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|  | **Higher Walton CE**  **Primary School**  ‘*Life in all its Fullness’* John 10:10 |
| Weaving **Modern Foreign Languages** Knowledge, Skills and Understanding into the National Curriculum  Key Stage 2 |
| KEY STAGE TWO | |
| Pupils should be taught   * 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 | |

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| KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MFL | | | | | | | | | | | |
|  | YEAR 1 | | YEAR 2 | | YEAR 3 | | YEAR 4 | | YEAR 5 | | YEAR 6 |
| SPEAKING | NA | | NA | | * Speak with increasing confidence * Read familiar words * Understand politeness conventions (greetings) * Ask and answer questions * Imitate pronunciation and intonation so that others can understand * Name objects and actions and link words with a simple connective | | * Speak with increasing confidence * Recognise questions and negatives and politeness conventions * Understand and express simple opinions (likes/dislikes) * Use common phrases * Memorise language and present ideas and information e.g. a short presentation about self / role play | | * Speak with increasing fluency * Prepare and practise simple conversations using familiar vocabulary and structures * Begin to use action words * Ask and answer more complex familiar questions with a scaffold of responses * Prepare a short presentation on a familiar topic * Understand and express simple opinions * Speak in sentences using familiar vocabulary, phrases and basic language structure | | * Initiate and sustain conversations and tell stories * Express opinions in short conversations * Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation speak with increasing spontaneity * Use repair strategies to keep a conversation going |
| KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MFL | | | | | | | | | | | |
|  | YEAR 1 | YEAR 2 | | YEAR 3 | | YEAR 4 | | YEAR 5 | | YEAR 6 | |
| LISTENING | NA | NA | | * Listen and understand instructions * Listen and respond to simple rhymes, stories and songs * Listen attentively and show understanding by joining in and responding * Listen for sounds, rhyme and rhythm * Repeat words modelled by teacher, show understanding with an action * Follow a short familiar text | | * Listens attentively and understand instructions * Recognise and respond to sound patterns and words * Follow a short familiar text listening and reading at the same time. * Say a simple rhyme from memory; join in with words of a song or storytelling | | * Listen to and appreciate poems, songs and rhymes in the language * Follow a short familiar text listening and reading at the same time * Listen attentively and understand more complex phrases and sentences; join in to show understanding | | * Listen to and appreciate poems, songs and rhymes in the language. Identifying   patterns of language and link to sounds and spelling   * Understand longer and more complex phrases / sentences * Pick out main details from a story, poem, song, conversation or passage | |
| KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MFL | | | | | | | | | | | |
|  | YEAR 1 | YEAR 2 | | YEAR 3 | | YEAR 4 | | YEAR 5 | | YEAR 6 | |
| READING | NA | NA | | * Appreciate stories, songs and poems in the language * Recognise some familiar words in written form * Follow a short familiar text listening and reading at the same time * Make links between some phonemes, rhymes and spellings * Broaden vocabulary | | * Respond to written language from a range of sources * Read and understand a range of familiar written phrases * Read some familiar words and phrases aloud and pronounce them accurately * Use cognates and familiar language to help deduce meaning * Begin to use a dictionary * Broaden vocabulary | | * Read carefully and show understanding of words, phrases and simple writing * Match sounds to sentences and paragraphs * Begin to use a dictionary to look up words and find meaning * Broaden vocabulary | | * Read and understand the main points and some detail from a short-written passage * Identify different text types and read short, authentic texts for enjoyment or information * Develop strategies for understanding new words in familiar material including using a dictionary * Broaden vocabulary | |
| KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MFL | | | | | | | | | | | |
|  | YEAR 1 | YEAR 2 | | YEAR 3 | | YEAR 4 | | YEAR 5 | | YEAR 6 | |
| WRITING | NA | NA | | * Experiment with the writing of simple words * Write simple words and phrases using a model * Write some phrases from memory | | * Write simple words and phrases * Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory | | * Write phrases from memory * To write words, short phrases and short sentences using a reference * Write sentences on a range of topics using a model * Use a dictionary to look up the spelling and meaning of words | | * Write phrases from memory and adapt these to make new sentences * Express ideas clearly * To be able to write at varying length, for different purposes and audiences * Write sentences on a range of topics * Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy | |
| KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MFL | | | | | | | | | | | |
|  | YEAR 1 | YEAR 2 | | YEAR 3 | | YEAR 4 | | YEAR 5 | | YEAR 6 | |
| GRAMMAR | NA | NA | | * Nouns * Gender * Definite and indefinite articles * Develop an awareness of sound spelling link to be able to write with increasing accuracy * Question words | | * singular and plural forms * Develop an awareness of sound spelling link to be able to write with increasing accuracy * Recognise different word classes eg nouns, verbs, adjectives * Personal pronouns; I, you, it they * Recognise high frequency verbs * Question words * Develop an awareness of word order * Use of prepositions * A + definite article (topic dependent) * De + article (topic dependent) | | * Recognise and use high frequency verbs * Simple adverbs of time (time phrases including O’clock) * Apply knowledge of language rules and conventions when building short sentences * Personal pronouns (I, you, he, she, it, we, they) * Develop an awareness of verb patterns * Conjugate regular high frequency verbs * Begin to use adjectival agreements with accuracy * A + definite article (topic dependent) * De + article (topic dependent) | | * Develop an awareness of verb patterns * Conjugate some basic high frequency irregular verbs * Prepositions * Use adjectival agreements with accuracy * A + definite article (topic dependent) * De + article (topic dependent) | |
| KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MFL | | | | | | | | | | | |
|  | YEAR 1 | YEAR 2 | | YEAR 3 | | YEAR 4 | | YEAR 5 | | YEAR 6 | |
| CULTURAL UNDERSTANDING | NA | NA | | * Understand the difference in social conventions when people greet each other | | * Identify countries where selected language is spoken * Investigate aspects of lifestyle e.g. food or leisure | | * Learn about places of interest / importance * Learn about customs | | * Present information about an aspect of culture * Compare and contrast countries where the language is spoken | |