

Three Areas of Substantive and Disciplinary Knowledge which Underpin the Sutton Park Primary MFL Curriculum

The assessment framework is structured according to three areas of substantive and disciplinary knowledge: pronunciation, vocabulary, and grammar. Children develop this knowledge sequentially, reinforced by regular revision of what they have learned previously, through the disciplines of listening, speaking, reading, and writing. All of this knowledge is developed through a balance of exploration and deliberate practice, woven into rich encounters with the language in contexts which include the culture and lifestyle of people who live in countries where the target language is spoken. This exposure to the language being spoken and cultures and lives other than their own is essential because, in the primary years, pupils' experience of foreign languages is likely to be far less than their lived experiences of most other curriculum subjects. The foreign languages they hear and use in the classroom are likely to be the only exposure most pupils have.

This framework should be read alongside the co-design materials and exemplification, which illustrates activities and questions for particular year groups. These materials are designed to inform how we plan for children to improve year by year and assess how well they are improving.

Phonological knowledge and pronunciation

In the target language, pronunciation is practised by pupils by imitating the speech of fluent language users and by identifying the phonemes in words in the target language and how these are sounded. Pupils are given opportunities to hear the target language being spoken, by their teachers, by fluent language users and by native language speakers. This provides the models from which children build their knowledge of the particular sounds, phonology and pronunciation of the target language. They encounter these models through listening, speaking and reading activities, but it supports the development of their writing as well, because it makes connections to how regular spelling patterns language link to pronunciation.

Vocabulary

In the target language, pupils become familiar with a range of substantive vocabulary within themes and topics related to themselves and their common experiences. This vocabulary is acquired cumulatively, and revisited and re-used regularly in a range of contexts. They learn to use verbs, nouns and adjectives which help them to describe specific circumstances, and to ask and answer questions. They apply this substantive vocabulary knowledge across the disciplines of listening, speaking, reading and writing.

Grammar

In the target language, pupils become familiar with foundational grammatical features of the language which determine how and why verb forms change to reflect pronouns and tense, how nouns have genders and how word order in simple sentences may be different from English. They learn common phrases which utilise grammatical structures which they can apply in other contexts. They observe the similarities and differences between the target language and English, and use this to generalise about patterns.

Phonological knowledge and pronunciation

| | Y3 | Y4 | Y5 | Y6 |
|------------------------|--|---|---|--|
| Listening and speaking | <p>Listen to the patterns and sounds of the target language in contexts and accurately repeat words and phrases.</p> <p>Deliberately imitate the pronunciation of the target language and speak clearly when addressing an audience.</p> <p>(Numbers and colours, basic greetings, 'in my pencil case', family, clothes)</p> | <p>Listen to the patterns and sounds of the target language in contexts and accurately repeat words and phrases.</p> <p>Deliberately imitate the pronunciation of the target language and speak clearly when addressing an audience.</p> <p>(Revision of numbers, colours, days of the week, seasons, greetings: 'Around town', 'Cafe food', 'Hobbies and Pastimes)</p> | <p>Listen for specific examples of regular patterns and sounds of the target language and accurately repeat words and phrases in a context.</p> <p>Use mostly accurate pronunciation of the target language and speak clearly when addressing an audience.</p> <p>Begin to use intonation and gesture to show differentiation between sentences and questions.</p> <p>(Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food)</p> | <p>Listen for specific examples of regular patterns and sounds of the target language and accurately repeat words and phrases in a context.</p> <p>Use mostly accurate pronunciation of the target language and speak clearly when addressing an audience.</p> <p>Begin to use intonation and gesture to show differentiation between sentences and questions.</p> <p>(Paris, shopping, consolidation and introduction to Spanish)</p> |

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| Reading | <p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p> <p>Read aloud, as part of a class or group, a chorus or refrain from a familiar text. (Numbers and colours, basic greetings, 'in my pencil case', family, clothes)</p> | <p>Identify examples of how pronunciation is affected by the different phonemes in the target language.</p> <p>Read aloud a chorus, refrain or short passage from a familiar text. (Revision of numbers, colours, days of the week, seasons, greetings: 'Around town', 'Cafe food', 'Hobbies and Pastimes')</p> | <p>Recognise different common phonemes and accents in the target language which require specific focus on pronunciation.</p> <p>Read aloud a familiar text using accurate pronunciation. (Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food)</p> | <p>Show awareness of the target language's regular patterns of pronunciation.</p> <p>Read aloud a familiar text using accurate pronunciation and present a short, learned piece for performance. Shopping sketch- speak for purpose)</p> |
| Writing | | <p>Use knowledge of phonemes to spell words encountered in different topics accurately.</p> | <p>Use knowledge of phonemes to spell words encountered in different topics accurately. (Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food)</p> | <p>Use knowledge of phonemes to spell words encountered in different topics accurately.</p> |

| Vocabulary | | | | |
|------------------------|---|---|--|--|
| | Y3 | Y4 | Y5 | Y6 |
| Listening and speaking | <p>Listen carefully and identify familiar words in songs, poems and simple stories.</p> <p>Recognise colours, numbers to 12 and know own age and birthday date.</p> <p>Ask and answer questions on a limited range of topics such as their name, age, where they live, the date of their birthday, parts of the body, their clothes and food.</p> <p>Use simple greetings and farewells.</p> <p>Follow simple classroom instructions and directions. (Numbers and colours, basic greetings, 'in my pencil case', family, clothes)</p> | <p>Listen carefully and identify familiar words in songs, poems and simple stories.</p> <p>Name a range of colours, numbers to 20, days of the week and months of the year.</p> <p>Ask and answer questions on further topics including their family, places they know and places and features of the main country of the target language.</p> <p>Use simple greetings and farewells.</p> <p>Use simple connectives ("and")</p> <p>Follow simple classroom instructions and directions. (‘Around town’, ‘Cafe food’, ‘Hobbies and Pastimes)</p> | <p>Listen carefully and identify familiar words in songs, poems and simple stories.</p> <p>Use numbers to 100, and use numbers in the contexts of money.</p> <p>Ask and answer questions on further topics such as time, time of day, daily routines, their school.</p> <p>Use simple greetings and farewells.</p> <p>Use simple connectives ("because")</p> <p>Give and follow instructions and directions using simple directional language. (Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food)</p> | <p>Listen carefully and identify familiar words in songs, poems and simple stories.</p> <p>Use numbers to 1000, and use numbers in the contexts of year dates.</p> <p>Give opinions on a range of topics studied.</p> <p>Use simple greetings and farewells.</p> <p>Use simple time connectives.</p> <p>Give and follow instructions and directions using simple directional language.</p> |

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| Reading | Read sentences which use the vocabulary developed through speaking and listening. Identify familiar words in sentences on a familiar topic, and give their meaning in English. (Numbers and colours, basic greetings, 'in my pencil case', family, clothes) | Read sentences which use the vocabulary developed through speaking and listening. Identify familiar words in sentences on a familiar topic, and give their meaning in English. ('Around town', 'Cafe food', 'Hobbies and Pastimes) | Read short texts which use the vocabulary developed through speaking and listening. Identify familiar words in short texts on a familiar topic, and give their meaning in English. (Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food) | Read short texts which use the vocabulary developed through speaking and listening. Identify familiar words in short texts on a familiar topic, and give their meaning in English. (Paris, shopping, consolidation and introduction to Spanish) |
| | Writing | Use the vocabulary developed through listening, speaking and reading in simple sentences. | Use the vocabulary developed through listening, speaking and reading in compound sentences. (Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food) | Use the vocabulary developed through listening, speaking and reading in simple sentences. |
| Grammar | | | | |
| | Y3 | Y4 | Y5 | Y6 |

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|------------------------|---|---|---|--|
| Listening and speaking | Listen and respond to familiar spoken words and phrases. | Listen and respond to familiar spoken words and phrases. | Communicate with others using simple phrases and short sentences. | Communicate with others using simple phrases and short sentences. |
| | Notice that verb forms change. | Notice how verb forms change in the present tense. | Notice how verb forms change to show past tense. | Notice how verb forms change to show past and future tense. |
| | Conjugate verbs to be / to have and some common verbs correctly in the first person singular. (<i>je suis / j'ai, je regarde, je vais</i>) | Conjugate verbs to be / to have and some common verbs correctly in the third person singular. (<i>elle est/ elle a, elle regarde, elle va</i>) | Conjugate verbs to be / to have / to like and some common verbs correctly in singular and plural. | Conjugate verbs to be / to have / to like and some common verbs correctly in singular and plural. |
| | Begin to understand how to form the simple negative. (<i>je n'ai pas un frère</i>) | Form the simple negative accurately. (<i>elle n'a pas une sœur</i>) | Give and follow instructions, using common verbs in the imperative voice. (<i>fermez la fenêtre, ne touchez pas</i>) | Use first person to like + infinitive (<i>j'aime manger une glace, je n'aime pas manger les noisettes</i>) |
| | Notice that the definite/indefinite article changes according to the gender of noun. (<i>le/la, un/une</i>) (Numbers and colours, basic greetings, 'in my pencil case', family, clothes) | Notice patterns in how the definite/indefinite article changes according to the gender of noun. Notice differences in word order when using adjectives. (<i>elle regarde un chat noir</i>) (‘Around town’, ‘Cafe food’, ‘Hobbies and Pastimes’) | Know the correct gender of commonly used nouns. Use correct word order when using adjectives. (<i>fermez la fenêtre à gauche</i>) (Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food) | Know the correct gender of commonly used nouns. Use correct word order when using adjectives. (<i>j'aime manger une glace fraise</i>) |

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| Reading | Read and understand sentences which use the grammar developed through speaking and listening. (Numbers and colours, basic greetings, 'in my pencil case', family, clothes) | Read and understand sentences which use the grammar developed through speaking and listening. (‘Around town’, ‘Cafe food’, ‘Hobbies and Pastimes’) | Read and understand short texts which use the grammar developed through speaking and listening. (Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food) | Read and understand short texts which use the grammar developed through speaking and listening. |
| Writing | | Use the grammar developed through listening, speaking and reading in simple sentences. | Use the grammar developed through listening, speaking and reading in compound sentences. (Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food) | Use the grammar developed through listening, speaking and reading in a range of sentences. |

Experiences in Early Years and Key Stage 1 which give pupils a foundation on which the KS2 curriculum in Modern Foreign Languages builds.

The learning of another language is introduced to pupils in EYFS and KS 1 informally. Teachers may introduce, for example, answering the register or giving routine classroom instructions in another language, including but not exclusively the target language which they will study in KS2. Children are encouraged to practise listening to the pronunciation of other languages and imitating the sounds they hear.

This is seen as an integral part of a language rich curriculum, in which children are encouraged to play with language, in which they are drawn into rhymes, choruses and songs they hear and enjoy the patterns, rhythms and pronunciation of new and strange words.

At the same time, through work which encompasses areas of learning such as Understanding the World in the Early Years Foundation Stage and in Geography in KS1, children are being encouraged to be curious and knowledgeable about people from countries other than their own, including the languages spoken in those countries.

The experience of pupils for whom English is an additional language is drawn upon as a model, where this is possible, for broadening children's awareness of the diversity of languages and cultures. It also provides opportunity for teachers to model the process of learning a 'new' language. As they become more fluent in communication, bilingual children tend to search for patterns, to 'notice' how a language works - its sounds, its words and its structure.

These - pronunciation, vocabulary and grammar - are the key disciplinary elements of the KS2 curriculum.

At the end of Year 3

| | Pronunciation | Vocabulary | Grammar |
|------------------------|--|--|--|
| Listening and speaking | <p>Listen to the patterns and sounds of the target language in contexts and accurately repeat words and phrases.</p> <p>Deliberately imitate the pronunciation of the target language and speak clearly when addressing an audience.</p> | <p>Listen carefully and identify familiar words in songs, poems and simple stories.</p> <p>Recognise colours, numbers to 12 and know own age and birthday date.</p> <p>Ask and answer questions on a limited range of topics such as their name, age, where they live, the date of their birthday, parts of the body, their clothes and food.</p> <p>Use simple greetings and farewells.</p> <p>Follow simple classroom instructions and directions.</p> | <p>Listen and respond to familiar spoken words and phrases.</p> <p>Notice that verb forms change.</p> <p>Conjugate verbs to be / to have and some common verbs correctly in the first person singular. (<i>je suis / j'ai, je regarde, je vais</i>)</p> <p>Begin to understand how to form the simple negative. (<i>je n'ai pas un frère</i>)</p> <p>Notice that the definite/indefinite article changes according to the gender of noun. (<i>le/la, un/une</i>)</p> |
| Reading | <p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p> <p>Read aloud, as part of a class or group, a chorus or refrain from a familiar text.</p> | <p>Read sentences which use the vocabulary developed through speaking and listening.</p> <p>Identify familiar words in sentences on a familiar topic, and give their meaning in English.</p> | <p>Read and understand sentences which use the grammar developed through speaking and listening.</p> |

At the end of Year 4

| | Pronunciation | Vocabulary | Grammar |
|------------------------|--|--|--|
| Listening and speaking | <p>Listen to the patterns and sounds of the target language in contexts and accurately repeat words and phrases.</p> <p>Deliberately imitate the pronunciation of the target language and speak clearly when addressing an audience.</p> <p>(‘Around town’, ‘Cafe food’, ‘Hobbies and Pastimes’)</p> | <p>Listen carefully and identify familiar words in songs, poems and simple stories.</p> <p>Name a range of colours, numbers to 20, days of the week and months of the year.</p> <p>Ask and answer questions on further topics including their family, places they know and places and features of the main country of the target language.</p> <p>Use simple greetings and farewells.</p> <p>Use simple connectives (“and”).</p> <p>Follow simple classroom instructions and directions.</p> <p>(‘Around town’, ‘Cafe food’, ‘Hobbies and Pastimes’)</p> | <p>Listen and respond to familiar spoken words and phrases.</p> <p>Notice how verb forms change in the present tense.</p> <p>Conjugate verbs to be / to have and some common verbs correctly in the third person singular. (<i>elle est/ elle a, elle regarde, elle va</i>)</p> <p>Form the simple negative accurately. (<i>elle n’a pas une soeur</i>)</p> <p>Notice patterns in how the definite/indefinite article changes according to the gender of noun.</p> <p>Notice differences in word order when using adjectives. (<i>elle regarde un chat noir</i>)</p> <p>(‘Around town’, ‘Cafe food’, ‘Hobbies and Pastimes’)</p> |
| Reading | <p>Identify examples of how pronunciation is affected by the different phonemes in the target language.</p> <p>Read aloud a chorus, refrain or short passage from a familiar text.</p> | <p>Read sentences which use the vocabulary developed through speaking and listening.</p> <p>Identify familiar words in sentences on a familiar topic, and give their meaning in English.</p> | <p>Read and understand sentences which use the grammar developed through speaking and listening.</p> |

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| Writing | Use knowledge of phonemes to spell words encountered in different topics accurately. | Use the vocabulary developed through listening, speaking and reading in simple sentences. | Use the grammar developed through listening, speaking and reading in simple sentences. |
| At the end of Year 5 | | | |
| | Pronunciation | Vocabulary | Grammar |
| Listening and speaking | <p>Listen for specific examples of regular patterns and sounds of the target language and accurately repeat words and phrases in a context.</p> <p>Use mostly accurate pronunciation of the target language and speak clearly when addressing an audience.</p> <p>Begin to use intonation and gesture to show differentiation between sentences and questions.</p> <p>(Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food)</p> | <p>Listen carefully and identify familiar words in songs, poems and simple stories.</p> <p>Use numbers to 100, and use numbers in the contexts of money.</p> <p>Ask and answer questions on further topics such as time, time of day, daily routines, their school.</p> <p>Use simple greetings and farewells.</p> <p>Use simple connectives (“because”)</p> <p>Give and follow instructions and directions using simple directional language. (Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food)</p> | <p>Communicate with others using simple phrases and short sentences.</p> <p>Notice how verb forms change to show past tense.</p> <p>Conjugate verbs to be / to have / to like and some common verbs correctly in singular and plural.</p> <p>Give and follow instructions, using common verbs in the imperative voice. (<i>fermez la fenêtre, ne touchez pas</i>)</p> <p>Know the correct gender of commonly used nouns.</p> <p>Use correct word order when using adjectives. (<i>fermez la fenêtre à gauche</i>) (Revision of numbers, colours, days of the week, seasons, greetings: in the classroom, animals, food)</p> |

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| Reading | Recognise different common phonemes and accents in the target language which require specific focus on pronunciation. Read aloud a familiar text using accurate pronunciation. | Read short texts which use the vocabulary developed through speaking and listening. Identify familiar words in short texts on a familiar topic, and give their meaning in English. | Read and understand short texts which use the grammar developed through speaking and listening. |
| | Use knowledge of phonemes to spell words encountered in different topics accurately. | Use the vocabulary developed through listening, speaking and reading in compound sentences. | Use the grammar developed through listening, speaking and reading in compound sentences. |
| At the end of Year 6 | | | |
| | Pronunciation | Vocabulary | Grammar |
| Listening and speaking | <p>Listen for specific examples of regular patterns and sounds of the target language and accurately repeat words and phrases in a context.</p> <p>Use mostly accurate pronunciation of the target language and speak clearly when addressing an audience.</p> <p>Begin to use intonation and gesture to show differentiation between sentences and questions.</p> | <p>Listen carefully and identify familiar words in songs, poems and simple stories.</p> <p>Use numbers to 1000, and use numbers in the contexts of year dates.</p> <p>Give opinions on a range of topics studied.</p> <p>Use simple greetings and farewells.</p> <p>Use simple time connectives.</p> <p>Give and follow instructions and directions using simple directional language.</p> | <p>Communicate with others using simple phrases and short sentences.</p> <p>Notice how verb forms change to show past and future tense.</p> <p>Conjugate verbs to be / to have / to like and some common verbs correctly in singular and plural.</p> <p>Use first person to like + infinitive (<i>j'aime manger une glace, je n'aime pas manger les noisettes</i>)</p> <p>Know the correct gender of commonly used nouns.</p> <p>Use correct word order when using adjectives. (<i>j'aime manger une glace fraise</i>)</p> |

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| Reading | <p>Show awareness of the target language's regular patterns of pronunciation.</p> <p>Read aloud a familiar text using accurate pronunciation and present a short, learned piece for performance.</p> | <p>Read short texts which use the vocabulary developed through speaking and listening.</p> <p>Identify familiar words in short texts on a familiar topic, and give their meaning in English.</p> | <p>Read and understand short texts which use the grammar developed through speaking and listening.</p> |
| Writing | <p>Use knowledge of phonemes to spell words encountered in different topics accurately.</p> | <p>Use the vocabulary developed through listening, speaking and reading in a range of sentences.</p> | <p>Use the grammar developed through listening, speaking and reading in a range of sentences. (Paris, shopping, consolidation and introduction to Spanish)</p> |