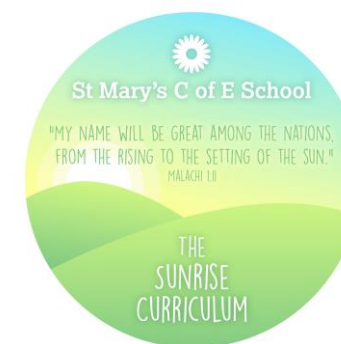**Modern Foreign Languages 2019-2020:** <mark>Autumn</mark> <mark>Spring</mark> <mark>Summer</mark>

Curriculum Intent

Provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable 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.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Prior Learning in EYFS and KS1	Year 3	Year 4	Year 5	Year 6	Progression in KS3
Participation in experience days and language events. E.g. exploration of French food during French day	I can engage in conversations; ask and answer questions; express opinions; seek clarification and help I can speak in sentences, using familiar vocabulary, phrases and basic language structures I can begin to develop accurate pronunciation and intonation so that others understand when I am using familiar words or phrases I can appreciate stories, songs, poems and rhymes in the language I can recognise and begin to respond to the written form of familiar vocabulary. I can make links between French phonemes and spellings I can begin to write familiar vocabulary	I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help I can develop accurate pronunciation and intonation so that others understand when I am reading aloud or using familiar words/phrases. I can present my ideas and information to a range of audiences. I can appreciate stories, songs, poems and rhymes in the language I can describe people, places, things and actions orally I can recognise and respond to the written form of familiar vocabulary. I can make links between French phonemes and spellings I can begin to write familiar vocabulary We will be using French /English dictionaries to research new vocabulary. We will be writing our own French nursery rhyme.	I can begin to read carefully and show understanding of words, phrases and simple writing I can appreciate stories, songs, poems and rhymes in the language *We looked at dual language books to compare stories, songs and rhymes.* I can broaden my vocabulary and develop my ability to understanding of new words that are introduced into familiar written material, including through using a dictionary I can describe people, places, things and actions orally and begin to in writing *We will be using French /English dictionaries to research new vocabulary.*	I can appreciate stories, songs, poems and rhymes in the language I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly I can describe people, places, things and actions orally and in writing I can understand basic grammar appropriate to the language being studied, including: feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language and how to apply these to build sentences; and how these are different and similar to English *We will look at dual language books to compare stories. E.g. we will look at a copy of a French Harry Potter novel to make comparisons.*	Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.
Opportunities for SMSC	We will be learning about comparing different communities	Talking about difference through different hair colour/eye colour /skin colour.			

Curriculum reading opportunities to be shown in italics (including digital literacy)