Buckminster Primary School – **MFL**

 ****

Learning a foreign language at Buckminster School is a liberation from insularity and will provide an opening to other cultures. Our high quality languages education will foster pupils’ curiosity and deepen their understanding of the world. Our teaching will enable pupils to express their ideas and thoughts in another language and understand and respond to speakers, both in speech and in writing.

We teach French to all KS2 children for 2 of the 3 terms in the year. For one term the children are introduced to Spanish taught by a specialist teacher from an associate school.

All FS2 and KS1 children are exposed to simple French through songs and rhymes and learn to say hello, thank you and good bye in a variety of languages

|  |  |  |
| --- | --- | --- |
|  | **Year 3 and 4** | **Year 5 and 6** |
| **Listening**  | ***National Curriculum****Pupils should be taught:** *Listen attentively to spoken language and show understanding by joining in and responding*
 |
| Understand some familiar spoken words and phrases – e.g. * teacher’s instructions
* days of the week
* words in a song
* colours
* numbers
* basic phrases concerning myself, my family and school

**Key Vocabulary:** | Understand the main points and then some of the detail from a short spoken passage made up of familiar language – e.g. * short rhyme or song
* basic telephone message
* weather forecast
* sentences describing what people are wearing
* an announcement

**Key Vocabulary:** |
| **Speaking** | ***National Curriculum****Pupils should be taught to:** *explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words*
* *engage in conversation; 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*
 |
| Say and/or repeat some words and short simple phrases – e.g. * what the weather is like
* naming classroom objects

Answer simple questions and give basic information – e.g. * about the weather
* brothers and sisters
* pets
* Know how to pronounce some single letter sounds.
* Imitate correct pronunciation with some success.
* Show an awareness of sound patterns.

Be clearly understood. | Ask and answer simple questions– e.g. * taking part in an interview/survey about pets/favourite food
* talking to a friend about hobbies

Talk about personal interests.* Know how to pronounce some letter strings.
* Take part in a simple conversation. Express an opinion.
* Know how to pronounce a range of letter strings.
* Begin to understand how accents change letter sounds.
* Can substitute items of vocabulary to vary questions or statements.
* Pronunciation is becoming more accurate and intonation is being developed.
 |
| **Reading** | ***National Curriculum****Pupils should be taught to:** *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*
 |
| Recognise, read and then understand a few familiar words or phrases – e.g. * from stories and rhymes
* labels on familiar objects
* the date
* simple weather phrases
* basic descriptions of objects
 | Understands the main point(s) and then some of the detail from a short written text – e.g. * simple messages on a postcard/in an email
* Match sound to print by reading aloud familiar words and phrases.
* Begin to read independently.
* Use a book or glossary to find out the meanings of new words.
* Use a bilingual dictionary to look up new words.
 |
| **Writing**  | ***National Curriculum****Pupils should be taught to:** 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
 |
| Write or copy simple words and/or symbols correctly – e.g. * personal information such as age
* numbers
* colours
* objects

Select appropriate words to complete short phrases or sentencesWrite one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. * shopping list
* holiday greetings by email/postcard

Begin to spell some commonly used words correctly. | Write a few short sentences with support using already learnt language – e.g. * postcard
* simple note or message
* identity card

Spell words that are readily understandable.Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly. |
| **Grammar** | ***National Curriculum****Pupils should be taught to:** *understand basic grammar appropriate to the language being studied, including: 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*
 |
| Begin to appreciate the use of feminine and masculine forms. | Begin to understand how to change high frequency verbs such as etre, avoirje suistu esil/elle estnous sommesvous êtesils/elles sontj'aitu asil/elle anous avonsvous avezils/elles ont |
| **General****Intercultural Understanding** |  |
| Understand and respect that there are people and places in the world around me that are different to where I live and play.Identify similarities and differences in my culture to that of another.Understand that some people speak a different language to my own.Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own. |

|  |
| --- |
| Respect and understand cultural diversity.Discuss and present information about a particular country’s culture.Understand how symbols, objects and pictures can represent a country.Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war. |

 |

|  |
| --- |
| **MFL AREA OF STUDY** |
|  | Autumn Cycle A | Autumn Cycle B | Spring Cycle A | Spring Cycle B | Summer Cycle A | Summer Cycle B |
| Year 3 and 4 | ListeningSpeaking  | ListeningSpeaking | SpeakingReading | Reading writing | Reading Writing/Grammar |  WritingGrammar |
| Year 5 and 6 |