



**MFL**



<p><b>Core Concepts/Year Group</b></p>	<p><b>Ambitions</b> <i>Aspiring</i></p>	<p><b>Oracy and Vocabulary</b> <i>Creative</i></p>	<p><b>Etiquette</b> <i>Outstanding</i></p>	<p><b>Integrity</b> <i>Resilient</i></p>	<p><b>Morals and Ethics</b> <i>Noble</i></p>	<p><b>Pride</b> <i>Successful</i></p>
<p><b>7</b></p> <p><b>&amp;</b></p> <p><b>8</b></p>	<p>Working out meaning by using previous knowledge, context and clues/punctuation.</p> <p>Building up and using a stock of high-frequency/previously learnt vocabulary.</p> <p>Being able to manipulate more than one tense in the TL.</p> <p>Evaluating and improving further to peer/self or teacher's feedback.</p> <p>Being able to count, tell the time, use ordinal numbers and give the price of different items in a different language (including currency conversions).</p>	<p>Identifying patterns in the target language and grammatical structure.</p> <p>Understanding and responding to the spoken and written word.</p> <p>Perfecting pronunciation whilst using phonics (including silent letters).</p> <p>Writing for creative purpose (poem, raps, posters, imaginary planet).</p> <p>Developing grammatical knowledge: gender and plural of nouns, verbs and tenses, formation of questions and</p>	<p>Being resourceful by using reference materials (displays, analysing outstanding peer work, bilingual dictionaries).</p> <p>Being able to work collaboratively and to share.</p> <p>Peer teaching/support within individual lessons or across the Key Stages (Language Leaders).</p> <p>Describing one's school uniform, expressing and justifying one's opinion about it.</p> <p>Describing fashion designs, expressing and justifying one's opinion about it.</p>	<p>Memorising vocabulary and different alphabets.</p> <p>Developing capability and confidence in listening to unfamiliar but accessible language in familiar context.</p> <p>Adapting and building text.</p> <p>Working out meaning by using knowledge of English or another language (cognates, near cognates, root of words).</p> <p>Developing thinking skills.</p> <p>Understanding that mastering a language takes time and that mistakes need to be made to foster</p>	<p>Appreciating cultural diversity.</p> <p>Understanding the history and format of the Olympic &amp; Paralympics games and how politics can interfere with equality and respect for mankind.</p> <p>Developing an awareness of ethical values underpinning the Olympic Games (fair play, resilience, effort, discipline, healthy lifestyles, etc).</p> <p>Through the topic of Fairtrade, pupils develop their empathy and critical reflection. They also discuss how Fairtrade can affect them personally.</p>	<p>Practicing speaking by asking and responding to questions with confidence.</p> <p>Developing capability and confidence in reading and listening in the TL.</p> <p>Identifying patterns in the target language.</p> <p>Taking pride in the presentation of their work/books and of the way their conduct themselves in lessons (encouraged by teacher).</p> <p>Improving geographical knowledge of continents, towns</p>

	<p>Becoming a Language Leader.</p> <p>Celebrating successful role models and diversity (Kip Keno, Jessie Owen, Chanel, Armstrong).</p> <p>More able students are encouraged to read bilingual books, magazines in the TL and to listen to/watch authentic materials in their spare time.</p> <p>Understanding the opportunities created in terms of employability and mobility when being able to speak another language.</p> <p>Developing competitive spirit through games and challenges (team or individual ones).</p>	<p>negatives, adjectives, conjunctions, intensifiers.</p> <p>Thinking skills: word categorisation, venn diagrams.</p> <p>Giving one's personal opinion about a variety of subjects (sports, fashion, jobs, Fairtrade...)</p> <p>Being able to follow a film in the target language language (but with subtitles)</p>		<p>progress.</p> <p>Using mnemonics or sound associations for memorisation.</p>	<p>Recognising different ways of seeing the world.</p> <p>Through the topics covered students further their knowledge of history, science , sport, fashion and world issues.</p> <p>Learning about some traditional dress and uniforms from a variety of countries.</p> <p>Identifying an aspect of life that has changed over time (through film 'Coco before Chanel').</p>	<p>and countries. Drawing on their general knowledge or knowledge of other subjects (science, maths, art, DT, history, geography) to support language learning and understanding of authentic materials.</p> <p>The work of students is regularly displayed.</p>
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