

## National Curriculum Objectives – MFL

**KS2**

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.

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 Languages – key stage 2 3
- ♣ 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.

<b>Skill</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language through songs and rhymes.</li> <li>• Link to spelling, sound and meaning of specific words Join in with actions to accompany familiar songs, stories and rhymes</li> <li>• Repeat words modelled by teacher, show understanding with an action</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</li> <li>• Say a simple rhyme from memory; join in with words of a song or storytelling</li> <li>• Pick out known words in an ‘authentic’ conversation</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</li> <li>• Recognise a familiar question and respond with a simple rehearsed response</li> <li>• Name objects and actions and link words with a simple connective</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions with a rehearsed response using appropriate intonation</li> <li>• Use common phrases</li> <li>• Use description words e.g. colours, size</li> <li>• Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Begin to recognise written vocabulary/ single words</li> <li>• Recognise written vocabulary/ single words</li> <li>• Begin to recognise written phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise simple written phrases</li> <li>• Recognise simple written phrases begin to show understanding of more complex written phrases</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Copy simple vocabulary</li> <li>• Attempt to write taught vocabulary (single words) from memory</li> <li>• Attempt to write simple phrases from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to write simple, short taught phrases from memory</li> <li>• Write simple, short taught phrases from memory</li> <li>• Write simple, short taught sentences from memory</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Use un/une with nouns to identify gender</li> </ul>	<ul style="list-style-type: none"> <li>• Use I and you</li> <li>• Use adjectives with nouns</li> <li>• Be able to form positive and negative versions of phrases. e.g.</li> <li>• J’aime and Je n’aime pas</li> </ul>

<b>Skill</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen to and appreciate poems, songs and rhymes in the language.</li> <li>• Follow text in the songs, identifying words Listen to 'authentic' conversation, picking out familiar phrases and sentences</li> <li>• Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</li> <li>• Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</li> <li>• Listen to and appreciate stories and poems in the language. Identify patterns of language and link sound to spelling</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Begin to use action words</li> <li>• Ask and answer more complex familiar questions with a scaffold of responses</li> <li>• Ask for clarification and help</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in short scripted conversations</li> <li>• Express opinions in short conversations</li> <li>• Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Read and show understanding of more complex written phrases</li> <li>• Read and show understanding of simple writing</li> <li>• Practice using a dictionary to find the meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Use a dictionary to understand the definition of unknown words</li> <li>• Practice reading longer texts aloud, containing taught phrases and vocabulary</li> <li>• Present ideas and information orally to an audience</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write simple, short taught sentences from memory including questions and responses</li> <li>• Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Present ideas and information in writing to an audience</li> <li>• Adapt taught phrases to create new sentences</li> <li>• To write a series of extended sentences</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Use adjectives with nouns</li> <li>• Begin to use verbs in the first person e.g. Je cours (I run)</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation of earlier grammar work</li> <li>• Begin to use verbs in the second and third person</li> </ul>