

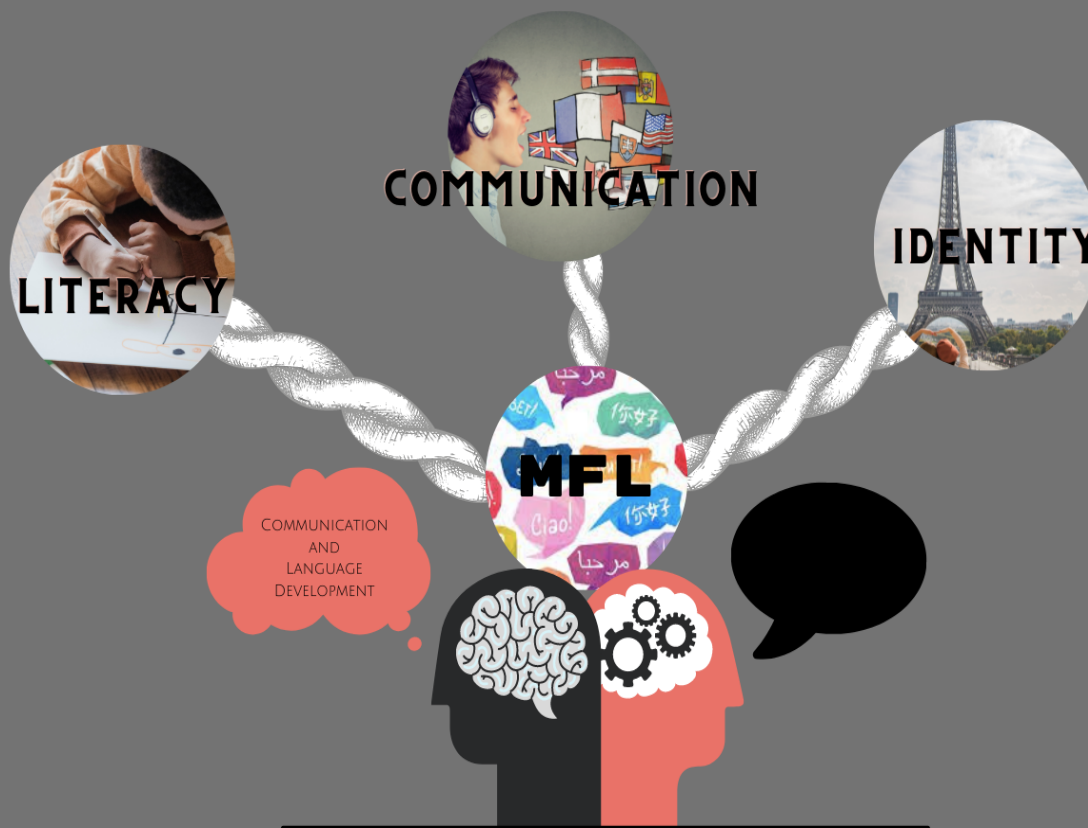


A MFL curriculum planned with aspirations for pupils to leave North Wheatley C of E Primary with:

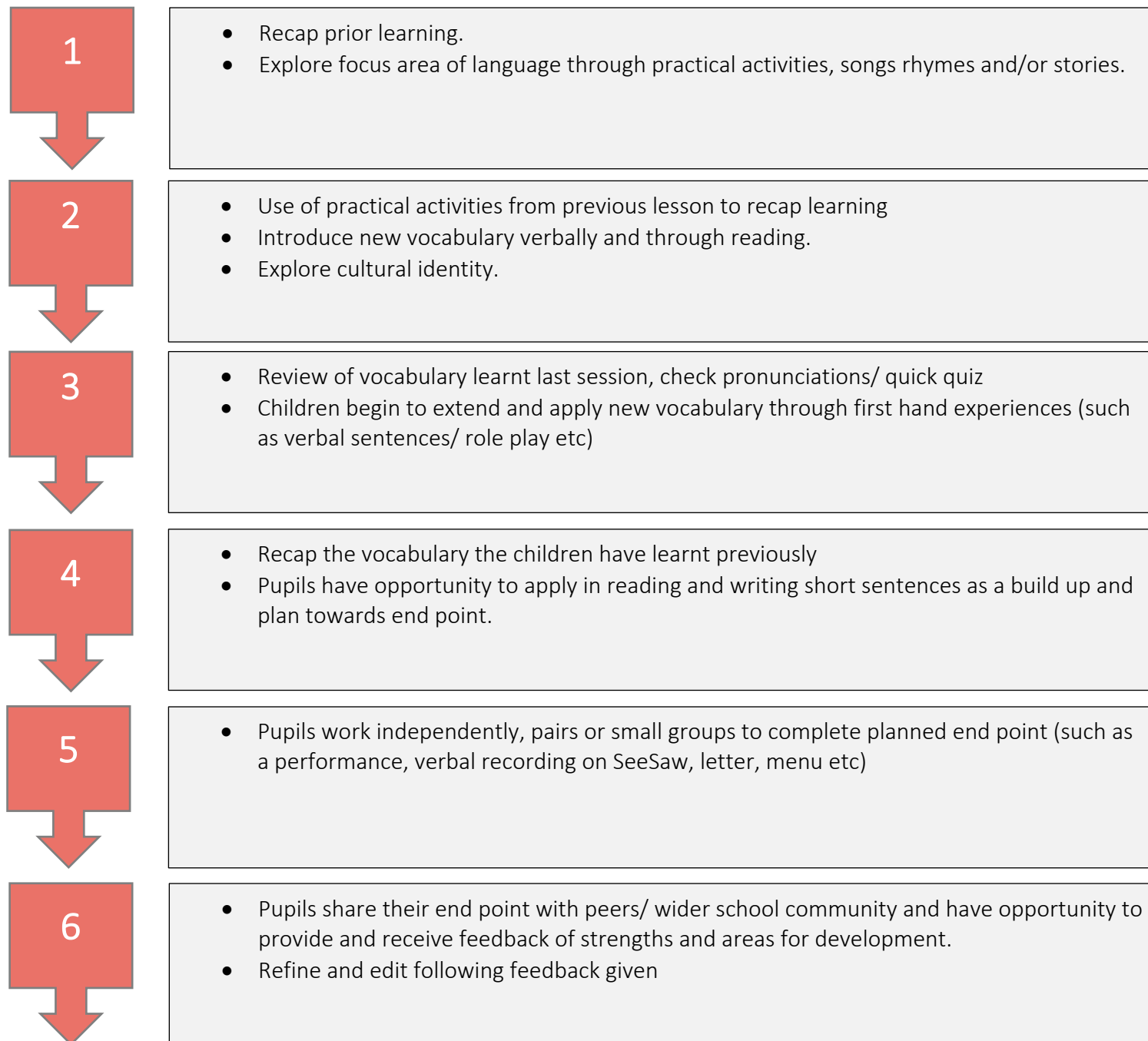
- The means of communicating with people from other cultures.
- The skills of communicative competence, so that they simultaneously explore and reflect on their own personal world and their own culture.
- The ability to expand their understanding of the world.



MFL KNOWLEDGE STRANDS



Subject Progression Framework



Communication

Pupils extend their linguistic and cultural knowledge, discover new ways of thinking and doing, develop the ability to interact appropriately with speakers of another language, negotiate meaning across cultural boundaries

Identity

Pupils develop their understanding of how language is intrinsic to the expression of culture and identity. As a means of communicating values, beliefs and customs, it has an important social function and fosters feelings of group identity and solidarity.

Literacy

Pupils develop their capacity to learn and use language. They apply cognitive strategies learned in a first language to a new language to decode and make meaning of different text.

CURRICULUM STRANDS	Communication		Identity		Literacy		Communication and Language Development
EYFS	See EYFS Tapestry Curriculum for Birth to Early Learning Goal Curriculum. The EYFS Tapestry feeds into the Key Stage One Curriculum.						
Key Vocabulary	Bonjour, Hola, nín hảo						
KS1 Year 1  Year 2 	- Join in with songs and rhymes - Respond to simple commands and answer with a single word or short phrase. - Ask a simple question requiring a response. - Select and use the correct word when naming people, places and objects.		Class routines encourage pupils to build an awareness of different cultural practices linked to languages (for example, during register and through stories)		- Read and understand single words and short phrases, using a dictionary to find the meaning of words. - Show understanding of words by labelling a picture. - Write single words correctly and copy simple words or phrases with accuracy.		
Key Vocabulary	Y1 Bonjour, Hola, Guten Tag, nín hảo, Namaste	Y2 Numbers 0-10	Y1 different, same	Y2 culture, traditions	Y1 Primary colours	Y2 Main body parts Number 0-10	

CURRICULUM STRANDS	Communication		Identity		Literacy		Communication and Language Development
LKS2 Year 3  Year 4 	- Hold a simple conversation making at least three statements and responding to a question using a short phrase. - Name and describe key objects, people and places.		Pupils can demonstrate respect and an understanding of the cultural 'norms' in various countries (i.e. ways to greet people and what is considered polite)		- Independently read and understand a short passage using familiar language learnt during communication and explain the main points using a bilingual dictionary to look up unfamiliar words. - Can accurately write phrases from memory and short sentences on a familiar topic which share likes and dislikes.		Pupils are able to use their understanding of the English language to make connections with other languages.
Key Vocabulary	Y3 Name Family Age Revisit Numbers 0-12	Y4 Weather School Travel Numbers 21-30 Likes and dislikes Prices	Y3 respect	Y4 consideration practice	Y3 Most body Parts All colours Birthday/Games	Y4 Friends Animals	
UKS2 Year 5  Year 6 	Start and hold a simple conversation with at least four exchanges using knowledge of grammar to speak clearly.		Pupils engage in discussion and debate, demonstrating an understanding of language as a fundamental aspect of cultural identity		- Read and understand a short story or factual text and note the main points using the context to identify, decode and understand the meaning of unfamiliar words. - Use grammatical knowledge and understanding to write a paragraph which shows evidence of the ability to substitute words and phrases.		Pupils are able to use their understanding of the English language to recognise differences in language structure
Key Vocabulary	Y5 Alphabet Journey to school Directions Lunchtime – foods Food likes and dislikes Food for celebration Months and seasons Weather Seasonal colours	Y6 Telling the time Dates Café – ordering food Regional food Ice-cream	Y5 identity	Y6 cultural identity	Y5 Places in locality Celebrations Describing planets At the beach	Y6 French schools School times School subjects School timetable Places in town Past and present Differences A guide for tourists	

Cohort attainment and progress tracker

(Entering=E, Beginning=B, Developing=D, Meeting=M, Exceeding=Exc, Greater Depth Standard=GDS)

Continuous dialogue reflecting yearly progress of learning and notes to feedforward for future planning.

Cohort's Achievement Each Term (%)							
		E	B	D	M	Exc	GDS
Year 1	Autumn						
	Spring						
	Summer						
Year 2	Autumn						
	Spring						
	Summer						
Year 3	Autumn						
	Spring						
	Summer						
Year 4	Autumn						
	Spring						
	Summer						
Year 5	Autumn						
	Spring						
	Summer						
Year 6	Autumn						
	Spring						
	Summer						

	Notes and feedforward (Individual pupils, group, class)	QA by Subject Leader
EYFS		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

