Cheddon Fitzpaine Church School

Our Learning in Modern Foreign Language

Our broad, inspiring and ambitious curriculum is designed to develop confident, happy and curious individuals who flourish through perseverance and a love of learning. This reflects our vision of 'where we all belong, believe in ourselves and others, and build for our future.'

Our Modern Foreign Language curriculum intent:

- All children will feel willing and able to continue studying languages beyond key stage 2.
- To use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.
- To encourage pupils to appreciate and celebrate differences and opening up other cultures.
- To enable pupils to communicate ideas and thoughts in another language; to understand and respond to its speakers, both in speech and in writing, and to enjoy a broad experience of language and communicating in Spanish.

LANGUAGE ANGELS

Language Learning Skills Progression KS2

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. **EG**: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. **EG**: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. **EG**: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. **EG**: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. **EG**: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (**EG**: 'the', 'a' or 'some'). Introduce simple adjectival agreement (**EG**: adjectival agreement when describing nationality), the negative form and possessive adjectives. **EG**: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (**EG**: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (**EG**: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour **EG**: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (**EG:** which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. **EG**: 'to go', 'to do', 'to have' and 'to be'.

Class 3 – Year 3

	Autumn	Spring	Summer
Yearly Programme	Phonics Days of the Week Months of the Year Merry Christmas	I am learning Spanish Happy Easter	Animals Nursery Rhymes

Class 4 – Year 4 & 5

	Autumn	Spring	Summer
Cycle A	Colours Numbers Presenting myself	I know how… Mental Maths	Spanish Cultural Lessons Research a Spanish City
Cycle B	Do you have a pet? My Family	Goldilocks and the Three Bears Shapes	The Second World War Flamenco Dancing
Cycle C	The Seasons KS2 Red Riding Hood	Healthy Lifestyle What is the Date?	The Tudors Research Salvador Dali

Class 5 – Year 5 & 6

	Autumn	Spring	Summer
Cycle A	Regular Verbs Irregular Verbs	The Olympics Me in my World	In the cafe Research Spanish Foods (Taste)
Cycle B	Adjectival Agreement Nouns Possessive adjectives At School	What is the Weather? The Romans	Ancient Britain Habitats
Cycle C	The Classroom Clothes	The Vikings I Don't See Them – Poem https://www.spanishplayground.net/short-spanish-poems-spring/	Compare Spanish culture to the United Kingdom Research Pablo Picasso

MFL Knowledge
Curriculum Overview
(National Curriculum)

KS2

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 Languages – key stage 2.

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.