

**MFL KNOWLEDGE, SKILLS & UNDERSTANDING**

***Churchfield Primary School***

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**National Curriculum Content**

**Key Stage 2**

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

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
* 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

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| **YEAR 1/2 MFL (Not Compulsory)** |
| **Listening and responding**  | **Speaking**  | **Reading and responding** | **Writing**  |
| * Can they repeat and sing well-known French songs?
 | * Can they greet someone?
* Can they say goodbye to someone?
* Can they say what day of the week it is?
* Can they count to 5?
* Can they say the month of the year?
 | Y2 Only:* Can they read single words? E.g. day of the week, number
 | n/a |

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| **YEAR 3 MFL** |
| **Listening and responding**  | **Speaking**  | **Reading and responding** | **Writing**  |
| * Do they understand a range of familiar statements already taught?
* Do they understand a range of familiar questions?
* Can they repeat and sing well-known French songs?
 | * Can they give short and simple responses to what they see and hear? e.g. Conversational French including greetings, number responses, taught vocab, colours, what’s the date?
* Can they name and describe people*? e.g. Il/elle s’appelle…/Il est… using adjectives; il a sept ans*
* Can they name and describe simple classroom objects/colours?
* Can they use (set) phrases?
 | * Can they read and understand single words and short phrases?
* Can they read aloud single words and phrases?
* Can they use books or glossaries to find the meanings of new words?
 | * Can they copy a short familiar phrase?
* Can they write or word-process set phrases we use in class?
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| **YEAR 4 MFL** |
| **Listening and responding**  | **Speaking**  | **Reading and responding** | **Writing**  |
| * Do they understand short passages made up of familiar language?
* Do they understand instructions, messages and dialogues within short passages?
* Can they identify and note the main points and give a personal response on a passage?
 | * Can they have a short conversation where they are saying 2-3 things? Conversational, visits, hobbies etc
* Can they use short phrases to give a personal response?
* Can they name and describe places? La ville, le sale de classe, l’ecole etc
 | * Can they read and understand short and simple texts using familiar language, already taught?
* Can they identify familiar words from a short, simple text and give a response? (true of false, multiple choice, answer simple retrieval questions)
* Can they read independently?
* Can they use a bilingual dictionary or glossary to look up new words?
 | * Can they write 2-3 short sentences on a familiar topic?
* Can write simple opinions
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| **YEAR 5 & YEAR 6 MFL** |
| **Listening and responding**  | **Speaking**  | **Reading and responding** | **Writing**  |
| * Do they understand short passages made up of familiar language by responding to simple retrieval questions? Matching texts to images/speech bubbles
* Do they understand instructions, messages and dialogues within short passages?
* Can they identify and note the main points and give a personal response on a passage?
 | * Can they have a short conversation where they are saying 3-4 things?
* Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases? E.G *Il, elle Pronouns, gender, words in wrong places*
 | * Can they read and understand short texts (including short stories)using familiar language already taught?
* Can they identify and note the main points and give a personal response?
* Can they read independently?
* Can they use a bilingual dictionary or glossary to look up new words?
* Can they use context to work out unfamiliar words?
 | * Can they write what they like and dislike about a familiar topic?

J’aime…J’adore…Je deteste…Je n’aime pas…* Can they use short phrases to give a personal response and/or an opinion?

Je prefere…Je voudrais… |

**Assessment Criteria**

The following criteria should be used as a ‘best fit’ model. Teachers should consider whether or not a pupil is working towards meeting the KPIs, has met the KPIs or is exceeding the KPIs.

It is critical that pupils have depth to their learning, and can apply the KPIs independently in a range of scenarios.

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| **MFL ASSESSMENT KPIs** |
| **As a Year 3/ Year 4 international speaker…** | **As a Year 5/ Year 6 international speaker…** |
| **Spoken language** * I can name and describe people.
* I can name and describe a place.
* I can name and describe an object.
* I can have a short conversation saying 3-4 things.
* I can give a response using a short phrase.
* I am starting to speak in sentences.

**Reading** * I can read and understand a short passage using familiar language.
* I can explain the main points in a short passage.
* I can read a passage independently.
* I can use a bilingual dictionary or glossary to look up new words.

**Writing*** I can write phrases from memory.
* I can write 2-3 short sentences on a familiar topic.
* I can say what I like/dislike about a familiar topic.
 | **Spoken language** * I can hold a simple conversation with at least 4 exchanges.
* I can use my knowledge of grammar to speak correctly.

**Reading** * I can understand a short story or factual text and note the main points.
* I can use the context to work out unfamiliar words.

**Writing*** I can write a paragraph of 4-5 sentences.
* I can substitute words and phrases.
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