ST MARY’S R. C. PRIMARY

MFL SUBJECT OVERVIEW 2019/2020

Our Whole-School Curriculum Intent

Our curriculum will:

* Build children’s knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence
* Provide knowledge in all subjects that builds sequentially through their time at St. Mary’s
* Reflect the need and be specific to our local area and community
* Develop transferrable skills through their growing knowledge of the curriculum
* Be stimulating, fun and memorable for all children, extended into an enhanced extra-curricular school life
* Be ambitious and have high expectations and aspirations inclusively for every individual including academic, artistic, personal and sporting achievements.
* Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.
* Reflect our mission statement that as a family, we pray, play and respect all and we have the capacity, by our actions, to change the world forever.

In MFL, we aim to do this through the following curriculum. The documents below show the subject overview, the Statutory Requirements and the milestones the children should achieve at various points in their education at St. Mary’s.

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| --- | --- | --- | --- | --- | --- | --- |
| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 | **Numbers 1-20,introducing myself, colours, classroom objects, Assessment – spelling numbers 1-6, six colours and 3 classroom objects** |  |  | **Revision of Autumn Term. Practise conversations to be confident speakers.**  |  |
| Year 4 | **Numbers 1-20,introducing myself, colours, classroom objects, Assessment – spelling numbers 1-6, six colours and 3 classroom objects** |  |  | **Revision of Autumn Term. Practise conversations to be confident speakers.** |  |
| Year 5 |  |  | **Numbers 1-20,introducing myself, colours, classroom objects, Assessment – spelling numbers 1-6, six colours and 3 classroom objects** |  | **Revision of Spring Term. Practise conversations to be confident speakers.** |
| Year 6 |  |  | **Numbers 1-20,introducing myself, colours, classroom objects, Assessment – spelling numbers 1-6, six colours and 3 classroom objects** |  | **Revision of Spring Term. Practise conversations to be confident speakers.** |

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| Key Stage 2 Statutory RequirementsTeaching 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.

 The starred (\*) content above will not be applicable to ancient languages. |

Milestones (As we have just begun to teach French as our MFL, the following milestones will be developed over the next 3-4 years)

|  |  |
| --- | --- |
| A Year 3/4 international speaker | A Year 5/6 international speaker |
| Spoken Language* I name and describe people
* I name and describe a place
* I name and describe an object
* I have a short conversation saying 3-4 things
* I give a response using a short phrase
* I am starting to speak in sentences

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

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

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

Writing* I write a paragraph of 4-5 sentences
* I substitute words and phrases
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**Interim milestones 2019-20**

The milestones this year are the same for all age groups as they are learning French for the first time.

|  |  |
| --- | --- |
| A Year 3/4 international speaker | A year 5/6 international speaker |
| **Spoken Language*** I can have a brief conversation with someone where I introduce myself saying my name, my age and my favourite colour.
* I can name at least 6 colours
* I can name at least 3 classroom objects
* I am starting to speak in sentences

**Reading*** I can read and understand questions and answers about my name, age and favourite colour
* I can read and understand numbers 1-10

**Writing*** I can write the words for numbers 1-6 from memory.
* I can write the words for 6 colours from memory
* I can write the words for 3 classroom objects from memory.
 | **Spoken Language*** I can have a brief conversation with someone where I introduce myself saying my name, my age and my favourite colour.
* I can name at least 6 colours
* I can name at least 3 classroom objects
* I am starting to speak in sentences

**Reading*** I can read and understand questions and answers about my name, age and favourite colour
* I can read and understand numbers 1-10

**Writing*** I can write the words for numbers 1-6 from memory.
* I can write the words for 6 colours from memory
* I can write the words for 3 classroom objects from memory.
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