

Colney Heath School

MFL: Writing

Year Group	National Curriculum Statement	Themes	Features of learning
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">□ listen attentively to spoken language and show understanding by joining in and responding□ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words□ 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□ develop accurate pronunciation and	<p>Je peux</p> <p>Les fruits</p> <p>Les animeux</p>	<p>Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles). Extra challenge writing activities are provided in some Early Language units where pupils are encouraged to attempt to spell and write some simple words and vocabulary from memory.</p> <p>Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc.</p> <p>Pupils are encouraged to challenge themselves in their foreign language learning. This includes, amongst other linguistic challenges, attempting translations. The ability to translate from the foreign language into English is an important writing skill. Our Early Language Teaching units teach pupils how to translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy</p>

Year 4	<p>intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>□ present ideas and information orally to a range of audiences*</p> <p>□ read carefully and show understanding of words, phrases and simple writing</p> <p>□ appreciate stories, songs, poems and rhymes in the language</p> <p>□ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>□ write phrases from memory, and adapt these to create new sentences, to express ideas clearly □ describe people, places, things and actions orally* and in writing</p> <p>□ 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</p>	<p>Les Romains</p> <p>Quelle est la date</p>	<p>Pupil will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary taught in our Intermediate Teaching units. Sentences will include the correct use nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory. Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement. Pupils learn to write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary from topics such as: 'Family', 'Pets', 'My Home', 'Clothes' and 'The Date'. For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters." etc. Completing these more challenging written tasks provides evidence of pupil progression in their writing skills. Pupils also learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'.</p> <p>Pupils to create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc</p> <p>Pupils to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns</p> <p>Pupils to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns</p>
Year 5		<p>As-tu un animal</p> <p>Chez moi</p> <p>Les habitats</p> <p>Goldilocks</p>	<p>Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p> <p>Pupils able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks</p> <p>Pupils now be able to write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and</p>

			irregular). Our Progressive 'Regular Verbs' and 'Irregular Verbs' units help pupils better understand pronouns and what a fully conjugated verb looks like in the foreign language
Year 6		<p>Mois dans le monde</p> <p>Manger et bouger</p> <p>Le Week-end</p>	<p>Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Using topics such as 'At School', 'The Weekend', 'Me in the World' and 'Healthy Lifestyles' we use a variety of writing tasks and activities encouraging pupils to create multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic foreign language text. In our Progressive Teaching units we encourage pupils to produce their written work from memory with support and practice over time. Completion of the various written tasks provided in our Progressive Teaching units will evidence the learning and progression pupils are making in developing their writing skills.</p> <p>Translating longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy is required in our Progressive Teaching units. Pupils are expected to use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations. Some pupils may also start to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class. Pupils are encouraged to combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills. Pupils learn to describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy though units such as: 'At School', 'The Weekend' and 'The Vikings'.</p>