

Great Chart Primary School

Curriculum Skills Map Modern Foreign Languages



Sept 2021

We aim to provide ways for the pupils to learn together so that all can succeed. As such we follow a skills based curriculum and we have aimed to create a document based around the key skills we see as relevant for life in the 21st Century. We believe that a curriculum heavily based on knowledge is no longer relevant, as knowledge is now so readily available at our fingertips. Instead, we want to foster in our pupils a love of learning, and develop their creativity and critical thinking through skills such as collaboration, research, problem solving, presentation, evaluation and reflection. These skills are reflected through the objectives identified in each subject area to help us develop confident, excited and proud learners who will be our leaders of the future and become a dynamic, adaptable workforce with high levels of reasoning and problem solving skills.

Teaching and learning within our school, as far as possible, is taught through a cross curricular approach to enable the children to make connections between their learning, leading to a deeper learning experience. Links are made wherever possible between subjects, however we recognise that Science, PE and RE will often need to be taught in a discrete manner.

Curriculum Skills Map- MFL- Key Stage 1			
Listening & Responding	Speaking	Reading & Responding	Writing (pictures used to support)
<p>Do they understand simple classroom commands? e.g. <i>Ecoutez, Regardez, Leves-vous, Trouvez un partenaire, Asseyez-vous</i></p> <ul style="list-style-type: none"> Do they understand short statements? e.g. <i>Bonjour, Au revoir, Weather</i> Do they understand simple questions? e.g. <i>Comment t'appelles tu? Quel age as tu? Quel couleur? Le date est...)</i> Do they understand clearly spoken speech? <i>May need a lot of help, e.g. gesture and repetition.</i> 	<p>Can they answer with a single word? e.g. <i>Their name, their age, colours, day, month)</i></p> <ul style="list-style-type: none"> Can they answer with a short phrase? eg. <i>merci, oui, non merci, au revoir, dejeuner svp,</i> <p><i>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</i></p>	<ul style="list-style-type: none"> Can they read and understand a single word? e.g. <i>Incidental language linked to colours, classroom objects, places</i> <p><i>Presented in clear script in familiar context. May need visual cue (pairs game/flashcards/labels).</i></p>	<ul style="list-style-type: none"> Can they copy a single word correctly? e.g. <i>words for colours, animals,</i> Can they label items with a single word? Can they choose the right words to complete a phrase? Can they choose the right words to complete a short sentence (cloze text)?

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Curriculum Skills Map- MFL- Year 3

Listening & Responding	Speaking	Reading & Responding	Writing
<ul style="list-style-type: none"> • Do they understand and are they able to respond to familiar spoken words, phrases and sentences? • Do they understand a range of familiar questions? • Can they repeat and sing well-known French songs? 	<ul style="list-style-type: none"> • Can they give short and simple responses to what they see and hear? <i>e.g. Conversational French including greetings, number responses, taught vocab, colours, what's the date?</i> • Can they name and describe people? <i>e.g. Il/elle s'appelle.../Il est... using adjectives; il a sept ans</i> • Can they name and describe simple classroom objects/colours? • Can they use (set) phrases? • Can they use correct pronunciation when 	<ul style="list-style-type: none"> • Can they read and understand single words and short phrases? • Can they read aloud single words and phrases? • Can they use books or glossaries to find the meanings of new words? • Can they read aloud familiar text in chorus? 	<ul style="list-style-type: none"> • Can they copy a short familiar phrase? • Can they write or word-process set phrases we use in class? • Can they write some familiar simple words using a model from memory?

<p><i>May need items repeated.</i></p>	<p>speaking and show awareness of sound spelling links?</p> <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p>		<p><i>When they write familiar words from memory their spelling may be approximate.</i></p>
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Curriculum Skills Map- MFL- Year 4

Listening & Responding	Speaking	Reading & Responding	Writing
<ul style="list-style-type: none"> • Do they understand short passages made up of familiar language? <ul style="list-style-type: none"> • Can they communicate by asking and answering a wider range of questions and presenting short pieces of information? • Do they understand instructions, messages 	<ul style="list-style-type: none"> • Can they have a short conversation where they are saying 2-3 things? Conversational, visits, hobbies etc • Can they use short phrases to give a personal response? • Can they name and describe places? La ville, le sale de 	<ul style="list-style-type: none"> • Can they read and understand short and simple texts using familiar language, already taught? • Can they identify familiar words from a short, simple text and give a response? (true or false, multiple choice, answer simple retrieval questions) • Can they read independently? 	<ul style="list-style-type: none"> • Can they write 2-3 short sentences on a familiar topic? • Can write simple Opinions • Do they understand feminine and masculine forms?

<p>and dialogues within short passages?</p> <ul style="list-style-type: none"> • Can they identify and note the main points and give a personal response on a passage? <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<p>classe, l'école etc</p> <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<ul style="list-style-type: none"> • Can they use a bilingual dictionary or glossary to look up new words? • Can they apply phonic knowledge to support reading, writing and pronunciation 	<p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>

<h2 style="text-align: center;">Curriculum Skills Map- MFL- Year 5/6</h2>			
<h3>Listening & Responding</h3>	<h3>Speaking</h3>	<h3>Reading & Responding</h3>	<h3>Writing</h3>
<ul style="list-style-type: none"> • Do they understand short passages made up 	<ul style="list-style-type: none"> • Can they have a short conversation where they 	<ul style="list-style-type: none"> • Can they read and understand short texts 	<ul style="list-style-type: none"> • Can they say what they like and dislike about a

<p>of familiar language by responding to simple retrieval questions? Matching texts to images/speech bubbles</p> <ul style="list-style-type: none"> Do they understand instructions, messages and dialogues within short passages? Matching texts to images/speech bubbles Can they identify and note the main points and give a personal response on a passage? <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<p>are saying 3-4 things?</p> <ul style="list-style-type: none"> Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases? <i>Il, elle Pronouns, gender, words in wrong places</i> <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<p>(including short stories)using familiar language already taught?</p> <ul style="list-style-type: none"> Can they identify and note the main points and give a personal response? Can they read independently? <ul style="list-style-type: none"> Can they use a bilingual dictionary or glossary to look up new words? Can they use context to work out unfamiliar words? 	<p>familiar topic?</p> <p><i>J'aime... J'adore... Je deteste... Je n'aime pas...</i></p> <ul style="list-style-type: none"> Can they use short phrases to give a personal response and/or an opinion? <p><i>Je prefere... Je voudrais...</i></p>
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