

## Colney Heath School

### MFL: Speaking

Year Group	National Curriculum Statement	Themes	Features of learning
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ listen attentively to spoken language and show understanding by joining in and responding</li> <li>□ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>□ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* □ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>□ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>□ present ideas and information orally to a range of audiences*</li> <li>□ read carefully and show understanding of words, phrases and simple writing</li> <li>□ appreciate stories, songs, poems and rhymes in the language</li> <li>□ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>□ write phrases from memory, and adapt these to create new sentences, to express ideas clearly □ describe people, places, things</li> </ul>	<p>Salutations</p> <p>Je peux</p> <p>Les fruits</p> <p>Les animaux</p> <p>J'apprends le français</p> <p>Les couleurs et les nombres</p>	<p>Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat &amp; then recall from memory with good pronunciation and high accuracy a variety of nouns &amp; articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc. Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term</p> <p>Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice-cream'. We begin to move from single words to short, simple phrase</p> <p>Pupils will, even at this early level, start to be able to give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'</p>
Year 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ present ideas and information orally to a range of audiences*</li> <li>□ read carefully and show understanding of words, phrases and simple writing</li> <li>□ appreciate stories, songs, poems and rhymes in the language</li> <li>□ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>□ write phrases from memory, and adapt these to create new sentences, to express ideas clearly □ describe people, places, things</li> </ul>	<p>Je me presente</p> <p>Au café</p> <p>Quel temps fait-il?</p>	<p>Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.</p> <p>Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. We move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit. Pupils will use these more expanded speaking structures in units including: 'Pets', 'Family', 'My Home',</p>

	and actions orally* and in writing □ 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		'Habitats', 'Romans', 'The Date', 'The Weather', 'Clothes' etc. Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall. Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. Pupils are also encouraged to pronounce and recite the short poems and rhymes provided in the 'Phonetics' unit.
Year 5		Chez moi En classe	Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. We also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles. Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion in units including: 'At School' and 'The Weekend'
Year 6		Le Week-end A l'école	Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning. Pupils will also start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people). This expansion of spoken tasks takes place in a number of our Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'The Planets', 'WWII'. Pupils continue to explore, understand and mimic the patterns of sound and language. We hope that pupils will be willing to attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point