



Year 5 to 9: Modern Foreign Languages (MFL) 2025 - 2026

Purpose of study

Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Year 5 to 9: Modern foreign language

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Attainment targets

By the end of Year 9, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Year Overview

French

<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
Greeting	Numbers from 10 to 20	Stationeries	School subjects,	Tenses: future and past
Tell my name and ask someone's name.	Months	Geography: France in Europe	Geography: France (Principal towns, rivers and mountains)	Weather
Geography: France in the world.	Hobbies and leisure.	Food	Routine at school	Health
Tell my nationality	Colors	My bedroom	Clothes and part of the body	Talk about my best friend or my favorite teacher
Numbers from 1 to 10	Animals	What time is it?	My house	Shopping
Tell my age and ask someone's age	Express what I like	Routine at school	Transportation	My town
Days	My family	My bedroom	Express what I don't like	I would like...
Culture and civilization: Christmas in France, Easter, famous French peoples etc.	Culture and civilization: Christmas in France, Easter, famous French peoples etc.	Culture and civilization: Christmas in France, Easter, famous French peoples etc.	Culture and civilization: Christmas in France, Easter, famous French peoples etc.	Culture and civilization: Christmas in France, Easter, famous French peoples etc.

Japanese

<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
Greeting	Greeting	Useful Expression	Past Tense	Existence
Self-introduction (Name, Age, Nationality)	Self-introduction (Family, What I like/dislike)	Hiragana 46 Sounds	Hiragana Special Sounds	Here, There & Over There
Numbers 1-10	Numbers 11-100	Self- introduction	Future Tense	Location
What I like	Subjects	Writing a Letter	Daily Routine	Opinions
Festivals	Festivals	What is this?	Existence	Feeling, Thoughts & Impression
Traditional Paper Craft	Traditional Paper Craft	Numbers and Time	I can do	Telephoning
Food	Month	Family Members	Telephone Numbers	Giving & Receiving
Traditional Story	Colours	Month & Birthday	How Much?	Possession
Family members	Nationality	Day of the Week	Counting Objects	Specific Events
		Where are you going?	Ordering Food	Invitations
			Describing Things	Ability & Possibility

			Intentions	Preferences
			Habitual Actions	Sickness
			Completed Actions	Transportation
			Coming & Going	Making a Speech
			Going by Bus	
			Going with My Friend	

Mandarin

<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
Greeting	Date, Month, Birthday	Chinese Pinyin	Telephone Numbers	Countries, Language
Numbers 1-100	Colour	Chinese Strokes	Family Members	Subjects of Study
Self-introduction (Name, age)	Countries	Numbers	Self-Introduction	Making phone calls
Family	Nationalities	Greeting	Occupation	Weather
Traditional Festival	School	Date	Time	Seasons
Traditional food	Traditional Festival	Age	Daily Routine	Sickness
			Mean of Transport	Hobby: Music
			Colours	Hobby; Sports
			Clothing	Hobby;; Dance
			Parts of the Body	Vegetables and Fruits