

**Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world**

**The MFL Curriculum K&S at St Teresa’s Catholic Academy – Upper Key Stage 2**

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| NC Objective  Pupils should be taught to:    | Year 5 *( NGF Year 5 Units 13-18)*  | Year 6 *( NGF Year 6 Units 19-24)*  |
| Skills  | Knowledge  | Skills  | Knowledge  |
| Listen attentively to spoken language and show understanding by joining in and responding   | Listening and translating  Be able to identify the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.  | Understand a few simple sentences containing familiar spoken words.   | Listening and translating  Understand a short passage made up of familiar words and basic phrases.   | Understand more complex sentences, picking out specific vocabulary.  |
| Explore the patterns and sounds of language through songs and rhymes and link the  | Identify specific words in songs and rhymes   | Know the meaning of words from familiar songs and  | Identify specific phrases in songs   | Know and understand the text of familiar songs and rhymes.  |

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| spelling, sound and meaning of words   |   | rhymes.   |  | Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.    |  Know the patterns of language and how to link sound to spelling.  |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  | Listening and Speaking Engage in a short conversation using a range of simple, familiar questions.  Ask and answer more complex questions with a scaffold of responses.     | Understand the main points from short, spoken material in French.    | x | Listening and Speaking  Ask and answer at least two simple and familiar questions with a response.  Express a wider range of opinions and begin to provide simple justification. Converse briefly without prompts.   |  Know the relevant vocabulary in order to engage in conversations.   |
| Children speak in sentences, using familiar vocabulary, phrases and basic language structures.   | Speaking and Listening  Say a longer sentence using familiar language.   | Know the vocabulary for everyday activities and interests.     | p | Speaking and Listening  Use familiar vocabulary to say several longer sentences using a language scaffold.  Vary language and produce extended responses.   | Know the associated vocabulary for everyday activities and interests, recent experiences and future plans.  |

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| Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.   | Speaking and Listening Pronounce familiar words accurately  | Have knowledge of letter string sounds to support, observing silent letter rules.  Understand the impact of accents and elisions on sound.   | Speaking and Listening Predict pronunciation of unfamiliar words.  Adapt intonation, for example to mark questions and exclamations.  | Have knowledge of letter strings, liaison and silent letter rules.   |
| Children present ideas and information orally to a range of audiences.  | Speaking and Listening  Manipulate familiar language to present ideas and information in simple sentences.  Present a range of ideas and information, using prompts, to a partner or a small group of people.   | Know that you speak differently depending on the audience.   | Speaking and listening  Present a range of ideas and information, without prompts, to a partner or a group of people.  | Know that you speak differently depending on the audience.   |
| Read carefully and show understanding of words, phrases and simple writing  |  Reading and Writing   Use a range of strategies to determine the meaning of new words.  | Link with knowledge of own language, origins of words (many Latin) and similarities, root words. French for sheep is ‘mouton’ similar to English word ‘mutton’  | Reading and Writing  Use a bilingual dictionary to identify the word class.  Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in  |  Link with knowledge of own language, origins of words (many Latin) and similarities, root words. French for sheep is ‘mouton’ similar to English word ‘mutton’  |

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|  |  |    | English.   |   |
| Appreciate stories, songs, poems and rhymes  | Speaking and Listening  Follow the text of a familiar song or story. Sing or read aloud.   | Understand the text of a familiar song or story.   | Speaking and Listening  Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.  | Know there are many new songs and stories to discover.   |
| Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  | Reading and Writing Use a range of strategies to determine the meaning of new words.   |  Links with known language which derive from Latin – recognize words which are similar to English words, e.g. ‘mouton’ in French is the word for lamb Know how to use a bilingual dictionary to identify the word class.    | Reading and Writing  Use context to predict the meaning of new words    | Know how to use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.  |
| Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.  | Reading and writing  Write a simple/several sentences from memory.  | Have knowledge of familiar language and understandable accuracy.  | Reading and writing  Replace familiar vocabulary in short phrases written from  | Know a wide range of vocabulary to use in sentences written from memory.  |

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|  |  |  | memory to create new short phrases/sentences.  |  |
| Describe people, places, things and actions orally and in writing  | Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold.   | Know a wider range of descriptive language in their descriptions of people, places, things and actions.  | Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.   | Know a wider range of descriptive language in their descriptions of people, places, things and actions.  |
| Children 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.    | To use basic grammar accurately.  Identify word classes.  Use appropriate determiners.  Name and use a range of conjunctions to create compound sentences.  State the differences and similarities with English with the use of elision.    | Know word classes.   Understand  gender and number of nouns. To understand the rules of position and agreement of adjectives with increasing accuracy and confidence.  Know some adverbs.  Know how to use first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply  | To use basic grammar accurately.  Be able to compare the simple future tense of a high frequency verb with English.  Explain how the immediate future tense of familiar verbs in the first, second and third person singular is formed.  Name all subject pronouns and use to conjugate a high frequency verb in the present tense.  Be able to compare how to  |  Know the simple future tense of a high frequency verb; compare with English. Know the immediate future tense of familiar verbs in the first, second and third person singular.  Know the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses).  Know a range of prepositions.  Know the third person plural of a few high  |
|  |  | subject-verb agreement.  Understand the use of elision.   | use a high frequency verb in the perfect tense with English.  | frequency verbs in the present tense.  Know how to use a high frequency verb in the perfect tense.  Know a pattern used to conjugate a regular verb in the present tense.  Know the correct tense of a verb (present/perfect/imperfe ct/future) according to context.  |