

Why Is This Important For the Children at our School?

- Learning a foreign language provides an opening to other cultures.
- It fosters pupils' curiosity and deepens their understanding of the world.
- It enables pupils to express their ideas and thoughts in another language understanding and responding to its speakers, to listen, speak, read and write.
- It will provide the foundation for learning further languages, equipping pupils to study and work in other countries.
- It raises their awareness of the multi-lingual, multi-cultural world and introduces an international element to pupils' learning.

What Skills Do Our Children Need to Learn in MFL?



Key Learning in Modern Foreign Languages: Years 3 and 4

Listening	Speaking	Reading	Writing	Grammar
<ul style="list-style-type: none"> Listen attentively and understand instructions. Recognise and respond to sound patterns and words. Listen and respond to simple rhymes, stories and songs. Listen attentively and show understanding by joining in and responding. Listen for specific words and phrases. Listen for sounds rhyme and rhythm. Follow a short familiar text listening and reading at the same time. 	<ul style="list-style-type: none"> Speak with increasing confidence. Perform simple communicative tasks using single words, phrases and short sentences. Make links between some phonemes, rhymes and spellings, and read aloud familiar words. Recognise questions and negatives and politeness conventions. Ask and answer questions on several topics. Imitate pronunciation and intonation so that others can understand. Memorise language and present ideas and information e.g. a short presentation about self / role play. 	<ul style="list-style-type: none"> Respond to written language from a range of sources. Appreciate stories, songs and poems in the language. Recognise some familiar words in written form. Read and understand a range of familiar written phrases. Follow a short familiar text listening and reading at the same time. Make links between some phonemes, rhymes and spellings. Apply phonic knowledge of the foreign language in order to decode text. Read some familiar words and phrases aloud and pronounce them accurately. Begin to use a dictionary to look words up and find meaning. Use cognates and familiar language to help deduce meaning. 	<ul style="list-style-type: none"> Experiment with the writing of simple words. Write simple words and phrases using a model. Write some phrases from memory. Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory. 	<ul style="list-style-type: none"> Nouns. Gender. Singular and plural forms. Definite and indefinite article. Develop an awareness of sound spelling link to be able to write with increasing accuracy. Recognise different word classes e.g. nouns, verbs, adjectives. Personal pronouns I, you, it, they. Recognise and use high frequency verbs. Question words. Develop an awareness of the place of the adjective in the sentence. Develop an awareness of adjectival agreements. Simple adverbs of time (time phrases including O'clock) Develop an awareness of word order. Apply knowledge of language rules and conventions when building short sentences.

Key Learning in Modern Foreign Languages: Years 5 and 6

Listening	Speaking	Reading	Writing	Grammar
<ul style="list-style-type: none"> Follow a short familiar text listening and reading at the same time. Listen attentively and understand more complex phrases and sentences; join in to show understanding. Listen for gist. Understand longer and more complex phrases / sentences. Pick out main details from a story, poem, song, conversation or passage. 	<ul style="list-style-type: none"> Speak with increasing fluency. Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. Prepare a short presentation on a familiar topic. Understand and express simple opinions. Initiate and sustain conversations and tell stories. Speak in sentences using familiar vocabulary, phrases and basic language structures. Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. Speak with increasing spontaneity. Use repair strategies to keep a conversation going. 	<ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing. Re-read frequently a variety of short texts. Read and understand the main points and some detail from a short written passage. Identify different text types and read short, authentic texts for enjoyment or information. Match sound to sentences and paragraphs. Broaden vocabulary. Develop strategies for understanding new words in familiar material including using a dictionary. Apply phonic knowledge of the foreign language in order to decode text. 	<ul style="list-style-type: none"> Write phrases from memory and adapt these to make new sentences. Express ideas clearly. to write words, short phrases and short sentences, using a reference. Be able to write at varying length, for different purposes and audiences. Write sentences on a range of topics using a model. Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy. 	<p>All above and:</p> <ul style="list-style-type: none"> Personal pronouns. I, you, he, she, it, we, they. Develop an awareness of verb patterns. Conjugate regular high frequency verbs. Conjugate some basic high frequency irregular verbs. Begin to use adjectival agreements with accuracy. Use of prepositions. À + definite article. De + definite article. Prepositions. Use a range of adverbs to make messages more interesting. Apply correct verb endings to write accurately. Verbal phrases – talk about yesterday or tomorrow in a simple way eg il y avait, había, eg gab.



Ready Made KS2 Languages SoW

.. is a comprehensive and easy to use set of activities and resources with progression over 4 years meeting the requirements of DfE KS2 Languages PoS.

It has lesson plans, games, songs, stories and assessment with native speaker audio and videos plus online training enabling class teachers to deliver language lessons with confidence.

KS2 French SoW

KS2 Spanish SoW

- We use the Primary Languages Network as a programme in school to teach languages. It gives us the option to teach French, Spanish or German in school. It has a wealth of interactive lessons and resources that support our teachers in delivering fun, vibrant and interesting lessons. As well as this, we have access to native speakers from each country to help keep improving our fluency in the language taught. Currently, we are learning Spanish as children chose Spanish as a language that they wanted to learn in school. This is because many go on holiday to Spanish speaking countries.

- Here is an example of a scheme of work
- Look below for an example of Spanish
- It is split into 7 main themes

Overview

Lesson Plans

Follow up activities

Explore activities

Assessment

Cross curricular links

Planning tools

Language tutorials

- Planning Tools: The long term planning overview is very clear for what each year group should be learning and should achieve
- The medium term plan is also very clear for each year group ready for transition to the next year group. This links to the National Curriculum. Here is an example for year 4.

Long term planning overview

Year 3 to Year 6

Spanish Year 4 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised and progress made...
Autumn 1 :Welcome to our school- super learners <ul style="list-style-type: none"> • Welcome to our school 	Asking who someone is Asking someone's age Have you ...? I have Numbers 0-31 Classroom objects	Key listen out activity based on: numbers and colours o/z	Exploration of nouns: masculine/feminine	<i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i> Sound Spelling: Can match sounds to familiar written words can pronounce familiar words and some new words accurately. Listening: Can understand a range of familiar spoken phrases and is able to listen for specific words and
Autumn 2: My local area, your local area <ul style="list-style-type: none"> • Robots, commands, actions • Shops, signs , directions • Let's sparkle Xmas poem 	Where is?(+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are	Key listen out activity based on: shop nouns ía/qui	Exploration of: recognising and using commands recognising and using "there is/are"	
Spring 1: Family tree and faces <ul style="list-style-type: none"> • Epiphany time again • Meet the alien family 	Asking who someone is? This is mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour	Key listen out activity based on: numbers vei/ie	Exploration of: identifying parts of language which are adjectives recognising and using "I have "	
Spring 2:Celebrating carnival/body parts <ul style="list-style-type: none"> • Carnival of animals • Body parts and aliens • Alien family "Easter egg hunt" 	Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are	Key listen out activity based on: parts of the body i/illa	Exploration of: identifying / producing singular and plural forms of nouns identifying parts of language which are	



			adjectives	phrases
Summer 1: Feeling unwell/ Jungle animals <ul style="list-style-type: none"> I don't feel well Walking through the jungle (story and rhyme) plus dragons and unicorns –fantastical animal descriptions 	How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)	Key listen out activity based on: questions cuá	Exploration of: identifying/producing singular and plural masculine/feminine nouns	Speaking: Can ask and answer simple questions and give basic information and can pronounce familiar words and some new words accurately.
Summer 2: Summer time <ul style="list-style-type: none"> Weather plus Enormous Turnip performance story Ice creams and simple ice cream roleplay 	Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream	Key listen out activity based on: weather qué/hace	Exploration of: identifying verbs in simple present tense sentences polite requests :~"I would like	Reading: Can understand simple written phrases. Can match sounds to familiar written words Writing: Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.
<u>DFE ATS and skill level</u> During the first stage of language learning, children will explore all 12 DFE Attainment Targets.			<u>Language Learning Skill level practise</u> During the second stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DFE ATs	
Listen attentively to spoken language and show understanding by joining in and responding			listen attentively and understand more complex phrases and sentences	



	Identify specific sounds, phonemes and words listen for specific words and phrases
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	listen for sounds, rhyme and rhythm identify specific sounds/phonemes/words focus on correct pronunciation and intonation
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) ask and answer questions on several topics devise and perform simple roleplays)
Speak in sentences, using familiar vocabulary, phrases and basic language structures	ask and answer questions on several topics prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) perform simple communicative tasks using single words, phrases and short sentences
Develop accurate pronunciation and intonation, so that others understand	Imitate pronunciation identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences develop accuracy in pronunciation
Present ideas and information orally to a range of audiences	perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)
Read carefully and show understanding of words, phrases and simple writing	read a range of familiar written phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source attempt to recite a short piece of narrative by reading aloud from the text read and understand a range of familiar phrases
Appreciate stories, songs, poems and rhymes in the language	listen and respond to rhymes/songs/stories attempt to recite a short piece of narrative by reading



	<p>aloud from the text</p> <p>read and understand a range of familiar phrases</p>
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary	<p>identify specific sounds phoneme and words. Imitate pronunciation</p> <p>read and understand a range of familiar phrases</p> <p>apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>
Write phrases from memory and adapt these to create new sentences to express ideas clearly	<p>prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)</p> <p>write simple words and phrases using a model and some words from memory</p> <p>write words and short sentences using a reference</p>
Describe people, places, things and actions orally and in writing	<p>write word, phrases and short sentences using a reference</p> <p>write simple words and phrases using a model and some words from memory</p>
Understand basic grammar	<p>nouns/ gender and in singular and plural</p> <p>begin to explore agreement of adjectives</p> <p>understand and use the question form "have you ..?" and give a positive response "I have</p> <p>construct simple sentences using nouns, verb (to be) and an adjective</p>

- Planning Tools: Here is an example of Assessment Benchmark Objectives for year 4.

- **Listening, speaking, reading and writing**

Term	Meeting the Skill descriptor	Content
Aut 1	<p>L - Can identify five classroom objects</p> <p>L - Can identify four</p> <p>S - Can say four sentences to describe myself (e.g. name/ age/ where live/ feelings / a like)</p> <p>R - Can identify five school signs</p> <p>R - Can find two new classroom objects or classroom furniture in a bilingual dictionary.</p> <p>W - Can spell accurately four classroom objects</p> <p>W - Can write three sentences about "myself " with limited mistakes.</p>	<p>Classroom objects</p> <p>Signs in school</p> <p>Bilingual dictionaries</p> <p>Sentences to describe myself</p>
Aut 2	<p>L - Can understand the question "Where is ...?" used with four shops in town</p> <p>L - Can understand and respond to three directions</p> <p>S - Can ask the question "Where is + four shops in town</p> <p>S - Can give directions to three places</p> <p>R - Can read four signs for shops</p> <p>W - Can write accurately the names of three shops from them memory</p>	<p>Asking "where is a place"</p> <p>Left, right and straight ahead</p> <p>Shops in town</p> <p>Signs in town</p>

<p>Spr 1</p>	<p>L - Can recognise and draw four parts of the face L - Can select the three different letter combination for three individual sounds (based on numbers and colours) S - Can describe with colours (adjective and a noun not necessarily in correct order) three parts of own face R - Can read and draw a simple description of a face W - Can accurately label and spell four parts of a face (eyes/nose/mouth/hair/ears)</p>	<p>Numbers and colours phoneme grapheme transfer Parts of the face Simple sentences to describe the face</p>
<p>Spr 2</p>	<p>L - Can draw a monster/alien based on a simple description of a monster's/alien's body S - Can name five body part nouns R - Can read four body part nouns cards and place on a skeleton diagram W - Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a monster/alien. Spelling of most words is accurate</p>	<p>Body parts Describing a monster/alien or an alien with simple sentences using the verb "to be"</p>

<p>Sum 1</p>	<p>L - Can identify three jungle animals and their colour from a selection of the three coloured jungle animals by listening to simple sentences describing an animal</p> <p>S - Can say a full sentence using a noun, verb , adjective to describe a jungle animal</p> <p>R - Can read two sentences describing two jungle animal and find the matching pictures</p> <p>W - Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a jungle animal. Spelling of most words is accurate.</p>	<p>Jungle animals</p> <p>Agreeing adjectives with nouns</p> <p>Descriptive simple sentences using adjectives and jungle animal nouns</p>
<p>Sum 2</p>	<p>L - Can understand four weather phrases</p> <p>S - Can ask what the weather is like and can give a response</p> <p>S - Can ask for an ice cream politely</p> <p>R - Can read the familiar flavours of ice creams and match to pictures</p> <p>R - Can link letter combinations to key sounds in ice cream flavours</p> <p>W - Can write four ice cream flavours accurately</p>	<p>Weather question and phrases</p> <p>Ice cream flavours</p>

- Planning Tools: Here is an example of phonics and grammar progression trackers from year 3-6.

Adjectives: Year 3 to Year 6

Simple tracker activity:

The simple suggested activities below have been organised in to stages of learning, therefore Year 3 is Stage One of target language learning and Y6 is Stage Four of target language learning. The intention is to keep a record of developing understanding of basic grammar- in this instance we are focusing upon nouns.

The core language that you could use for each activity is taken from the Key Phrases Sheets from the KS2 SoW. I have identified the key language and where you can find this with each grammar tracker activity

Year/Stage of learning	Activity and core language we can use for these activities
Year 3 (stage 1) Summer Term	Find the adjectives (colours) amongst the list of key language – nouns, numbers, greetings and colours Y3 Autumn1 and 2 Key Phrases: numbers, colours, greetings Y3 Spring 1 Key Phrases- animal nouns Y3 Summer 1 Key Phrases- fruit and vegetable nouns
Y4 (stage 2) Spring 1	Can the children circle or underline the adjectives in facial descriptions e.g les cheveux bleus (French)/ los ojos rojos (Spanish)? Y4 Spring 1 Key Phrases: parts of the face and colours
Y4 (stage 2) Summer term	Can the children un muddle and reorganise accurately descriptive phrases of faces, jungle animals and parts of the body ? (e.g. jaune le tigre (French) needs to be reorganised as le tigre jaune) Y4 Spring 1 Key Phrases: facial descriptions Y4 Spring 2 Key Phrases: parts of body and descriptions Y4 Summer 1 Key Phrases: jungle animals and descriptions
Y 5 (stage 3) Spring 2	Can the children create their own accurate phrases to describe an object you have shared with them as a picture (e.g the black dog/ the blue jumper / the big tiger etc) Y3 Autumn1 and 2 Key Phrases: numbers, colours, greetings Y3 Spring 1 Key Phrases- animal nouns Y4 Spring 1 Key Phrases: parts of the face and colours Y4 Spring 2 Key Phrases: parts of body and descriptions Y4 Summer 1 Key Phrases: jungle animals and descriptions Y5 Spring 2 Key Phrases: clothes and descriptions

Lesson Plans

- Each lesson has 3 activities with simple bullet point instructions
- Each activity includes specific language learning skill objectives and DfE Attainment targets
- Each activity has easily accessible click through links to resources
- Each lesson plan can be adapted to suit school timetable requirements

MFL PoS Attainment Target

in their vocabulary and develop ability to understand new words connected into familiar written material

KS2 framework skill practise level

Apply phonic and whole word knowledge of the new language in order to locate words in a reference source

An elec

Lesson plans

3 activities per lesson , language support and click through activities

Show example

Teacher audio support

New vocabulary is presented with audio support by a native speaker

Show example

- Lesson Plan: This is an example of a year 4 lesson plan.

Walking through the jungle

Lesson one – Jungle animal nouns

Stage two learners

Learning objective: I know the nouns for some jungle animals in Spanish

Useful sound files for teacher

[jungle animals](#)

Key words and phrases

[Y4 Summer Term 1 - Key Spanish phrases](#)

Recommended
activity

Activity 1 - Becoming Jungle Animal Explorers!

DFE KS2 MFL PoS Attainment Target

Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including through a dictionary

KS2 Framework skill practise level

Apply phonic and whole word knowledge of the new language in order to locate words in a reference source

- Explain that today the children are going to begin to be Jungle Explorers!
- Brainstorm animals that the children already know.
- Write these on the flip chart. This is important as it links to families of animals and the new jungle animals below.
- Introduce the new nouns for the jungle animals. Use the jungle animals ppt with audio.
- Show the pictures of the animals. Ask the children to decide if the new jungle animals are part of the same family of animals that are written on the flip chart e.g. cats - tigers etc. Can the children help you to place the new animal pictures next to the names of familiar animals e.g. cat/ horse/ fish / bird etc.
- Take this opportunity to look up some more interesting animals in your class bilingual dictionaries to add to your jungle animals' list.
- Practise the names of the jungle animals and add actions to represent each jungle animal. Ask the children to tell you which is their favourite animal.
- Encourage the children to use a full sentence e.g. I like/ I prefer/ I don't like/ my favourite animal is

Resources:

[Jungle animals ppt with audio](#)

Activity 2 - Walk and Talk the Jungle Line

DFE KS2 MFL PoS Attainment Target

Read carefully and show understanding of words, phrases and simple writing

KS2 Framework skill practise level

Recognise some familiar words in written form

- Put the names of the jungle animals on the floor or on the board in a line visible to all children.
- Walk along the line and say the name of each animal.
- Volunteers from the class should join in with you as you say the names of the animals you stand on
- Ask a volunteer to walk along the line and say the names of the animals as if they were a jungle explorer like David Livingstone.
- Ask another volunteer to walk the jungle line and say the animals
- Give a third volunteer the word cards for three of the animals.
- Can they walk the jungle line and place the words on the correct animal pictures.
- A fourth volunteer should now do the same with three more of the jungle animal word cards.
- A final volunteer should complete the jungle animal line with the remaining word cards
- Display all the jungle animal nouns and with air pens ask the children to practise writing these in the air in their imaginary jungle

Resources:

[Jungle animals nouns and pictures](#)

Activity 3 - Jungle Animal Art

DFE KS2 MFL PoS Attainment Target

Read carefully and show understanding of words, phrases and simple writing
Understand basic grammar

KS2 Framework skill practise level

Apply phonic and whole word knowledge of the new language
Experiment with the writing of simple words
Explore and recognise nouns in masculine and feminine

- Create word art based on the work above.
- List all the new animals you have found today on the board with the children's help Discuss letter patterns and similarities to English etc. Practise the key sound that children identify in the nouns that they can link to other prior learnt language.
- Look for the masculine and the feminine nouns .How can the children identify these – remind them about the use of definite and indefinite articles
- Creating the shape and colour of the jungle animals to add to a class jungle picture but the animal nouns are written in the target language and in the shape of the animal

Resources:

[Y4 Summer Term 1 - Key Spanish phrases](#)

- Following on: This would be an example of the follow up activities to use once the lesson is completed.

Match It!



- 1 Read the words. Look at the pictures. Match the correct picture and the correct jungle animal noun.
- 2 Draw a line from the correct picture to the correct word OR cut out the pictures and write the correct word underneath.

<p>1</p> <p>un mono</p>	<p>a </p>
<p>2</p> <p>una jirafa</p>	<p>b </p>
<p>3</p> <p>una serpiente</p>	<p>c </p>
<p>4</p> <p>un loro</p>	<p>d </p>



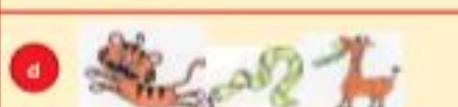
BONUS ACTIVITY

If you have time you could draw two extra animals and write the word for the animal next to it too in the empty boxes.



Match It!

- 1 Read the joined-up jungle animal phrases. Look at the pictures. Match the correct picture and with the correct animal nouns' phrase.
- 2 Draw a line from the correct picture to the correct animal phrase OR cut out the pictures and write the correct joined up jungle animal phrase underneath.

1 unlorounajirafaunaserpiente	a 
2 unaserpienteunajirafaunloro	b 
3 untigreunaserpienteunajirafa	c 
4 unlorounmonodosjirafas	d 



BONUS ACTIVITY

If you have time you could write two joined up jungle animal phrases of your own and draw the two animals next to each phrase in the empty boxes.

- Explore activities: This would be an example of exploring different activities further.

Create a Jungle Sentence Activity

Shape Sentence Jungles

Creating simple descriptive sentences using a noun, a verb and an adjective to create a jungle animal



The child
practise
adjective

We want
try write
animals

Making and displaying
Practising and sharing our language learning with the wider community

Show example

Stage 3- Audio with key words

Tu aimes? Oui, j'adore, beaucoup les chiens.

Mespréférés chevaux et les poissons! Et toi? Qu'est ce
... aimes?

... j'
chat.

Listening and responding
Native speaker songs and podcasts to revisit and extend listening skills

Show example

Jungle animals Talk and write



<p>"Tell me a story!": Get to know the text</p>	<p>"Tell me more!" Unpack text and adapt text</p> <p>Change the animals in the story and the place where the animals are found</p>	<p>"Create a story!..." Independent authors of text!</p> <p>Write an explorer's rhyme - in space/ in the present also/ under the sea and</p>
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On va m
Qu'est-
Ecoute

Talk and write
Opportunities for guided speaking and writing

82aF2a252356F562a252a24542a295750

Show example



ICT and Apps
Opportunities to develop learning skills through primary languages

Show example (Spanish)

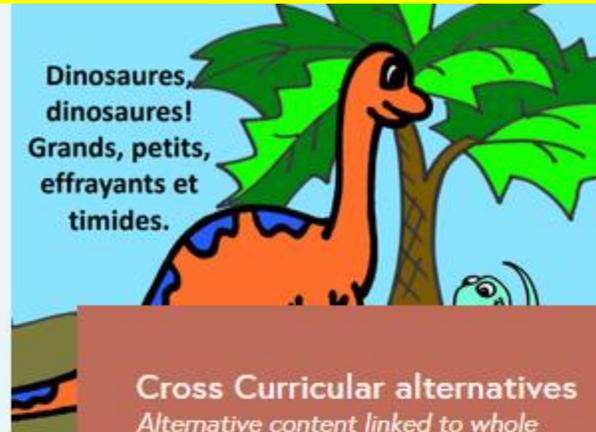
- Cross Curricular: This would be an example of how we link other languages to KS1 and different subjects in KS2 like PE.



Meet our Alien Family

Key language learning opportunities across the curriculum

Show example



Cross Curricular alternatives

Alternative content linked to whole school curriculum

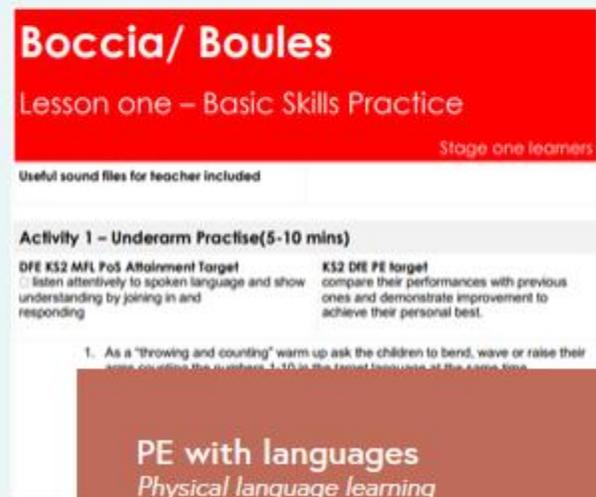
Show example



Seasonal Specials

Linking language learning to the school calendar

Show example



PE with languages

Physical language learning

Show example

- Language Tutorials, Training and CPD: It offers our teachers training which is incorporated into CPD staff training sessions. Our new children who are to become language representatives can also use these features to help other children to learn another language such as French or German.

Jungle story ppt

Walking through the jungle	On va marcher dans la jungle
What can you see	Qu'est-ce que tu peux voir?
Listen and look	Écoute et regarde
It's.....	C'est

Core Language Tutorials

Practise as a staff simple core language

Show example



French Teaching Videos

Listen to and practise with a native French speaker

Show example

Introducing and using nouns in the target language

A teacher's guide

Here are some simple notes on nouns - once we have talked through these notes our colleagues relax and realise that nouns do not need to be an insurmountable obstacle.

We hear colleagues say "the minute I found out there was more than one word for "the" I couldn't do languages any more" or they say "what's with this boy/male and girl/female thing with nouns?"

We need to put all this to one side. Nouns are interesting and easy and there is a very logical process to...

We have
Ernie and
They are
"tag" (in
Ana agre

Grammar advice sheets for teachers

Guidance on how to explore French nouns, adjectives and verbs with young learners

Show example



French sound spellings

Become confident with key French pronunciation

Show example

- Tracking and Assessment: The assessment and tracking features make it easier for us as a school to assess languages for our children. Here are some examples.

Choice of tracking tools and assessment options to meet the requirements of your school

Autumn

I can...

...say hello and goodbye

...say what my name is

...say how I am feeling

...ask someone else their name and how they are

AfL language learning clouds
Child's voice and ownership of learning

Show example

Primary MFL Tracking Sheet

DfE Attainment Targets explored: Stage One (Year 3)

DfE ATs	Skill level
Listen attentively to spoken language and show understanding by joining in and responding	listen and respond to rhymes/songs/stories
	listen attentively + understand instructions/praise
	listen for specific words and phrases
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	recognise and respond to sound patterns/words
	identify specific sounds/phonemes/words
	focus on correct pronunciation
Engage in conversations; ask and answer questions; express to those around them; clarify	perform simple communicative tasks using single words/phrases/short sentences
Speak in familiar and contexts	

Track progression in language learning skills

Record keeping of coverage and progression including DfE attainment targets

Show example

Puzzle It Out!

Listen! Can you draw the fantastical jungle animal? You will need coloured pencils.



Puzzle It Out assessment

Simple format assessment of progression in the 4 core skills

[Show example](#)

Class Summary

School Name	St Johns Primary School					
Academic Year	Year 4					
Class Name	Year 4					
Assessment Criteria	0					
Listening Assessment	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Exceeding	7.7%	30.8%	0.0%	0.0%	0.0%	0.0%
Meeting	23.1%	38.5%	0.0%	0.0%	0.0%	0.0%
Emerging	69.2%	30.8%	0.0%	0.0%	0.0%	0.0%

Listening Assessment



Assessment Spreadsheet

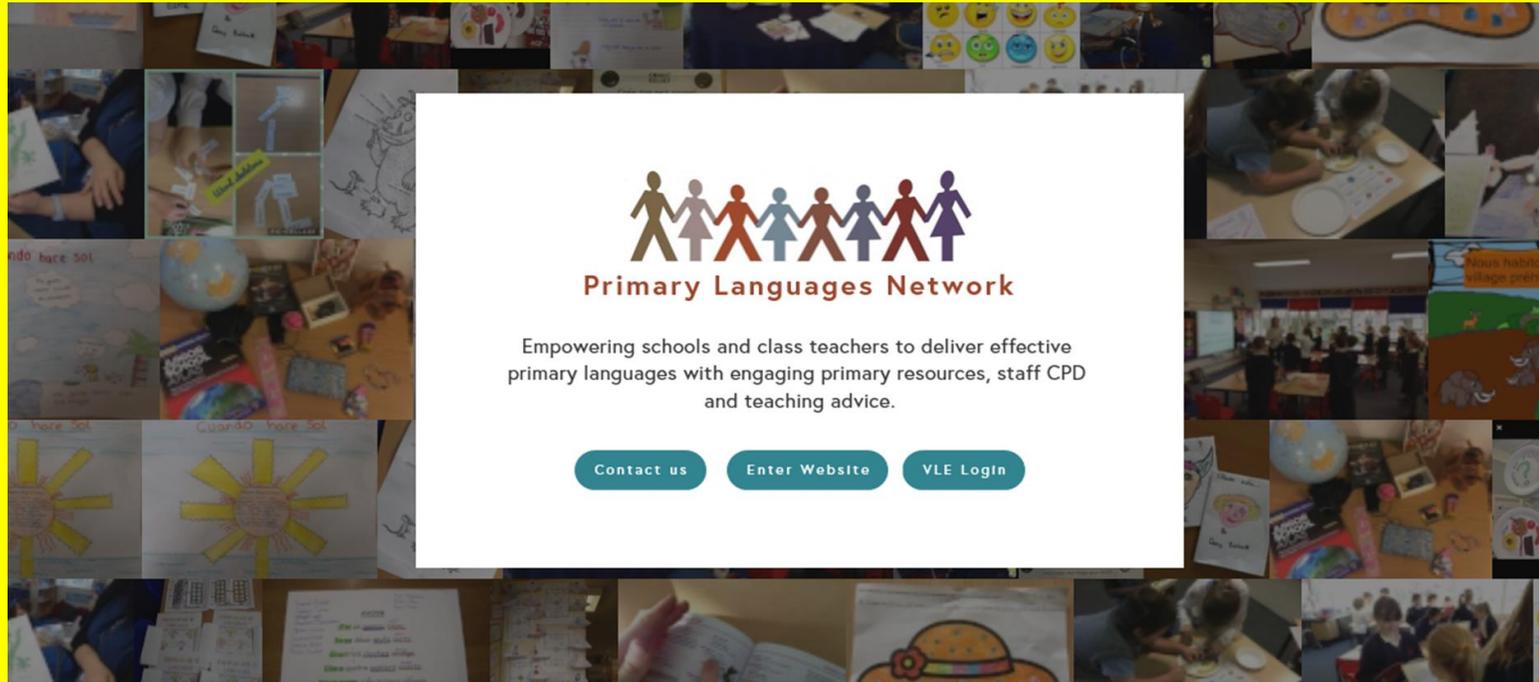
Ready to capture and present pupil data

[Show example](#)

Year 4 AFL clouds

Autumn	Spring	Summer
<p>I can...</p> <ul style="list-style-type: none">..say 3 sentences to talk about myself..write 3 sentences about myself with limited mistakes..listen and identify 4 classroom objects..find a new classroom object noun in a bilingual dictionary..listen and understand 'Where is?' with 3 shops in town..listen and respond to 3 directionsAsk the question "Where is ...?"..give directions to 3 places..read and understand 4 signs for shops..write the names of 2 shops from memory	<p>I can...</p> <ul style="list-style-type: none">..listen, identify and draw 4 parts of the face..listen and identify sounds and letter combinations in words..use adjectives to give a spoken description of my face..read a description of a face and draw the face..label and accurately spell 4 parts of a face..listen to a description of a monster or alien and draw a picture of it..name 4 parts of the body..read and identify 4 parts of the body..use a noun and an adjective in a sentence to describe a monster / alien..recognise the words for family members	<p>I can...</p> <ul style="list-style-type: none">..say what is the matter and how I am feeling..understand simple everyday illnesses..listen and identify 3 jungle animals and their colour..write and say a full sentence using a noun, verb and adjective to describe a jungle animal..recognise 2 jungle animals from a written description..listen and understand 4 weather phrases..ask and answer what the weather is like..ask politely for an ice cream..read and understand familiar ice cream flavours..write 3 ice cream flavours accurately

Evaluation



- Gives our children the opportunity to learn more than one language
- Has a clear overview of long term and medium term planning tailored for each year group
- Good assessment for teachers
- Provides a number of interactive and challenging activities
- Tools and features with options for CPD training that teachers can use to enhance their confidence in teaching languages for Spanish, French or German
- Offers us native speakers that can help support teachers and children with delivery of speaking and listening of the target language being taught
- Option for cross-curricular links such as PE and Key Stage One