



Copnor Primary School's high-quality Modern Foreign Languages (MFL) curriculum is planned and taught from Year 3 through to Year 6. However, children in EYFS and KS1 will be exposed to different languages and cultures, for example, through language days and experiencing nursery rhymes in a different language. It fosters pupils' curiosity and deepens their understanding of languages beyond their own. It engages and inspires our pupils to develop a love of languages, other cultures and their traditions. It provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3 and beyond. It enables 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. It provides opportunities for pupils to communicate for practical purposes and appreciate that languages have similarities as well as differences.

By the end of Key Stage 1, our pupils will have learned early language skills and content to enable them to access the school's Key Stage 2 curriculum.

By the end of Key Stage 2, our pupils will have secured the spoken and written language, knowledge and skills to lay the foundations for further foreign language teaching at Key Stage 3.

Pupils are 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

'Greater Depth' is achieved through a focus on **ACE** - tasks enable pupils to **Apply, Connect and Explain (or Explore) & Evaluate**

Apply Pupils apply skills, knowledge and understanding from their current and previous learning independently and in new contexts.

Connect Pupils make clear, strong and appropriate links between their skills, knowledge and understanding in a new context.

Explain & Evaluate Pupils are able to explore the language they are learning and express themselves confidently.

	Year 1	Year 2	Year 3
Speaking	<ul style="list-style-type: none"> • I can listen to a song, rhyme or story. • I can name some objects. • I can repeat words. • I can respond with a correct word. • I can respond to a simple command. 	<ul style="list-style-type: none"> • I can join in with a song, rhyme or story. • I can repeat phrases. • I can respond with a short phrase. • I can recognise some phonic sounds. • I can use the right word to complete a phrase. 	<ul style="list-style-type: none"> • I can listen and respond to a story, rhyme or song. • I can ask a simple question and give a short response, for example about personal information. • I can give a simple description. • I can use mostly accurate pronunciation and speak clearly when addressing an audience. • I can apply phonic knowledge. • I can repeat sentences heard and make simple adaptations to them
Listening	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I can show an understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. • I can listen to and accurately repeat particular phonemes in songs and rhymes and being to make links to spellings.

Reading	<ul style="list-style-type: none"> • I can read a single word. • I can find words I recognise. • I know the meaning of words I recognise. 	<ul style="list-style-type: none"> • I can read a short phrase. • I can find words/phrases I recognise. • I can use a word mat to check the meaning of a word. 	<ul style="list-style-type: none"> • I can recognise some familiar words and phrases in written form. • I can read some familiar words aloud using mostly accurate pronunciation. • I can use a simple picture dictionary or tool to check meaning.
Writing	<ul style="list-style-type: none"> • I can write a single word. • I can label a picture. 	<ul style="list-style-type: none"> • I can copy a phrase. • I can use my own word to finish my phrase. 	<ul style="list-style-type: none"> • I can use simple adjectives such as colours and sizes to describe things. • I can write a sentence using a model and word banks. • I can write some words from memory. • I use a learnt phonic pattern to help me write a word.
Global understanding	<ul style="list-style-type: none"> • I understand that other languages are spoken in this country and in others. • I know a country where French is spoken. 	<ul style="list-style-type: none"> • I can name other languages. • I know that people speak more than one language. • I can describe a tradition in another country. 	<ul style="list-style-type: none"> • I understand where a language is spoken across the world. • I know why people speak more than one language. • I have explored similarities and differences in daily life in other cultures.
Grammar	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I can recognize the main word classes, e.g. nouns, adjectives, verbs and conjunctions. • I can understand nouns may have different genders and can recognize clues to identify this, such as the difference in articles - indefinite and definite. • I can understand, on a basic level, the usual order of words in sentences in the target language.

	Year 4	Year 5	Year 6
Speaking	<ul style="list-style-type: none"> I can change a story, rhyme or song. I can ask and answer a range of question on different topic areas and adapt my intonation when asking questions. I can use familiar sentences as models and make adaptations to create new sentences. I can express an opinion. I pronounce words correctly and present a short learned piece for a performance. 	<ul style="list-style-type: none"> I can tell a story or sing a song. I can take part in conversations and express simple opinions giving reasons, with a scaffold of responses. I can start to put my own sentence together to reflect a variation in meaning. I can express an opinion and give a reason. I understand and apply intonation and begin to differentiate between sentence types. 	<ul style="list-style-type: none"> I can engage in longer conversations, asking clarification when necessary. I can use questions structures to form my own questions. I can formulate an answer and use conjunctions. I can apply my grammar knowledge. I can create my own sentences using my knowledge of basic sentence structure. I can refer to everyday activities and interest. I can use pronunciation and intonation effectively to accurately express meaning and engage an audience. I can converse briefly without prompts.
Listening	<ul style="list-style-type: none"> I can show an understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. I can listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. I can notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. 	<ul style="list-style-type: none"> I can gain an overall understanding of an extended spoken text which includes some familiar language, for example summarizing in English the key points of what I have heard in the target audience. I can identify different ways to spell key sounds, and select the correct spelling of a familiar word. 	<ul style="list-style-type: none"> I can understand longer and more challenging texts on a range of topic areas, recognizing some details and opinions heard. I can apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. I can listen and understand the main points and some detail from short, spoken material the language.
Reading	<ul style="list-style-type: none"> I can read a short extract. I can use learnt language to understand the meaning. I can use a simple bilingual dictionary or tool to check meaning. I can listen to and actively repeat particular phonemes in songs and rhymes and begin to make links to spellings. I can notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. 	<ul style="list-style-type: none"> I can read aloud and understand a variety of short extracts containing mostly familiar language, using fairly accurate pronunciation. I can use learnt language and the context to work out meaning. I can use a bilingual dictionary and an online tool to check the meaning and extend vocabulary on a given topic. I can answer questions about a text. I can learn a song or poem using the written text for support. 	<ul style="list-style-type: none"> I can read a range of text types (fiction and non-fiction), which contain unfamiliar words, using accurate pronunciation. I can attempt to read a range of texts independently using a variety of strategies to work out the meaning. I can explain the main points in a text. I can use my reading to inform my writing. I can use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.

Writing	<ul style="list-style-type: none"> • I can write 2-3 sentences on a known topic. • I can write sentences about myself from memory. • I use phonic patterns to help me write a word. • I can use a range of adjectives to describe things in more detail, such as describing someone's appearance. • I can write descriptive sentences using a model but supplying some words from memory. 	<ul style="list-style-type: none"> • I write a short passage about a known context, such as an email, with support from a word/phrase bank. • I write new sentences based on what I have learnt. • I research and use new vocabulary correctly. • I can use a wide range of adjectives to describe people and things, and use different verbs to describe actions. 	<ul style="list-style-type: none"> • I write short passages about a variety of contexts from memory. • I develop new sentences from my knowledge of grammar, vocabulary and model texts. • I use and select appropriate adjectives to describe a range of things, people and places and appropriate conjunctions, opinions and time phrases. • I can begin to use adverbs in my writing.
Global understanding	<ul style="list-style-type: none"> • I explore the reasons for a multilingual society. • I start to compare a culture. • I know why there are cultural differences. 	<ul style="list-style-type: none"> • I understand why different languages are spoken in Britain. • I compare and contrast aspects of life with my own. • I question what a global citizen is. 	<ul style="list-style-type: none"> • I can explain what a multilingual society is and why it exists. • I can express opinions on aspects of my own and others culture. • I know why I am a global citizen.
Grammar	<ul style="list-style-type: none"> • I can recognise a wider range of word classes including pronouns and articles, and use them appropriately. • I can understand that adjectives may change form according to the noun they relate to, and select the appropriate form. • I can recognize questions and negative sentences. • I can use simple verb forms. • I can recognize and use 1st person possessive adjectives e.g. mon, ma, mes. 	<ul style="list-style-type: none"> • I know how to conjugate some high frequency verbs. • I can understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. • I can adapt sentences to form negative sentences and begin to form questions. • I can identify word classes • I can use 1st and 3rd person, and singular possessive adjectives (mon, ma, mes, son, sa, ses). 	<ul style="list-style-type: none"> • I know how to conjugate a range of high frequency verbs. I know they follow a pattern and can carry this out in the past tense. • I can understand how to use some adverbs in sentences • I have an awareness of similarities and differences in grammar between different languages.