



# MFL Overview

## Breadth of Study

MFL National Curriculum coverage



	Autumn	Spring	Summer
<b>y e a r 3</b>	<p><b>National curriculum</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding through joining in and responding</li> <li>- explore the patterns and sounds of language through songs and rhymes</li> <li>- engage in conversations; answer questions</li> <li>- appreciate stories, songs, poems and rhymes</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- engage in conversations; ask and answer questions</li> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>- describe people, places, things and actions orally</li> <li>- show understanding by joining in and responding to spoken language</li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- link the spelling, sound and meaning of words</li> <li>- read carefully and show understanding of words, phrases and simple writing</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- describe people, places, things and actions in writing</li> <li>- write words from memory</li> <li>- Understand basic grammar including: masculine/feminine, high frequency verb conjugation, notice language patterns; observe similarities and differences from English</li> </ul>	<p><b>National curriculum</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding through joining in and responding</li> <li>- explore the patterns and sounds of language through songs and rhymes</li> <li>- engage in conversations; answer questions</li> <li>- appreciate stories, songs, poems and rhymes</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- engage in conversations; ask and answer questions</li> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>- describe people, places, things and actions orally</li> <li>- show understanding by joining in and responding to spoken language</li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- link the spelling, sound and meaning of words</li> <li>- read carefully and show understanding of words, phrases and simple writing</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- describe people, places, things and actions in writing</li> <li>- write words from memory</li> <li>- Understand basic grammar including: masculine/feminine, high frequency verb conjugation, notice language patterns; observe similarities and differences from English</li> </ul>	<p><b>National curriculum</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language</li> <li>- explore the patterns and sounds of and show understanding through joining in and responding</li> <li>- explore language through songs and rhymes</li> <li>- engage in conversations; answer questions</li> <li>- appreciate stories, songs, poems and rhymes</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- engage in conversations; ask and answer questions</li> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>- describe people, places, things and actions orally</li> <li>- show understanding by joining in and responding to spoken language</li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- link the spelling, sound and meaning of words</li> <li>- read carefully and show understanding of words, phrases and simple writing</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- describe people, places, things and actions in writing</li> <li>- write words from memory</li> <li>- Understand basic grammar including: masculine/feminine, high frequency verb conjugation, notice language patterns; observe similarities and differences from English</li> </ul>
	<p><b>Co-ordinator expectations</b></p> <ul style="list-style-type: none"> <li>• High level of engagement and participation</li> <li>• Cultural focus each half term including food and music</li> <li>• Balance of speaking, listening, reading and writing</li> <li>• Emphasis on accurate pronunciation/phonetics: each lesson recalls previous phonemes and introduces new sound</li> <li>• Practice New Target Language in each lesson with range of dynamic activities and vocabulary learning games</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say</li> <li>• Recall of previous Target Language to improve memory spaced throughout the term</li> </ul>	<p><b>Co-ordinator expectations</b></p> <ul style="list-style-type: none"> <li>• High level of engagement and participation</li> <li>• Cultural focus each half term including food and music</li> <li>• Balance of speaking, listening, reading and writing</li> <li>• Emphasis on accurate pronunciation/phonetics: each lesson recalls previous phonemes and introduces new sound</li> <li>• Practice New Target Language in each lesson with range of dynamic activities and vocabulary learning games</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say</li> <li>• Recall of previous Target Language to improve memory</li> </ul>	<p><b>Co-ordinator expectations</b></p> <ul style="list-style-type: none"> <li>• High level of engagement and participation</li> <li>• Cultural focus each half term including food and music</li> <li>• Balance of speaking, listening, reading and writing</li> <li>• Emphasis on accurate pronunciation/phonetics: each lesson recalls previous phonemes and introduces new sound</li> <li>• Practice New Target Language in each lesson with range of dynamic activities and vocabulary learning games</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say</li> <li>• Recall of previous Target Language to improve memory</li> </ul>

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Year 6	Autumn	Spring	Summer
	<p><b>National curriculum</b>  <b>Listening</b>  - listen attentively to spoken language and show understanding through joining in and responding  - explore the patterns and sounds of language through songs and rhymes  - engage in conversations; answer questions  - appreciate stories, songs, poems and rhymes  - understand basic grammar</p> <p><b>Speaking</b>  - engage in conversations; seek clarification and help  - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  - describe people, places, things and actions orally  - speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><b>Reading</b>  - link the spelling, sound and meaning of words  - read carefully and show understanding of words, phrases and simple writing  - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>Writing</b>  - describe people, places, things and actions in writing  - write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>-Understand basic grammar including: masculine/feminine, high frequency verb conjugation, notice language patterns; observe similarities and differences from English</p>	<p><b>National curriculum</b>  <b>Listening</b>  - listen attentively to spoken language and show understanding through joining in and responding  - explore the patterns and sounds of language through songs and rhymes  - engage in conversations; answer questions  - appreciate stories, songs, poems and rhymes  - understand basic grammar</p> <p><b>Speaking</b>  - engage in conversations; seek clarification and help  - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  - describe people, places, things and actions orally  - speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><b>Reading</b>  - link the spelling, sound and meaning of words  - read carefully and show understanding of words, phrases and simple writing  - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>Writing</b>  - describe people, places, things and actions in writing  - write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>-Understand basic grammar including: masculine/feminine, high frequency verb conjugation, notice language patterns; observe similarities and differences from English</p>	<p><b>National curriculum</b>  <b>Listening</b>  - listen attentively to spoken language and show understanding through joining in and responding  - explore the patterns and sounds of language through songs and rhymes  - engage in conversations; answer questions  - appreciate stories, songs, poems and rhymes  - understand basic grammar</p> <p><b>Speaking</b>  - engage in conversations; seek clarification and help  - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  - describe people, places, things and actions orally  - speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><b>Reading</b>  - link the spelling, sound and meaning of words  - read carefully and show understanding of words, phrases and simple writing  - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>Writing</b>  - describe people, places, things and actions in writing  - write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>-Understand basic grammar including: masculine/feminine, high frequency verb conjugation, notice language patterns; observe similarities and differences from English</p>
	<p><b>Co-ordinator expectations</b></p> <ul style="list-style-type: none"> <li>• High level of engagement and participation</li> <li>• Cultural focus each half term including food and music</li> <li>• Balance of speaking, listening, reading and writing</li> <li>• Emphasis on accurate pronunciation/phonetics: each lesson recalls previous phonemes and introduces new sound</li> <li>• Practice New Target Language in each lesson with range of dynamic activities and vocabulary learning games</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say</li> <li>• Recall of previous Target Language to improve memory spaced throughout the term</li> <li>• Songs to boost memory and reinforce vocab, rhyme, patterns and chunks of language</li> <li>• Choral reading of familiar stories translated into Spanish that children can tune into quickly</li> </ul>	<p><b>Co-ordinator expectations</b></p> <ul style="list-style-type: none"> <li>• High level of engagement and participation</li> <li>• Cultural focus each half term including food and music</li> <li>• Balance of speaking, listening, reading and writing</li> <li>• Emphasis on accurate pronunciation/phonetics: each lesson recalls previous phonemes and introduces new sound</li> <li>• Practice New Target Language in each lesson with range of dynamic activities and vocabulary learning games</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say</li> <li>• Recall of previous Target Language to improve memory spaced throughout the term</li> <li>• Songs to boost memory and reinforce vocab, rhyme, patterns and chunks of language</li> <li>• Choral reading of familiar stories translated into Spanish</li> </ul>	<p><b>Co-ordinator expectations</b></p> <ul style="list-style-type: none"> <li>• High level of engagement and participation</li> <li>• Cultural focus each half term including food and music</li> <li>• Balance of speaking, listening, reading and writing</li> <li>• Emphasis on accurate pronunciation/phonetics: each lesson recalls previous phonemes and introduces new sound</li> <li>• Practice New Target Language in each lesson with range of dynamic activities and vocabulary learning games</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say</li> <li>• Recall of previous Target Language to improve memory spaced throughout the term</li> <li>• Songs to boost memory and reinforce vocab, rhyme, patterns and chunks of language</li> <li>• Choral reading of familiar stories translated into Spanish</li> </ul>

Article 30: Every child has the right to learn and use the language customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

	<ul style="list-style-type: none"> <li>• Range of activities and games to</li> <li>• Making links with English and other languages to consolidate understanding and enrich awareness of language</li> <li>• Encourage independent learning with weekly challenge such as vocabulary searches at home</li> <li>• Each half term complete a written Language passport of key language</li> <li>• Termly online quiz to consolidate learning</li> </ul> <p>Themes: Friends / Family</p> <p>Article 29 Education must develop every child's personality, talents and abilities to the full.</p>	<p>that children can tune into quickly</p> <ul style="list-style-type: none"> <li>• Range of activities and games to</li> <li>• Making links with English and other languages to consolidate understanding and enrich awareness of language</li> <li>• Encourage independent learning with weekly challenge such as vocabulary searches at home</li> <li>• Each half term complete a written Language passport of key language</li> <li>• Termly online quiz to consolidate learning</li> </ul> <p>Themes: Shopping / At home</p> <p>Article 29 Education must develop every child's personality, talents and abilities to the full.</p>	<p>that children can tune into quickly</p> <ul style="list-style-type: none"> <li>• Range of activities and games to</li> <li>• Making links with English and other languages to consolidate understanding and enrich awareness of language</li> <li>• Encourage independent learning with weekly challenge such as vocabulary searches at home</li> <li>• Each half term complete a written Language passport of key language</li> <li>• Termly online quiz to consolidate learning</li> </ul> <p>Themes: Animals / Days out</p> <p>Article 29 Education must develop every child's personality, talents and abilities to the full.</p>
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