



At St Nicholas, our MFL curriculum intends to celebrate the language of French to fulfil the National Requirement for children in KS2 to learn a language. We have children at our school who collectively speak a wide variety of languages which we celebrate. Teaching is in line with the recommendations of the National Curriculum, considering the individual and differentiated needs of children. It acknowledges and celebrates the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance of inclusion. Above all, we want children to enjoy the experience of learning anew language by listening, speaking/singing, reading and writing it and, where possible, interacting with native speakers and appreciating the similarities and differences of the culture of another country.

The aims of our MFL curriculum are to develop pupils who:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms and the conjunction of high frequency verbs; key features of language; how to apply these to build sentences and how these differ from English.

COMPONENTS of KNOWLEDGE		
	Years 3/4	Years 5/ 6
Spoken language	I can name and describe people. I name and describe a place. I name and describe an object. I have a short conversation saying 3-4 things. I give a response using a short phrase. I am starting to speak in sentences.	I hold a simple conversation with at least 4 exchanges. I use my knowledge of grammar to speak correctly.
Reading	I read and understand short passage using familiar language. I can explain the main points in a short passage. I read a passage independently. I use a bilingual dictionary or glossary to look up new words.	I understand a short story or factual text and note main points. I use the context to work out unfamiliar words.



Writing	I write phrases from memory. I write 2-3 short sentences on a familiar topic. I say what I like/dislike about a familiar topic.	I write a paragraph of 4-5 sentences. I substitute words and phrases.
Vocabulary	Numbers to 10 Colours Classroom instructions Greetings French Landmarks Ages Where you live Numbers to 20 Animals Using adjectives (colours) to describe nouns Preferences (animals)	Numbers to 50 Days of the week Months of the year Hobbies Paris Monuments The date Travel School subjects Family + pets Physical appearances
Cultural appreciation	Understand and respect that there are people and places in the world around them that are different to where they live and play. Identify similarities and differences in their culture to that of another.	Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country Talk about, discuss and present information about a particular country's culture.