



SUBJECT: Modern Foreign Languages



Statement of INTENT:

To ensure that all pupils have access to quality resources that enable them to begin to write and speak a language confidently. To develop a curiosity and appreciation of languages which allows children to access the wider world. Children should be able to express themselves in another language with confidence and for different purposes.

Age related Breadth of Study

Key Stage 2

Statement of INTENT:

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. **KS2**

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Show that he/she recognises words and phrases heard by responding appropriately</p> <p>Follow simple instructions and link pictures or actions to language (Autumn African animals)</p> <p>When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard (Hungry caterpillar Spring)</p> <p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings (progression from Year 3 is writing days of the weeks/months instead)</p> <p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</p>	<p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language (Ma Famille Summer 1, progression from 4 familiar text HC)</p> <p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word</p>	<p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</p>
Speaking	<p>Ask and answer simple questions, for example about personal information</p> <p>Repeat sentences heard and make simple adaptations to them</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience</p> <p>Use simple adjectives such as colours and sizes to describe things orally</p>	<p>Ask and answer a range of questions on different topic areas-</p> <p>Using familiar sentences as models, make varied adaptations to create new sentences</p> <p>Read aloud using accurate pronunciation and present a short-learned piece for performance- (weather forecast video)</p>	<p>Take part in conversations and express simple opinions giving reasons (summer 1 dislike of food, progression from year 4 due to reasoning, compound sentences and inverse opinions, vast vocabulary using dictionaries).</p> <p>Adapt known complex sentences to reflect a variation in meaning (Summer 1 food opinions, conflicting views and inverse).</p> <p>Begin to use intonation to differentiate between sentence types (Summer 2 negative sentences, questions and answers)</p> <p>Create a short piece for presentation to an audience</p>	<p>Engage in longer conversations, asking for clarification when necessary</p> <p>Create his/her own sentences using knowledge of basic sentence structure</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience</p>

Reading	Year 3	Year 4	Year 5	Year 6
	<p>Recognise some familiar words and phrases in written form- (African animals reading and matching.)</p> <p>Read some familiar words aloud using mostly accurate pronunciation</p> <p>Learn and remember new words encountered in reading</p>	<p>Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately – (Hungry caterpillar)</p> <p>Follow the written version of a text he/she is listening to- (Hungry caterpillar, Nursery rhyme texts, La Monstre)</p> <p>Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues</p>	<p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</p> <p>Learn a song or poem using the written text for support</p> <p>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</p>	<p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</p>
Writing	Year 3	Year 4	Year 5	Year 6
	<p>Write some single words from memory</p> <p>Use simple adjectives such as colours and sizes to describe things in writing-summer 2 description of pets.</p> <p>Record descriptive sentences using a word bank- (African animals-autumn 2)</p>	<p>Write words and short phrases from memory- (Spring 2 Hungry caterpillar, progression from year 3 as they have to write from memory.)</p> <p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance</p> <p>Write descriptive sentences using a model but supplying some words from memory (Weather- summer 1)</p>	<p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic (planets extended writing piece)</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions (more progression from year 3/ 4 as they write about size, far away, more description, trickier words.)</p>	<p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions</p> <p>Begin to use some adverbs</p>
Grammar	Year 3	Year 4	Year 5	Year 6
	<p>Recognise the main word classes e.g nouns, adjectives and verbs</p> <p>Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles- (adjective verb agreement)</p> <p>Have a basic understanding of the usual order of words in sentences in the target language</p>	<p>Recognise a wider range of word classes including pronouns and articles, and use them appropriately</p> <p>Understand that adjectives may change form according to the noun they relate to, and select the appropriate form</p> <p>Recognise questions and negative sentences</p>	<p>Know how to conjugate some high frequency verbs</p> <p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</p> <p>Adapt sentences to form negative sentences and begin to form questions</p>	<p>Know how to conjugate a range of high frequency verbs</p> <p>Understand how to use some adverbs in sentences</p> <p>Have an awareness of similarities and differences in grammar between different languages</p>