



# MFL Curriculum Document



## Intent Statement

At Hartsfield, we aim to offer a relevant, broad and ambitious foreign languages curriculum that will inspire our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2 and work towards becoming life-long language learners.

The four key language learning skills - **listening, speaking, reading** and **writing** - will be taught and all necessary **grammar** will be covered in an age-appropriate way. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. For disadvantaged pupils, we aim to use MFL to foster their curiosity and help deepen their understanding of the world by providing them access to cultures that they may not be familiar with to deepen and expand their cultural capital.

### **Implementation Statement**

Our MFL curriculum is planned so our children can reach the progression milestones by the end of key stage 2 (see additional document). All Key Stage 2 classes will have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources, which provide well-structured and well-resourced units of work to support non-specialist teachers. Units, where possible and appropriate, will be linked to class topics and cross curricular themes.

Children will build on previous knowledge gradually as their French lessons continue to recycle, revise and consolidate previously learnt language. Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit, they will build their knowledge and develop the complexity of the language they use. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively – the Language Angel Scheme offers 'stretch' materials for all units.

The use of the Language Angels scheme of work also provides supporting materials to help close the gap for those pupils with SEN or other disadvantaged children and to enable and encourage them to access and achieve in line with the rest of their cohort.



## Whole School-MFL Skills Progression

Learning Objectives	LKS2	UKS2
Understand and respond to spoken language from a variety of authentic sources (listening)	Listen to and enjoy short stories, nursery rhymes & songs.	Listen to longer text and more authentic foreign language material
	Listen to longer passages and understand more of what we hear by picking out key words and phrases	Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered
	Recognise familiar words and short phrases	Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.
Understand and respond to written language from a variety of authentic sources (reading)	Read familiar words and short phrases accurately out loud	Read and understand short written phrases which may include some unfamiliar words about a familiar topic.
	Understand the meaning in English of short words read in the foreign language	Decode unfamiliar words to read them out loud.
	Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context
Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation (speaking)	Communicate with others using simple words and short phrases	Communicate with others using full sentences and begin to extend answers
	Learn to ask and answer questions based on the language covered and incorporate a negative reply if required	Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
	Most familiar and age-appropriate vocabulary is pronounced correctly.	More complex vocabulary is spoken accurately. Pupils will ask others to repeat words or phrases if necessary.

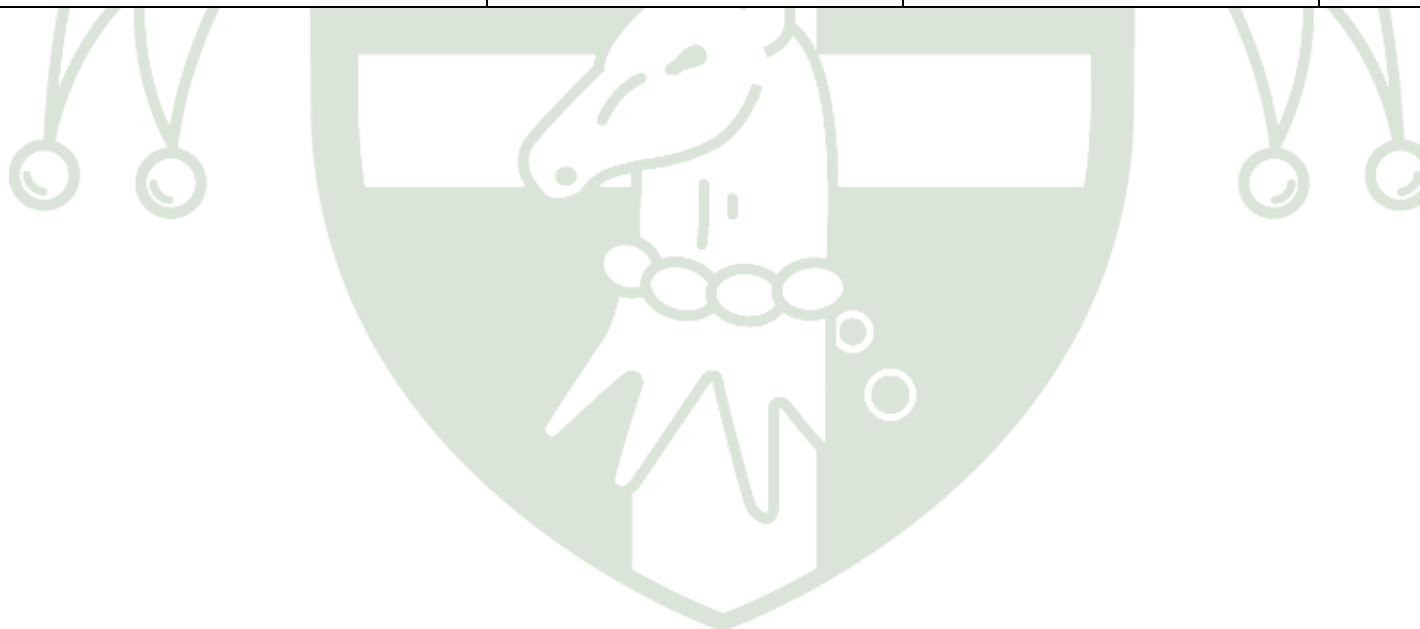
		<p>Begin to recall previously learnt language and recycle / incorporate it with new vocabulary</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence, and spontaneity.</p>
Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt (writing)	Write familiar words & short phrases using a model or vocabulary list	Adapt any models provided to show solid understanding of any grammar covered
	Write some short phrases based on familiar topics and begin to use connectives/conjunctions	Learn to manipulate the language and be able to substitute words for suitable alternatives
	Write short sentences about personal experiences and responses using familiar expressions	Write a paragraph using familiar language
	Some spellings accurate when recalled from memory	Most spellings are accurately recalled, including accents and silent letter
Discover and develop an appreciation of a range of writing in the language studied.	Listen to and enjoy short stories, nursery rhymes & songs.	Listen to longer text and more authentic foreign language material
Understand basic grammar appropriate to the language being studied, including: gender forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these; and how these differ from or are similar to English (grammar)	Start to understand the concept of noun gender and the use of articles	Better understand the concept of gender and which articles to use for meaning
	Use the first person singular version of high frequency verbs	Start to explore full verb conjugation
	Begin to use simple adjectival agreement	Understand better the rules of adjectival agreement and possessive adjectives
	Recognise how the French alphabet and vowel pronunciation is different to English	Increase knowledge of phonemes and letter strings
	Learn some key French phonics	Develop awareness of accents, silent letters etc.

## Year 3 MFL- Learning Objectives and Knowledge Overview

MFL – Learning Objectives	Autumn	Spring	Summer
listen attentively to spoken language and show understanding by joining in and responding	Introduce	Revisit	Revisit
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		Introduce	
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Introduce		
speak in sentences, using familiar vocabulary, phrases and basic language structures	Introduce	Revisit	Revisit
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Introduce	Revisit	Revisit
present ideas and information orally to a range of audiences			
read carefully and show understanding of words, phrases and simple writing	Introduce	Revisit	Revisit
appreciate stories, songs, poems and rhymes in the language		Introduce	Revisit
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Introduce	Revisit	Revisit
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			

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.	Introduce	Revisit	Revisit
<b>MFL - Curriculum</b>			
	<p><b>La phonétique une</b></p> <ul style="list-style-type: none"> <li>• Introduction to French phonemes and pronunciation</li> <li>• French alphabet</li> </ul> <p><b>J-Apprends Le Français</b></p> <ul style="list-style-type: none"> <li>• Pinpoint France and other French speaking countries on a map of the world</li> <li>• Ask and answer the question 'How are you?' in French</li> <li>• Say 'Hello' and 'Goodbye' in French</li> <li>• Ask and answer the question 'What is your name?' in French</li> <li>• Count to ten in French</li> <li>• Say ten colours in French</li> </ul> <p><b>Les Instruments –</b></p>	<p><b>Les Animaux</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner.</li> <li>• Understand better that articles/determiners have more options in French than they do in English.</li> <li>• Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul> <p><b>Les Fruit</b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 fruits in French.</li> <li>• Attempt to spell some of these nouns</li> <li>• Ask somebody in French if they like a particular fruit.</li> </ul>	<p><b>Je peux</b></p> <ul style="list-style-type: none"> <li>• Recognise some common French verbs/activities.</li> <li>• Use these verbs to convey meaning in English by matching them to their appropriate picture.</li> <li>• Use these verbs in the infinitive with je peux...</li> </ul> <p><b>Petit Chaperon Rouge</b></p> <ul style="list-style-type: none"> <li>• Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French.</li> <li>• Use picture and word cards to recognise and retain key vocabulary from the story.</li> <li>• Name and spell at least three parts of the body</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.</li> <li>• Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.</li> <li>• Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Say what fruits they like and dislike.</li> </ul>	<p>in French as seen in the story.</p>
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## Year 3 MFL- Progression and Assessment

### ARE:

- **Reading:** With the support of the teacher, pupils can read some every day and familiar words and short written phrases (which use familiar language) out loud
- **Writing:** With the support of the teacher, pupils can select appropriate words from a list to complete short sentences or label items. They can write short phrases and simple sentences with adult guidance.
- **Spoken Language:** With support and encouragement, pupils can understand simple sentences and give appropriate spoken responses with basic information. Some words are pronounced correctly.
- **Culture:** Pupils are beginning to identify where the language is spoken and basic conventions of these countries.

### GD:

- **Reading:** Everyday and familiar words and short written phrases with familiar language are read out loud independently and understood
- **Writing:** Pupils can independently select appropriate words from a list to complete short sentences or label items. They can write familiar phrases and short sentences independently
- **Spoken Language:** Pupils can independently and with growing confidence understand familiar spoken phrases and select an appropriate response. Most familiar and age-appropriate vocabulary is pronounced correctly.
- **Culture:** Pupils can identify countries where the language is spoken and begin to understand that language may need to be changed to fit social conventions (e.g. formal and informal greetings).



## Year 4 MFL- Learning Objectives and Knowledge Overview

MFL – Learning Objectives	Autumn	Spring	Summer
listen attentively to spoken language and show understanding by joining in and responding	Introduce	Revisit	Revisit
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Introduce	Revisit	
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Introduce	Revisit	Revisit
speak in sentences, using familiar vocabulary, phrases and basic language structures			Introduce
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Introduce	Revisit	Revisit
present ideas and information orally to a range of audiences	Introduce		
read carefully and show understanding of words, phrases and simple writing	Introduce	Revisit	
appreciate stories, songs, poems and rhymes in the language			Introduce
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Introduce	Revisit	Revisit
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			

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.	Introduce	Revisit	Revisit
<b>MFL - Curriculum</b>			
	<p><b>La phonétique deux</b></p> <ul style="list-style-type: none"> <li>• Next 4 French phonemes</li> <li>• Accents on letters</li> </ul> <p><b>Je me Présente</b></p> <ul style="list-style-type: none"> <li>• Say their name and age.</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul> <p><b>Les Formes</b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 shapes in French.</li> <li>• Attempt to spell some of these nouns</li> <li>• Recognise that nouns are commonly associated with an</li> </ul>	<p><b>Chez Moi</b></p> <ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is. <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>• Tell somebody in French what rooms they have or do not have in their home.</li> <li>• Ask somebody else in French what rooms they have or do not have in their home</li> </ul> </li> </ul> <p><b>Les Saisons</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall and remember the 4 seasons in French.</li> <li>• Recognise, recall and remember a short phrase for each season in French.</li> </ul>	<p><b>Ma Famille</b></p> <ul style="list-style-type: none"> <li>• Continue applying the knowledge, skills and understanding of the language covered in unit one.</li> <li>• Say the nouns in French for members of their family.</li> <li>• Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.</li> <li>• Continue to count, reaching 100, to enable students to say the age of various family members.</li> <li>• Understand the concept of mon, ma and mes in French.</li> </ul> <p><b>Les Legumes</b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 vegetables in French.</li> </ul>

	<p>article in French and in this case 'UN' or 'UNE'.</p> <ul style="list-style-type: none"> <li>• Have an opportunity to revise numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to spell some of these nouns (including the correct determiner/article)</li> <li>• Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>• Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>
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## Year 4 MFL- Progression and Assessment

### ARE:

- **Reading:** Everyday and familiar words and short written phrases with familiar language are read out loud independently and understood
- **Writing:** Pupils can independently select appropriate words from a list to complete short sentences or label items. They can write familiar phrases and short sentences independently using word banks etc. to assist
- **Spoken language:** Pupils can independently and with growing confidence understand familiar spoken phrases and select an appropriate response. Most familiar and age-appropriate vocabulary is pronounced correctly.
- **Culture:** Pupils can identify countries where the language is spoken and begin to understand that language may need to be changed to fit social conventions (e.g. formal and informal greetings).

### GD:

- **Reading:** Pupils can read and understand short written phrases which may include some unfamiliar words about a familiar topic. They can decode unfamiliar words to read them out loud.
- **Writing:** Pupils can independently recall appropriate words and phrases to write short sentences correctly – this includes mostly correct spelling and grammatical forms.
- **Spoken language:** Pupils can pronounce the majority of familiar words correctly and give appropriate, well-considered responses to questions about everyday events. They begin to speak independently in full sentences.
- **Culture:** They understand the customs and features of countries where the language is spoken and how this may differ from their own.

## Year 5 MFL- Learning Objectives and Knowledge Overview

MFL – Learning Objectives	Autumn	Spring	Summer
listen attentively to spoken language and show understanding by joining in and responding	Introduce	Revisit	Revisit
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*		Introduce	
speak in sentences, using familiar vocabulary, phrases and basic language structures	Introduce	Revisit	Revisit
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Introduce	Revisit	Revisit
present ideas and information orally to a range of audiences			Introduce
read carefully and show understanding of words, phrases and simple writing	Introduce	Revisit	Revisit
appreciate stories, songs, poems and rhymes in the language			Introduce
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Introduce	Revisit	Revisit
write phrases from memory, and adapt these to create new sentences, to express ideas clearly		Introduce	Revisit

describe people, places, things and actions orally and in writing		Introduce	Revisit
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.	Introduce	Revisit	Revisit
<b>MFL - Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>La phonétique trois</b></p> <ul style="list-style-type: none"> <li>• Third set of phonemes</li> <li>• Letter strings</li> </ul> <p><b>As-Tu un Animaux</b></p> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>• Tell somebody in French if they have or do not have a pet.</li> <li>• Ask somebody else in French if they have a pet.</li> <li>• Tell somebody in French the name of their pet.</li> <li>• Attempt to create a longer phrase using the</li> </ul>	<p><b>Quel temps fait-il?</b></p> <ul style="list-style-type: none"> <li>• vocabulary for weather</li> <li>• Ask what the weather is like today.</li> <li>• Say what the weather is like today.</li> <li>• Create a French weather map.</li> <li>• Describe the weather in different regions of France using a weather map with symbols.</li> </ul> <p><b>Les Vetements</b></p> <ul style="list-style-type: none"> <li>• vocabulary for a variety of clothes</li> <li>• Use the appropriate genders and articles for these clothes</li> </ul>	<p><b>Les jeux Olympiques</b></p> <ul style="list-style-type: none"> <li>• key facts of the history of the Olympics.</li> <li>• key facts of the modern Olympic games.</li> <li>• Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading</li> <li>• Say the nouns for key sports in the current Olympic games.</li> <li>• Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</li> </ul>

	<p>connectives ET (“and”) or MAIS (“but”).</p> <p><b>La date</b></p> <ul style="list-style-type: none"> <li>• the seven days of the week.</li> <li>• the twelve months of the year.</li> <li>• numbers 1-31.</li> <li>• Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li>• Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the verb PORTER in French with increasing confidence.</li> <li>• Say what they wear in different weather/situations.</li> <li>• Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>• Use the possessives with increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of de la, de l’ and du when you say you play a sport in French.</li> </ul> <p><b>En Classe</b></p> <ul style="list-style-type: none"> <li>• 12 classroom objects with their indefinite article/determiner</li> <li>• Replace an indefinite article/determiner with a possessive adjective.</li> <li>• Say and write what they have and do not have in their pencil case.</li> </ul>
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## Year 5 MFL- Progression and Assessment

### ARE:

- **Reading:** Pupils can generally understand the main points when reading some short written texts, although they may need some support.
- **Writing:** Pupils can write short sentences about personal experiences and responses using familiar expressions – some spellings accurate when recalled from memory.
- **Spoken language:** Basic vocabulary is spoken accurately and pupils can ask and answer questions when discussing their interests/personal experiences.
- **Culture:** Comparisons between different areas that speak the language are beginning to be made and pupils can begin to describe other cultures where the language is spoken.

### GD:

- **Reading:** Pupils can independently understand the main points when reading some short written texts.
- **Writing:** Pupils can select appropriate language when writing short sentences about personal experiences and responses – most spellings are accurately recalled.
- **Spoken language:** More complex vocabulary is spoken accurately and pupils can confidently ask and answer questions relating to personal interests and experiences. Pupils will ask others to repeat words or phrases if necessary.
- **Culture:** Pupils can select interesting details about countries where the language is spoken and give more in-depth comparisons about different countries.



## Year 6 MFL- Learning Objectives and Knowledge Overview

MFL – Learning Objectives	Autumn	Spring	Summer
listen attentively to spoken language and show understanding by joining in and responding	Introduce	Revisit	Revisit
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*		Introduce	Revisit
speak in sentences, using familiar vocabulary, phrases and basic language structures	Introduce	Revisit	Revisit
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Introduce	Revisit	Revisit
present ideas and information orally to a range of audiences			Introduce
read carefully and show understanding of words, phrases and simple writing	Introduce	Revisit	Revisit
appreciate stories, songs, poems and rhymes in the language			Introduce
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Introduce	Revisit	Revisit
write phrases from memory, and adapt these to create new sentences, to express ideas clearly		Introduce	Revisit
describe people, places, things and actions orally and in writing		Introduce	Revisit

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.	Introduce	Revisit	Revisit
<b>MFL - Curriculum</b>			
	<p><b>La phonétique quatre</b></p> <ul style="list-style-type: none"> <li>Final set of phonemes</li> <li>'Nasal' sounds</li> </ul> <p><b>Au Salon de the</b></p> <ul style="list-style-type: none"> <li>Order from a selection of foods from a French menu.</li> <li>Order from a selection of drinks from a French menu.</li> <li>Order a French breakfast.</li> <li>Order typical French snacks.</li> <li>Ask for the bill.</li> <li>Remember how to say hello, goodbye, please and thank you.</li> </ul> <p><b>Les Week-end</b></p> <ul style="list-style-type: none"> <li>Ask what the time is in French.</li> <li>Tell the time accurately in French.</li> </ul>	<p><b>A L'Ecole</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school.</li> <li>Say why they like/ dislike certain school subjects.</li> <li>Tell the time (on the hour) in French.</li> <li>Say what time they study certain subjects at school.</li> <li></li> </ul> <p><b>Les Habitats</b></p> <ul style="list-style-type: none"> <li>key facts about things that animals and plants need to survive in their various habitats.</li> <li>examples of the most common habitats for particular plants and</li> </ul>	<p><b>Moi dans les monde</b></p> <ul style="list-style-type: none"> <li>About the many countries in the Francophone world.</li> <li>About different festivals (religious and non-religious) around the world.</li> <li>That we are different and yet all the same.</li> <li>That we can all help to protect our planet.</li> <li>How to use "à" and "en/au/aux".</li> </ul> <p><b>Manger et bouger</b></p> <ul style="list-style-type: none"> <li>Name and recognise foods and drinks that are considered good for your health.</li> <li>Name and recognise foods and drinks that are</li> </ul>

	<ul style="list-style-type: none"> <li>• Learn how to say what they do at the weekend in French.</li> <li>• Learn to integrate connectives into their work.</li> <li>• Present an account of what they do and at what time at the weekend.</li> </ul>	<p>animals and give an example of where these habitats can be found.</p> <ul style="list-style-type: none"> <li>• what types of animals live in different habitats and what their particular adaptations are to best suit their environment.</li> <li>• what types of plants live in different habitats and what their particular adaptations are to best suit their environment.</li> </ul>	<p>considered bad for your health.</p> <ul style="list-style-type: none"> <li>• Say what activities they do to keep in shape during the week.</li> <li>• Say in general what they do to keep a healthy life-style.</li> <li>• Learn to make a healthy recipe in French.</li> </ul>
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## Year 6 MFL- Progression and Assessment

### ARE:

- **Reading:** Pupils can independently understand the main points when reading some short written texts.
- **Writing:** Pupils can select appropriate language when writing short sentences about personal experiences and responses – most spellings are accurately recalled.
- **Spoken language:** More complex vocabulary is spoken accurately and pupils can confidently ask and answer questions relating to personal interests and experiences. Pupils will ask others to repeat words or phrases if necessary.
- **Culture:** Pupils can select interesting details about countries where the language is spoken and give more in-depth comparisons about different countries.

### GD:

- **Reading:** Pupils can quickly understand the main points when reading most short written texts and explain these appropriately.
- **Writing:** Well-chosen language is selected to write short sentences about personal experiences and responses. Spellings are accurate and pupils are beginning to write extended sentences independently. Unfamiliar words are identified and a dictionary can be used to extend their writing.
- **Spoken language:** Pupils can confidently understand main points from spoken passages and are able to select well-chosen words to further develop their spoken communication. They can ask and answer questions and will give extended answers when speaking.
- **Culture:** Pupils make thoughtful and insightful comparisons which show similarities and differences in life in different areas in which the language is spoken.