

# Modern Foreign Languages

## Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studies

## **Subject content**

### **Key stage 2: Foreign language**

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

# Knowledge & Vocabulary, Speaking & listening, Reading & writing and Intercultural Understanding for MFL

	KS1 Ready		KS2 Ready				KS3 Secondary Ready	Challenge GDS
	Building confidence & foundations	Develop and build confidence by increasing vocabulary & phrases  Appreciate songs, poems and rhymes		Speaking in sentences using familiar vocabulary and appropriate pronunciation.  Identifying patterns in words		Using a wider range of vocabulary and has a simple understanding of reading. Present ideas and have simple conversations. Basic grammar awareness.		
	EYFS	KS1		LKS2		UKS2		KS3
	F2	Y1	Y2	Y3	Y4	Y5	Y6	Y7
<b>Topic</b> <i>Developing knowledge and vocabulary</i>	<ul style="list-style-type: none"> <li>• Numbers 1-10</li> <li>• Days of the week</li> <li>• Singing songs</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 1-10</li> <li>• Oso Marron</li> <li>• Greetings</li> <li>• Body parts</li> <li>• Mini beasts</li> <li>• Seaside/postcard</li> <li>• Spanish Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 11-20</li> <li>• Greetings and being polite</li> <li>• Christmas</li> <li>• Plants</li> <li>• Colours</li> <li>• Fruit and vegetables</li> <li>• Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 20-50</li> <li>• Greetings</li> <li>• Age</li> <li>• Food</li> <li>• Seasons</li> <li>• Animals</li> <li>• School</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 50-100</li> <li>• Spanish culture</li> <li>• Days/months / dates</li> <li>• Parts of the body</li> <li>• Colours</li> <li>• Weather</li> <li>• Hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 500</li> <li>• Planets</li> <li>• Personal Information</li> <li>• Family</li> <li>• Pets/ Easter</li> <li>• Sports</li> <li>• Latin</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 500</li> <li>• Greetings</li> <li>• Places in town</li> <li>• Transport</li> <li>• The verb 'to go'</li> <li>• Spanish Culture</li> <li>• Holiday</li> </ul>	<ul style="list-style-type: none"> <li>• Revisions of numbers</li> <li>• Personal information</li> <li>• Expressing likes/ dislikes</li> <li>• Home environment</li> </ul>
<b>Language Learning Strategies</b>	<p><b>Identifying patterns</b>, word formation and structures in Spanish</p> <p><b>Memorising</b> – compare a range of techniques for memorising structures and spellings, alongside use of music and singing</p> <p><b>Using knowledge of English</b> or another language to compare words</p> <p><b>Working out meaning</b> using previous knowledge, of what they have read or have heard</p> <p><b>Reading aloud</b> with increased accuracy and expression</p>							
<b>Skills</b> <i>Oracy – Speaking and listening</i>	<ul style="list-style-type: none"> <li>• Introduction to new language and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary</li> <li>• Build confidence in speaking and listening</li> <li>• Understand a few familiar spoken words</li> <li>• Say and repeat single words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary</li> <li>• Build confidence in speaking and listening</li> <li>• Understand a range of familiar spoken phrases</li> <li>• Answer simple questions and give basic information</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new words and phrases</li> <li>• Recognise and respond to sound patterns and words</li> <li>• Perform simple communication tasks using single words, phrases and short sentences</li> <li>• Listen and understand instructions, every day classroom language and praise words</li> </ul>	<ul style="list-style-type: none"> <li>• Memorise and present a short spoken text</li> <li>• Listen for specific words and phrases</li> <li>• Listen for sounds, rhyme and rhythm</li> <li>• Ask and answer questions on several topics</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and practise simple conversations using familiar vocabulary and structures in new contexts</li> <li>• Understand and express simple opinions</li> <li>• Listen attentively and understand more complex sentences and phrases</li> <li>• Prepare a short presentation on a familiar topic</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points and simple opinions in a spoken story, song or passage</li> <li>• Present and perform to an audience</li> <li>• Understand longer and more complex phrases or sentences</li> <li>• Use spoken language confidently to initiate and sustain conversations and to tell stories</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the spoken word</li> <li>• Develop capability and confidence in listening</li> <li>• Being sensitive to the spoken word</li> <li>• Talking together</li> <li>• Presenting and narrating</li> </ul>

<b>Skills</b> <i>Literacy – Reading and writing</i>		<ul style="list-style-type: none"> <li>• Recognise and read a few familiar words and phrases</li> <li>• Write or copy simple words or symbols correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and read out familiar written phrases</li> <li>• Can write one or two short sentences to a model and fill in the words on a simple form.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some familiar words in written form</li> <li>• Make links between phonemes, rhymes and spellings and read aloud familiar words</li> <li>• Experiment with the writing of simple words</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand a range of familiar phrases</li> <li>• Follow a short familiar text, listening and reading at the same time</li> <li>• Read some familiar words and phrases aloud and pronounce them accurately</li> <li>• Write simple words and phrases using a model and some words from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read frequently a variety of short texts</li> <li>• Make simple sentences and short texts</li> <li>• Write words, phrases and short sentences using a reference</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points and some detail from a short written passage</li> <li>• Identify a different text and read short, authentic texts for enjoyment or information</li> <li>• Match sound to sentences and paragraphs</li> <li>• Write sentences on a range of topics using a model</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and respond to the written word</li> <li>• Developing capability and confidence in reading</li> <li>• Recognise features used in a text for a specific effect</li> <li>• Use sentences and paragraphs as models for their own writing</li> <li>• Use familiar structures and vocabulary to build short paragraphs</li> <li>• Make effect of familiar language in different text types</li> </ul>	
<b>Skills</b> <i>Intercultural Understanding</i>		<ul style="list-style-type: none"> <li>• Look at and talk about Spain</li> </ul>	<ul style="list-style-type: none"> <li>• Look at different countries and their flags</li> </ul>	<ul style="list-style-type: none"> <li>• Look at different countries and the languages and food they eat</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the different languages spoken by children in school</li> <li>• Locate country/countries where the language is spoken</li> <li>• Identify social conventions at home and in other cultures</li> <li>• Make direct or indirect contact with the country where the language is spoken</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about festivals and celebrations in different cultures</li> <li>• Know about some aspect of everyday life and compare to their own</li> <li>• Compare traditional stories</li> <li>• Learn about ways of travelling to other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Look at further aspects of their everyday lives from the perspective of someone from another country</li> <li>• Recognise similarities and differences between places</li> <li>• Compare symbols, objects or products which represent their own culture with those of an other country</li> </ul>	<ul style="list-style-type: none"> <li>• Compare attitudes towards aspects of everyday life</li> <li>• Recognise and understand some of the differences between people</li> <li>• Present information about an aspect of culture</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and aspect of life and compare with their own, noting similarities</li> <li>• Explore interests and opinions of young people and compare with their own</li> <li>• Reflect and challenge stereotypes</li> <li>• Investigate to 21 countries where Spanish is spoken</li> <li>• Noucamp</li> </ul>

