

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	Moi-même – introducing myself and pronunciation (nouns, phonics, alphabet, accents, isolated keywords) Assessment in listening	Moi-même - describing my age and giving dates (basic numeracy, nouns first phrases) Assessment in listening and speaking	Mes affaires- understanding classroom items and equipment (nouns, masculine, feminine, plural, adjectives, agreement, direct and indirect articles) Grammar Assessment	Moi-même, ma famille et mes animaux. (prior grammar +possessive adjectives, negatives) Assessment in writing and grammar	Ma description- what do I look like? (word order, adjectives, agreement, creation of more complex phrases) Assessment in speaking and writing	La description des autres- can I describe myself and others? (prior grammar+creation of paragraphs) Assessment in speaking, writing, reading, and listening
Y6	Mon Monstre (Recap of Y5 grammar, keywords, paragraphs, word order, verbs etre and avoir, 1st, 2 nd , 3 rd 'person singular) Assessment in reading and listening	Mon Monstre / Où j'habite (pronunciation, phonics, word order, verbs, m/f nouns, partitive – in) Assessment in speaking and writing	Ma Maison / Ma chambre (descriptive writing, accents, key phrase 'il y a', m/f/pl nouns, adjectives, prepositions) Grammar Assessment	Ma Chambre/ En ville (negatives, il n'y a pas de, nouns, partitive- in, of, prepositions,) Assessment in speaking and writing	En ville (command forms of verbs, subject pronouns- tu and vous) Assessment in reading and listening	En ville/Mon collègue (opinion plus infinitive rule, adjectives, m/f/pl nouns) Assessment in speaking and writing
Y7	Les sports que j'aime faire (extensions using adjectives, connectives, opinions, reasons, negatives, intensifiers and adverbs of time and frequency, partitives of and at) Assessment in speaking and writing	La télé et les films (prior metalanguage + formation of questions, numeracy- time, 24 hour clock, partitive-at) Grammar Assessment	Ce que je fais en ligne (prior metalanguage + development of ACORN IT, mid-year assessment phase, accuracy and accents, present tense grammar) Mid-term measure assessment across all 4 skills	Au Marche- la cuisine et les repas (prior metalanguage + high frequency transactional language, questions, numeracy: weights, measures, prices, partitive of/some) Assessment in reading and listening	Au restaurant- La cuisine française (formal and informal verb forms, questions, transactional language) Assessment in speaking and writing	La gastronomie et les vacances (command forms of verbs + prior metalanguage) Assessment in speaking, writing, reading, and listening
Y8	Les invitations, les excuses et l'uniforme (formation of questions, modal verbs, revision of present tense) Assessment in listening and speaking	Ma routine scolaire (Reflexive verbs, irregular high frequency verbs and infinitives. CROISSANT- focus on complexity) Assessment in reading and listening	Prédictions et plans pour le futur (near future tense, irregular verb focus, mid-year assessment phase) Mid-term measure assessment across all 4 skills	Le passé composé (auxiliary verbs, past participle formation, regular and irregular forms, accents, conjugation, creative grammar) Grammar Assessment	Ma visite à Paris (high frequency transactional language, application of metalanguage, revision of past, present and future tenses) Assessment in listening and speaking	Ma visite à Paris (using past, present and future tenses, negation in 3 tenses, questions in 3 tenses) Assessment in speaking, writing, reading, and listening

Scope

Coherence

Rigour

Sequencing

End Points: Aims and Knowledge in Evidence (per year/per key stage):

The KS2 MFL curriculum focuses predominantly on the progression from the use of isolated keywords into phrases that increase in their complexity and fluency. Students should be numerate to 100 within the target language (TL) and have a solid grasp of phonetic rules to enable increased fluency in productive skills of speaking and writing. The curriculum is structured to foster an appreciation for the target language culture and cultural events. Opportunities are provided for students to access authentic literature, TL texts and audio in order to support familiarity with TL comprehension and build familiarity with a broad vocabulary base. This in turn promotes the development of the receptive skills of reading and listening. Bi-lingual resources should be accessed frequently and independently. Students are assessed in Speaking, Listening, Reading and Writing with an emphasis on communication, comprehension and spontaneous language use and should show clear progression in TL fluency from their KS2 starting point in all 4 skills. In year 5 the focus centres on the self and people and things that are in the closest proximity moving to descriptive writing and speaking. In year 6 topics are grouped in projects that cumulatively build language complexity, whilst filling in knowledge gaps. Grammatical skills are taught and assessed throughout the key stage, but the emphasis remains predominantly on semantics and communication first and syntax is secondary. Students should be able to demonstrate good retention of vocabulary learnt during the key stage and explain their learning and its purpose at all stages of their learning journey.

The KS3 MFL Curriculum relies on the application of a metalanguage to new and varied contexts. The focus on the syntax increases and grammar is taught explicitly to support the acquisition of new skills and increasing linguistic proficiency in the target language. KS2 learning underpins fluency of vocabulary and new language acquisition enables development of breadth and complexity of the TL used by students across all the four skills and promotes spontaneous use of the TL. Successful use of tenses develops throughout the key stage with students able to demonstrate increasing proficiency with three tenses by the end of year 8. In year 7 students build fluency in using the regular present tense and move on to irregular present tense, the near future and perfect tense in year 8. Translation and pronunciation are taught skills spaced throughout the key stage with students increasing in proficiency. Grammar terminology is used explicitly throughout to enable students to identify, use and correctly describe language and grammar components. Homework is set to enrich out of class learning and has a heavy focus on vocabulary development and verb conjugation which is supported using IT. Target Language culture remains an important focus and is accessed via a focus on free time and leisure, market culture, cuisine, careers or aspirations, festivals and the capital city. Students encounter a wider variety of literary forms or authentic texts in the TL and look at broader themes of history, geography and art in the TL culture. Use of bi-lingual resources should be independent and students should be able to translate between English and the TL without resorting to direct translation. Students should demonstrate retention of metalanguage and key vocabulary from both key stages and be able to explain the purpose of their learning.

Curriculum Intent statement:

The MFL curriculum places high value on the on the life enriching opportunities offered by the knowledge of a foreign language. A foreign language is a unique means by which to reflect on and challenge perceptions that determine what normality is and enable students to develop a wider world view that overcomes barriers in communication. Language learning allows students to speak and think simultaneously and to understand how language is formed, developed and built within its distinctive culture whilst reflecting on their own. The MFL curriculum is developed to explore alternate customs, perspectives and culture using compelling contexts that engage students whilst providing a scaffold for students to move from basic fluency to increasing autonomy, whilst promoting a love of language learning. The subject is taught by a language specialist who has designed the curriculum specifically to promote and inspire both broad and deep subject expertise for every student and ensure success within the four language skills through extended deliberate practice that is spaced out through both key stages. The curriculum aims to ensure access to and success within further study, to empower understanding of global citizenship and build a significant cultural capital for every student to foster a fulfilling life.

Scope**Coherence****Rigour****Sequencing**