFS and KS1

In EYFS and Key Stage One we provide experiences to allow children build up an understanding of other cultures and ways of life to prepare them for formal learning in languages from Year 3.

Kirkby Woodhouse
School
ASPIRE MAT



Skills Progression Document

Languages programmes of study: key stage 2

National curriculum in England

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 for languages 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.

Schools are not required by law to teach the example content in [square brackets].

MFL Toolkit – Whole School

| | Listening and Understanding | Speaking | Reading | Writing | Wider Knowledge |
|---------------|--|--|--|---|--|
| Year 3 | <ul style="list-style-type: none"> Listen, read and show understanding of single words Use strategies for memorising vocabulary Find the meaning of word in a bi-lingual dictionary Join in with the actions of familiar songs, stories and rhymes | <ul style="list-style-type: none"> Recognise a familiar question and respond | <ul style="list-style-type: none"> Recognise some letter strings and pronounce them in familiar words | <ul style="list-style-type: none"> Write and say a sentence with single familiar words and a connective with support and confident to attempt it without | <ul style="list-style-type: none"> Awareness that different word classes exist in French and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunction 1st and 2nd person pronouns with a regular -er verb ending and 2 irregular high frequency verbs Awareness that there are 2 groups of nouns in French 2 forms of 'you' in French Awareness that letters in French can make a different sound to English and silent letters are frequent Awareness that French is spoken in other countries besides France Some of the traditions of Christmas and New Year in France |
| Year 4 | <ul style="list-style-type: none"> Listen to and understand short phrases in texts as well as songs and rhymes Use a bi-lingual dictionary to find the meaning or translation of a word | <ul style="list-style-type: none"> Ask and answer several simple and familiar questions Join in with the words of familiar songs, stories and rhymes sometimes from memory | <ul style="list-style-type: none"> Read aloud short familiar sentences using knowledge of phonics read short phrases in texts as well as songs and rhymes | <ul style="list-style-type: none"> Write and say a simple phrase to describe people, places and things with a language scaffold as well as be confident to do the same without support | <ul style="list-style-type: none"> Concept of gender of nouns Formation of a question with rising intonation Pattern of questions with question words Better understanding of silent letters Awareness of elision Rules for making nouns plural Formation of 1st and 2nd person singular of 2 irregular high frequency verbs Partitive in plural Making a sentence say not Position of colour adjectives in a sentence Some French speaking countries in Europe Facts about the Eiffel Tower |
| Year 5 | <ul style="list-style-type: none"> Listen and show understanding of more complex familiar phrases and sentences in texts | <ul style="list-style-type: none"> Ask and answer more complex familiar questions Say more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support | <ul style="list-style-type: none"> Read and show understanding of more complex familiar phrases and sentences in texts Read aloud more complex familiar sentences using knowledge of phonics Follow the text of a familiar rhyme, song or story and identify the meaning of the words | <ul style="list-style-type: none"> Write more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support | <ul style="list-style-type: none"> Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs Rules of agreement of adjectives in the singular and plural Position of majority of adjectives in a sentence Concept of liaison 1st, 2nd, 3rd person singular and 3rd person plural of an irregular high frequency verb Development of understanding of formation of questions 1st, 2nd, 3rd person singular pronouns and 3rd person plural pronouns and verb conjugation for regular -er verbs and an irregular high frequency verb Formation of the definite article Traditional songs and rhymes |
| Year 6 | <ul style="list-style-type: none"> Listen and show understanding of more complex sentences using familiar and unfamiliar words | <ul style="list-style-type: none"> Engage in a short conversation using familiar questions and express opinions Say a more complex sentence to describe people, places and things manipulating language with a bi-lingual dictionary as well as be confident to do the same without support Pronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledge Read aloud the text of familiar songs, rhymes and stories | <ul style="list-style-type: none"> Read and show understanding of more complex sentences using familiar and unfamiliar words Decode an unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary Read aloud the text of familiar songs, rhymes and stories | <ul style="list-style-type: none"> Write a more complex sentence to describe people, places and things manipulating language with a bi-lingual dictionary as well as be confident to do the same without support | <ul style="list-style-type: none"> Formal use of 'you' with regular and irregular high frequency verbs Formation of a relative clause Consolidation of grammatical knowledge from Years 3 to 5 |



MFL Learning Ladder – Year 3

| Listening and Understanding | Speaking | Reading | Writing | Wider Knowledge |
|---|---|--|---|--|
| <ul style="list-style-type: none">• Listen, read and show understanding of single words• Use strategies for memorising vocabulary• Find the meaning of word in a bi-lingual dictionary• Join in with the actions of familiar songs, stories and rhymes | <ul style="list-style-type: none">• Recognise a familiar question and respond | <ul style="list-style-type: none">• Recognise some letter strings and pronounce them in familiar words | <ul style="list-style-type: none">• Write and say a sentence with single familiar words and a connective with support and confident to attempt it without | <ul style="list-style-type: none">• Awareness that different word classes exist in French and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunction• 1st and 2nd person pronouns with a regular -er verb ending and 2 irregular high frequency verbs• Awareness that there are 2 groups of nouns in French• 2 forms of 'you' in French• Awareness that letters in French can make a different sound to English and silent letters are frequent• Awareness that French is spoken in other countries besides France• Some of the traditions of Christmas and New Year in France |

Enhancement and Enrichment:



MFL Learning Ladder – Year 4

| Listening and Understanding | Speaking | Reading | Writing | Wider Knowledge |
|--|---|--|---|---|
| <ul style="list-style-type: none">• Listen to and understand short phrases in texts as well as songs and rhymes• Use a bi-lingual dictionary to find the meaning or translation of a word | <ul style="list-style-type: none">• Ask and answer several simple and familiar questions• Join in with the words of familiar songs, stories and rhymes sometimes from memory | <ul style="list-style-type: none">• Read aloud short familiar sentences using knowledge of phonics• read short phrases in texts as well as songs and rhymes | <ul style="list-style-type: none">• Write and say a simple phrase to describe people, places and things with a language scaffold as well as be confident to do the same without support | <ul style="list-style-type: none">• Concept of gender of nouns• Formation of a question with rising intonation• Pattern of questions with question words• Better understanding of silent letters• Awareness of elision• Rules for making nouns plural• Formation of 1st and 2nd person singular of 2 irregular high frequency verbs• Partitive in plural• Making a sentence say not• Position of colour adjectives in a sentence• Some French speaking countries in Europe• Facts about the Eiffel Tower |

Enhancement and Enrichment:



MFL Learning Ladder – Year 5

| Listening and Understanding | Speaking | Reading | Writing | Wider Knowledge |
|---|--|--|---|---|
| <ul style="list-style-type: none">Listen and show understanding of more complex familiar phrases and sentences in texts | <ul style="list-style-type: none">Ask and answer more complex familiar questionsSay more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support | <ul style="list-style-type: none">Read and show understanding of more complex familiar phrases and sentences in textsRead aloud more complex familiar sentences using knowledge of phonicsFollow the text of a familiar rhyme, song or story and identify the meaning of the words | <ul style="list-style-type: none">Write more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support | <ul style="list-style-type: none">Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbsRules of agreement of adjectives in the singular and plural<ul style="list-style-type: none">Position of majority of adjectives in a sentenceConcept of liaison1st, 2nd, 3rd person singular and 3rd person plural of an irregular high frequency verbDevelopment of understanding of formation of questions1st, 2nd, 3rd person singular pronouns and 3rd person plural pronouns and verb conjugation for regular -er verbs and an irregular high frequency verbFormation of the definite articleTraditional songs and rhymes |

Enhancement and Enrichment:



MFL Learning Ladder – Year 6

| Listening and Understanding | Speaking | Reading | Writing | Wider Knowledge |
|---|---|---|---|---|
| <ul style="list-style-type: none">Listen and show understanding of more complex sentences using familiar and unfamiliar words | <ul style="list-style-type: none">Engage in a short conversation using familiar questions and express opinionsSay a more complex sentence to describe people, places and things manipulating language with a bi-lingual dictionary as well as be confident to do the same without supportPronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledgeRead aloud the text of familiar songs, rhymes and stories | <ul style="list-style-type: none">Read and show understanding of more complex sentences using familiar and unfamiliar wordsDecode an unfamiliar text using grammatical knowledge, context or a bi-lingual dictionaryRead aloud the text of familiar songs, rhymes and stories | <ul style="list-style-type: none">Write a more complex sentence to describe people, places and things manipulating language with a bi-lingual dictionary as well as be confident to do the same without support | <ul style="list-style-type: none">Formal use of 'you' with regular and irregular high frequency verbsFormation of a relative clauseConsolidation of grammatical knowledge from Years 3 to 5 |

Enhancement and Enrichment: