

What will a Morpeth Partnership Modern Foreign Languages Learner look like?

The MFL curriculum seeks to foster an understanding of not only the language, but also the culture, of the French and Spanish speaking world. We aim to enable every child to appreciate the value of language learning in our role as global citizens. Learning a foreign language is a liberation from insularity and provides an opening to other cultures.

	At the end of Year 2 they will have the following knowledge:	At the end of Year 6 they will have the following knowledge:
Being a modern foreign language learner	<p>Pupils will understand and use topic vocabulary of approximately 50-70 single words and short phrases. They will begin to read and write a few of these words.</p> <p>Pupils will appreciate that different languages are spoken throughout Europe and the world, and also within the UK.</p> <p>Pupils will have some awareness of similarities and differences between England and France.</p>	<p>Pupils will revise and extend their vocabulary.</p> <p>They will be able to read and write many of these words, to compose written and spoken sentences and to take part in conversations and prepare spoken presentations</p> <p>Pupils will have some understanding of the geography and history of France</p>
Knowledge	<p>At Key Stage 1, through the use of songs and games, pupils in the Morpeth Partnership are introduced to elements of foreign language and culture through a range of key vocabulary, such as :</p> <ul style="list-style-type: none"> ● Numbers to 20 ● Greetings ● Colours ● Classroom language <p>The focus is on active participation and oracy skills.</p>	
	<p>At Key Stage 2, pupils in the Morpeth Partnership continue to develop their confidence and skills in using a foreign language. Reinforcement and repetition of previously learnt vocabulary will be complemented by new vocabulary, such as:</p> <ul style="list-style-type: none"> ● Months and birthdays ● Clothing ● Animals ● Food 	

Progression of key skills from Y1 - Y8

	Skills and Understanding	Vocabulary	Cultural knowledge	Values and attitudes
End of Year 1	Listen and respond to simple instructions Answer with a single word Name objects in pictures Copy words to label a picture	Greetings Numbers to 10 Colours Body parts Classroom instructions Actions	Identify France as a country where French is spoken, and find France on a map of Europe.	Be interested in learning another language Join in enthusiastically with songs and action games Listen and respond by speaking in the foreign language
End of Year 2	Listen and respond to instructions Answer with a single word or short phrase Read and understand single words and short phrases Choose the right word to complete a phrase Copy single words and short phrases correctly	Numbers to 20 Days Weather Animals	Understand that Paris is the capital of France and recognise the French tricolore, the Eiffel Tower and Arc de Triomphe. Listen to a fiction story set in Paris (in English)	Ask questions about the foreign language, country or culture
End of Year 3	Listen and respond to longer instructions Write single words	Numbers to 31 Months and birthdays Family	Name the European neighbours of France and label them on a map	Show an interest in information about the country and cultural

	correctly Respond to familiar questions	clothes	Talk about difference in culture such as typical French foods and celebrating birthdays	differences
End of Year 4	Listen to a short familiar story giving the main points Write words and short phrases	Number consolidation Café/food Classroom objects Sports and pastimes Body parts (further)	Find Paris and 6 other cities on a map of France. Find the River Seine and the Alps / Pyrenees on a map. Christmas traditions	Build up a repertoire of songs and games to be played in the foreign language
End of Year 5	Develop phonics linking spoken and written sound patterns Understand and respond to simple, familiar statements and questions. Write simple sentences following a model.	Greetings and introducing yourself Alphabet/phonics Numbers to 70 Classroom objects/colours Days/months/birthdays Café conversation Pets/family (NMS)	Common French boys and girls names The Euro	
End of Year 6	Understand main points of familiar, but more complex, spoken and written sentences. Respond to familiar questions in TL, personalizing set phrases.	Numbers to 100 Pets/Family (CMS) Hair and eye descriptions Clothing In town	Look at a traditional fairy tale in TL	

	Begin to use a bilingual dictionary.			
End of Year 7 (French)	<p>Understand main points and some detail from short spoken and written passages of familiar language.</p> <p>Ask and answer familiar questions, giving more detail.</p> <p>Write short texts, responding to prompts in TL, using set phrases and personalising where appropriate. Translate simple sentences.</p> <p>Describe what is in a photo.</p> <p>Begin to conjugate regular er verbs and irregular verbs in the present tense.</p>	<p><u>Dynamo Module 1 : La Rentrée</u> Family Describing a classroom Free time and opinions Describing people</p> <p><u>Dynamo Module 2 : En Classe</u> Time School subjects Clothing Routine</p> <p><u>Dynamo Module 3 : Mon Temps Libre</u> Weather Sports and Games Verbs jouer and faire</p>	<p>Compare school life in France and other Francophone countries Talk about teen life and popular culture in France</p>	
End of Year 7 (Spanish)	<p>Understand main points and some detail from short spoken and written passages of familiar language.</p>	<p>Greetings and introducing yourself Alphabet/phonics Numbers to 50 Classroom objects/colours Days/months/birthdays</p>		

	<p>Ask and answer familiar questions, giving more detail.</p> <p>Write short texts, responding to prompts in TL, using set phrases and personalising where appropriate. Translate simple sentences.</p>	<p>Family Pets Physical descriptions Opinions</p>		
<p>End of Year 8 (French)</p>	<p>Understand main points and details from longer spoken and written passages which include extraneous information. Take part in structured conversations, giving more detail.</p> <p>Write short texts, responding to prompts in TL, using regular and irregular verbs in the present tense. Begin to translate more complex sentences.</p> <p>Begin to conjugate regular ir/re verbs in the present tense</p>	<p><u>Dynamo Module 4 : Ma Vie de Famille</u> Countries Animals Physical descriptions House and home At the breakfast table</p> <p><u>Dynamo Module 5 : En Ville</u> In town Verb aller Invitations Café life Trip to Paris</p> <p>Dynamo 2 <u>Module 1: Vive les vacances!</u> Revise être & avoir. Simple perfect tense</p>	<p>Compare mealtimes in France and typical eating habits Talk about French café culture Look at Paris as one of the cultural capitals of the world Bastille Day</p>	

	Begin to use the near future tense.	phrases (higher ability) Describing a theme park. Negatives		
End of Year 8 (Spanish)	Understand main points and details from longer spoken and written passages which include extraneous information. Take part in structured conversations, giving more detail. Write short texts, responding to prompts in TL, using regular and irregular verbs in the present tense. Begin to translate more complex sentences. Describe what is in a photo. Begin to use the near future tense.	Giving and justifying opinions School subjects Time The school day Rooms around school Present tense verbs Clothes and school uniform. Adjectives. Daily routine Sports and activities At the weekend Where we live House, region, country		

MFL concepts

At the end of Key Stage 1, the pupils will have developed an understanding of the following MFL concepts;	At the end of Key Stage 2, the pupils will have developed an understanding of the following MFL concepts;
<ul style="list-style-type: none">• Appreciate the richness and diversity of other countries, languages and cultures• Use previous knowledge, context and clues to understand communication• Use language they have heard in their own speaking	gender, masculine, feminine, plural, cognates, adjectives, adjectival agreements, adjectival placements, nouns, pronouns, verbs, voice intonation with questions, accents,