



GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Objectives By Year group

SUBJECT: MFL

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.

	Skills	Knowledge
EYFS	-	-
YEAR 1	-	-
YEAR 2	-	-
YEAR 3	Ask and answer simple questions, for example about personal information. (Speaking) Follow simple instructions and link pictures or actions to language. (Listening) Learn and remember new words encountered in reading. (Reading) Read some familiar words aloud using mostly accurate pronunciation. (Reading) Recognise some familiar words and phrases in written form. (Reading) Repeat sentences heard and make simple adaptations to them. (Speaking) Show that he/she recognises words and phrases heard by responding appropriately. (Listening) Use mostly accurate pronunciation and speak clearly when addressing an audience. (Speaking) Use simple adjectives such as colours and sizes to describe things in writing. (Writing) Use simple adjectives such as colours and sizes to describe things orally. (Speaking) Write some single words from memory. (Writing)	Have basic understanding of the usual order of words in sentences in the target language. (Grammar) Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles. (Grammar)
YEAR 4	Ask and answer a range of questions on different topic areas. (Speaking) Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. (Reading) Follow the written version of a text he/she is listening to. (Reading) Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. (Listening) Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. (Listening) Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. (Reading)	Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. (Listening) Understand that adjectives may change form according to the noun they relate to, and select the appropriate form. (Grammar)

	<p>Read aloud using accurate pronunciation and present a short learned piece for performance. (Speaking)</p> <p>Recognise a wider range of word classes including pronouns and articles, and use them appropriately. (Grammar)</p> <p>Recognise questions and negative sentences. (Grammar)</p> <p>Write words and short phrases from memory. (Writing)</p>	
YEAR 5	<p>Adapt known complex sentences to reflect a variation in meaning. (Speaking)</p> <p>Adapt sentences to form negative sentences and begin to form questions. (Grammar)</p> <p>Begin to use intonation to differentiate between sentence types. (Speaking)</p> <p>Create a short piece for presentation to an audience. (Speaking)</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. (Listening)</p> <p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word. (Listening)</p> <p>Learn a song or poem using the written text for support. (Reading)</p> <p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. (Reading)</p> <p>Take part in conversations and express simple opinions giving reasons. (Speaking)</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions. (Writing)</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. (Reading)</p> <p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. (Writing)</p>	<p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. (Grammar)</p> <p>Know how to conjugate some high frequency verbs. (Grammar)</p>
YEAR 6	<p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. (Listening)</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning. (Reading)</p> <p>Begin to use some adverbs. (Writing)</p> <p>Create his/her own sentences using knowledge of basic sentence structure. (Speaking)</p> <p>Engage in longer conversations, asking for clarification when necessary. (Speaking)</p> <p>Know how to conjugate a range of high frequency verbs. (Grammar)</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. (Reading)</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. (Writing)</p> <p>Understand how to use some adverbs in sentences. (Grammar)</p> <p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard. (Listening)</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience. (Speaking)</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. (Reading)</p> <p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic. (Writing)</p>	<p>Have an awareness of similarities and differences in grammar between different languages. (Grammar)</p>

Key stage 1

MFL is not compulsory in Key stage 1.

Key stage 2

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