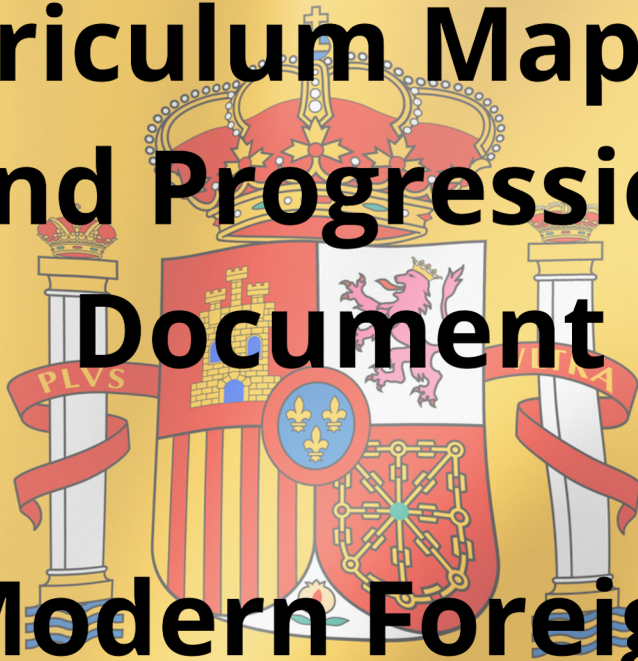




Curriculum Mapping and Progression Document

Modern Foreign Languages



Vision for MFL

The ability to speak other languages opens up new and exciting opportunities on a global level. At St Wilfrid's, we aim to deliver language rich lessons that are fun and engaging, that both inspire our learners and lay the foundations for successful language acquisition in Key Stage 3.

Our MFL Curriculum Will Enable Pupils to:

- To build enjoyment of learning a language.
- To grow confidence and fluency in communication.
- To broaden and deepen the four core skills of language learning: listening, speaking, reading and writing, including the use of grammatical structures.
- To seek to build links across the curriculum, where these skills can support other areas of pupils' learning.


Intent

At St Wilfrid's, our Spanish curriculum, Language Angels, was chosen to further engage our school community in our role as global citizens. Using language as tool in our multilingual environment, we can broaden our understanding of cultures around the world, alongside developing an appreciation of the diversity within our local community and also our school environment.


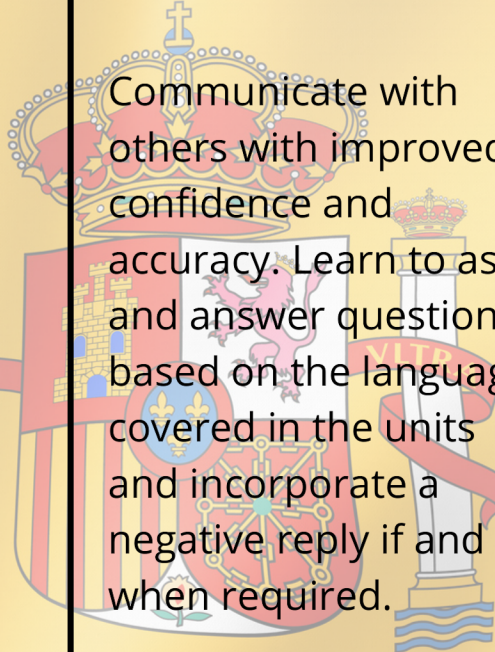
We aim to foster children's curiosity and deepen their understanding of the world, alongside providing opportunities for them to communicate for practical purposes and learn new ways of thinking. At St Wilfrid's, the teaching of language will provide the opportunity to compare and contrast many languages in their oral and written form. It will also allow pupils to develop and share a deeper understanding of other less familiar cultures, as well as a better awareness of self, others and cultural diversity.

It is intended that children will leave St Wilfrid's with a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language.

Listening

Year 3	Year 4	Year 5	Year 6
<p>Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p> 	<p>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.</p>	<p>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.</p>	<p>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.</p>

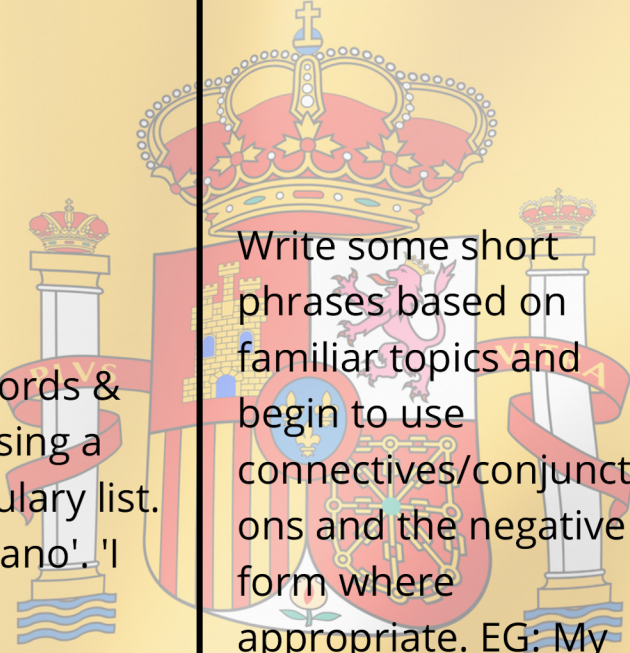
Speaking

Year 3	Year 4	Year 5	Year 6
<p>Communicate with others using simple words and short phrases covered in the units</p> 	<p>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.</p> 	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity</p>	<p>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.</p>

Reading

Year 3	Year 4	Year 5	Year 6
<p>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.</p>	<p>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</p>	<p>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'.</p>	<p>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.</p>

Writing

Year 3	Year 4	Year 5	Year 6
 <p>Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>

Grammar

Year 3	Year 4	Year 5	Year 6
<p>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...'</p>	<p>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...'</p>	<p>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').</p>	<p>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'.</p>