

ST. TERESA'S R.C. PRIMARY SCHOOL



Subject Statement of Intent for MFL:

To enable our children to celebrate and welcome differences in our world, it is vital they have an understanding of different languages and countries. By introducing and exposing our children to this, they will have a deepened ability to show respect and play a valuable part in our global society. To achieve this end point we aim, through our Modern Foreign Languages curriculum, to inspire a love of language as part of their lifelong journey of learning.

	Y3	Y4	Y5	Y6
Listening	<p>Repeat words modelled by teacher, show understanding with an action.</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand the main points of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>
Speaking	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Use common phrases Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.</p> <p>Children can and perform short role-plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short preprepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p> <p>Engage in short scripted conversations.</p>

Reading	Begin to recognise written vocabulary/ single words.	Begin to recognise simple written phrases.	Read and show understanding of more complex written phrases.	Practice reading longer texts aloud, containing taught phrases and vocabulary.
	Begin to recognise written phrases	Recognise simple written phrases and understand a range of familiar written phrases.	Read and show understanding of a piece of writing based on the current topic. Read short passages and pull answer questions on what they have read.	Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.
Writing	Children can write some single words from memory, with plausible spelling.	Children can write simple words and several short phrases from memory.	Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.	Adapt taught phrases to create new sentences.
	Children can, with support, substitute one element in a simple phrase to vary the meaning. Copy simple vocabulary.	Children use understandable spelling.	Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.	Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
Grammar	Start to understand that foreign languages can have different structures to English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. E.G: 'I like...'	Better understanding of gender and which articles to use for the meaning (E.G 'the', 'a', or 'some').	Better understanding of gender and which articles to use for the meaning (E.G 'the', 'a', or 'some').