



Curriculum Coverage for Mfl

Sunnyhill Primary School



This is the MFI knowledge that the children should cover over their time with us, building on their skills each year. It has been split into four strands:

Listening

Speaking

Reading and responding

Writing

National Curriculum Key Stage 2

By the end of Key Stage 2 pupils should be able to:

- 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 intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- 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

	Listening	Speaking	Reading and responding	Writing
Year 3	To understand a few familiar spoken words and phrases (with repetition and gesture).	To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues). To imitate correct pronunciation.	To understand single everyday words.	To write or copy simple words correctly. To label items and select appropriate words to complete short phrases or sentences.
Year 4	To understand a range of familiar spoken phrases.	To answer simple questions and give basic information. To give short, simple responses to what they see and hear, and use set phrases. To show an awareness of sound patterns in their pronunciation.	To understand familiar written phrases. To use a dictionary to check meanings.	To write one or two short sentences, following a model. To label items and write familiar short phrases. To write single words from memory (spelling may be approximate)
Year 5	To understand short spoken passages and pick out the main points.	To ask and answer simple questions and talk about their interests. To take part in simple conversations, using mainly memorised language.	To understand short written passages and pick out the main points. To begin to read independently, selecting simple texts and use a bilingual dictionary to look up new words.	To write a few short sentences, with support, using expressions that they have already learnt.
Year 6	To understand the main points and some of the detail from spoken passages made up of familiar language.	To take part in simple conversations, supported by visual or other cues, and express their opinions. To begin to use their knowledge of grammar to adapt and substitute single words and phrases. To pronounce words mostly accurately and develop intonation.	To understand the main points and some of the detail in short texts. To begin to use context to work out the meaning of unfamiliar words, as well as using a bilingual dictionary.	To write short texts on familiar topics. To begin to change phrases they already know to something new. To begin to use dictionaries to check words they have learnt.