



ST. AIDAN'S CATHOLIC PRIMARY SCHOOL

The MFL Curriculum

# The MFL Curriculum

A systematic progression  
of Skills and Knowledge



# ST. AIDAN'S CATHOLIC PRIMARY SCHOOL

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### LOWER KEY STAGE 2

Key Stage 2: Years 3, 4, 5 and 6	Skills: Year 3
Listen attentively to spoken language and show understanding by joining in and responding (AT1)	Can pupils understand a few spoken words or phrases?
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (AT2)	Can pupils identify specific sound and phonemes?
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (AT3)	Can pupils say and repeat a few words?
speak in sentences, using familiar vocabulary, phrases and basic language structures (AT4)	Can pupils say and repeat short simple phrases?
develop accurate pronunciation and intonation so that others understand when pupils are reading aloud or using familiar words and phrases (AT5)	Can pupils recognise and read aloud everyday words and phrases?
present ideas and information orally to a range of audiences (AT6)	Can pupils use phonic knowledge to read words?
read carefully and show understanding of words, phrases and simple writing (AT7)	Can pupils write or copy everyday words /simple phrases correctly?
appreciate stories, songs, poems and rhymes in the language (AT8)	Can pupils label items?
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (AT9)	
write phrases from memory, and adapt these to create new sentences, to express ideas clearly (AT10)	
describe people, places, things and actions orally and in writing (AT11)	
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English (AT12)	
Cycle A Year 3/4 Context	<ul style="list-style-type: none"><li>Greeting/farewell, Name, Name Phrase, Numbers 1-15, Days of the Week, Months of the year, Animals, Personal information, Feelings, Fruits, Colours (red, white, black, green, blue, yellow, where I live)</li></ul>



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Key Stage 2: Years 3, 4, 5 and 6	Skills: Year 4
Listen attentively to spoken language and show understanding by joining in and responding (AT1)	Can pupils understand a range of familiar spoken phrases?
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (AT2)	Are pupils able to listen for specific words and phrases?
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (AT3)	Can pupils answer simple questions and give basic information?
speak in sentences, using familiar vocabulary, phrases and basic language structures (AT4)	Can pupils give responses to questions about everyday events?
develop accurate pronunciation and intonation so that others understand when pupils are reading aloud or using familiar words and phrases (AT5)	Can pupils pronounce familiar words and some new words correctly?
present ideas and information orally to a range of audiences (AT6)	Can pupils read aloud everyday words and phrases?
read carefully and show understanding of words, phrases and simple writing (AT7)	Can pupils understand simple written phrases?
appreciate stories, songs, poems and rhymes in the language (AT8)	Can pupils match sounds too familiar written words?
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (AT9)	Can pupils use books or glossaries to find the meaning of new words?
write phrases from memory, and adapt these to create new sentences, to express ideas clearly (AT10)	Can spell some familiar written words?
describe people, places, things and actions orally and in writing (AT11)	Can write one or two short simple sentences?
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English (AT12)	Can write short phrases used in everyday conversations?
Cycle B Year 3/4 Context	Numbers to 20, colours, classroom objects, describing myself, Asking "where is a place", Directions (left, right, straight ahead) shops in town, Parts of the face, body parts, describing monsters, jungle animals, weather.



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### UPPER KEY STAGE 2

Key Stage 2: Years 3, 4, 5 and 6	Skills: Year 5
Listen attentively to spoken language and show understanding by joining in and responding (AT1)	Can pupils understand the main points from a series of spoken sentences?
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (AT2)	Can pupils understand questions?
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (AT3)	Can pupils ask and answer simple questions and talk about interests?
speaking in sentences, using familiar vocabulary, phrases and basic language structures (AT4)	Can pupils take part in brief pre-prepared discussions and tasks?
develop accurate pronunciation and intonation so that others understand when pupils are reading aloud or using familiar words and phrases (AT5)	Can pupils demonstrate a growing vocabulary?
present ideas and information orally to a range of audiences (AT6)	Can pupils read and understand the main points in a short written text?
read carefully and show understanding of words, phrases and simple writing (AT7)	Can pupils apply phonic knowledge to find and write texts?
appreciate stories, songs, poems and rhymes in the language (AT8)	Can pupils use a bi-lingual dictionary or glossary to look up new words?
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (AT9)	Can pupils write two or three sentences as a personal response?
write phrases from memory, and adapt these to create new sentences, to express ideas clearly (AT10)	Can pupils express personal experiences and responses in writing?
describe people, places, things and actions orally and in writing (AT11)	Can pupils accurately use nouns and adjectives and show awareness of the use of verbs?
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English (AT12)	Can pupils write one or two sentences from memory?
Cycle A Year 5/6 Context	School subjects, timetables, Cities, shopping, fruit and vegetables, clothes, personal information, weather, travel, conjunctions to make comparisons, Seaside.



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### UPPER KEY STAGE 2

Key Stage 2: Years 3, 4, 5 and 6	Skills: Year 6
Listen attentively to spoken language and show understanding by joining in and responding (AT1)	Can pupils understand the main points from a short spoken passage?
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (AT2)	Can pupils take part in a simple conversation?
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (AT3)	Can pupils express simple opinions with generally accurate pronunciation?
speak in sentences, using familiar vocabulary, phrases and basic language structures (AT4)	Can pupils read and understand the main points and some detail in short written texts? (letter, poem, story)
develop accurate pronunciation and intonation so that others understand when pupils are reading aloud or using familiar words and phrases (AT5)	Can pupils use the context of a sentence or a translation dictionary to work out unfamiliar words?
present ideas and information orally to a range of audiences (AT6)	Can pupils use a bilingual dictionary to access unfamiliar language?
read carefully and show understanding of words, phrases and simple writing (AT7)	Can pupils refer to recent experience and everyday activities in writing?
appreciate stories, songs, poems and rhymes in the language (AT8)	Can pupils write a short text on a familiar topic using reference materials?
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (AT9)	Can pupils attempt to use nouns, verbs and adjective?
write phrases from memory, and adapt these to create new sentences, to express ideas clearly (AT10)	Can pupils use dictionaries or glossaries to check words?
describe people, places, things and actions orally and in writing (AT11)	
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English (AT12)	
Cycle B Year 5/6 Context	Daily routine, 24 and 12 hour clock, rooms in the house, Food, sports, opinions and rides, at the funfair, describing myself, café culture, menus