



ST. AIDAN'S CATHOLIC PRIMARY SCHOOL
The MFL Curriculum

The MFL Curriculum

A systematic progression
of Skills and Knowledge



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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? Can pupils identify specific sound and phonemes? Can pupils say and repeat a few words? Can pupils say and repeat short simple phrases? Can pupils recognise and read aloud everyday words and phrases? Can pupils use phonic knowledge to read words? Can pupils write or copy everyday words /simple phrases correctly? Can pupils label items?
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (AT2)	
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (AT3)	
speak in sentences, using familiar vocabulary, phrases and basic language structures (AT4)	
develop accurate pronunciation and intonation so that others understand when pupils are reading aloud or using familiar words and phrases (AT5)	
present ideas and information orally to a range of audiences (AT6)	
read carefully and show understanding of words, phrases and simple writing (AT7)	
appreciate stories, songs, poems and rhymes in the language (AT8)	
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">• 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



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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? Are pupils able to listen for specific words and phrases?
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (AT2)	Can pupils answer simple questions and give basic information? Can pupils give responses to questions about everyday events?
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (AT3)	Can pupils pronounce familiar words and some new words correctly? Can pupils read aloud everyday words and phrases?
speak in sentences, using familiar vocabulary, phrases and basic language structures (AT4)	Can pupils understand simple written phrases? Can pupils match sounds to familiar written words?
develop accurate pronunciation and intonation so that others understand when pupils are reading aloud or using familiar words and phrases (AT5)	Can pupils use books or glossaries to find the meaning of new words? Can spell some familiar written words?
present ideas and information orally to a range of audiences (AT6)	Can write one or two short simple sentences?
read carefully and show understanding of words, phrases and simple writing (AT7)	Can write short phrases used in everyday conversations?
appreciate stories, songs, poems and rhymes in the language (AT8)	
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 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? Can pupils understand questions?
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (AT2)	Can pupils ask and answer simple questions and talk about interests? Can pupils take part in brief pre-prepared discussions and tasks?
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (AT3)	Can pupils demonstrate a growing vocabulary?
speak in sentences, using familiar vocabulary, phrases and basic language structures (AT4)	Can pupils read and understand the main points in a short written text? Can pupils apply phonic knowledge to find and write texts?
develop accurate pronunciation and intonation so that others understand when pupils are reading aloud or using familiar words and phrases (AT5)	Can pupils use a bi-lingual dictionary or glossary to look up new words?
present ideas and information orally to a range of audiences (AT6)	Can pupils write two or three sentences as a personal response?
read carefully and show understanding of words, phrases and simple writing (AT7)	Can pupils express personal experiences and responses in writing?
appreciate stories, songs, poems and rhymes in the language (AT8)	Can pupils accurately use nouns and adjectives and show awareness of the use of verbs?
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 one or two sentences from memory?
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 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? Can pupils take part in a simple conversation?
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (AT2)	Can pupils express simple opinions with generally accurate pronunciation? Can pupils read and understand the main points and some detail in short written texts? (letter, poem, story)
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (AT3)	Can pupils use the context of a sentence or a translation dictionary to work out unfamiliar words?
speak in sentences, using familiar vocabulary, phrases and basic language structures (AT4)	Can pupils use a bilingual dictionary to access unfamiliar language? Can pupils refer to recent experience and everyday activities in writing?
develop accurate pronunciation and intonation so that others understand when pupils are reading aloud or using familiar words and phrases (AT5)	Can pupils write a short text on a familiar topic using reference materials?
present ideas and information orally to a range of audiences (AT6)	Can pupils attempt to use nouns, verbs and adjective?
read carefully and show understanding of words, phrases and simple writing (AT7)	Can pupils use dictionaries or glossaries to check words?
appreciate stories, songs, poems and rhymes in the language (AT8)	
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 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