



Curriculum:

# Progression in Modern Foreign Languages



## **INTENT - The MFL Curriculum**

We have made the decision as a school to teach French as our significant Modern Foreign Language. This is due to the curriculum composition of our secondary feeder schools; the majority of which teach French as the language children will study when first arriving into Year 7. However, we recognise that skills in MFL are transferrable and language acquisition is a skill which can be transferred – for this reason teachers may choose to teach other languages incidentally as part of our exploration of children's cultural capital. This is particularly prominent during our 'European Day of Language' celebration where children may learn aspects of German, Italian or Spanish and cultural details of these societies.

Languages create a valuable educational, cultural and social experience for our pupils. It helps them develop communication skills in speaking, listening, reading and writing. Similarly, children are encouraged to look at patterns within language and grammar – recognising similarities with the English language and linking with their understanding of etymology and morphology. This is particularly prevalent as we recognise this as a whole school target for our pupils in English, so the experience and skills of language and vocabulary building, whatever the language, proves invaluable.

Learning a language gives children a new and broader perspective on the world and encourages them to question and understand the beliefs and cultures of others. As a small, village school in the English countryside language teaching is crucial to broadening children's cultural capital.

## **IMPLEMENTATION - The MFL Curriculum**

Children develop their love of language and language skills throughout their time in school. Children are given the opportunity to sing songs and listen to stories in other languages. They celebrate the 'European Day of Languages' annually. Teachers also use their skills and expertise to teach language incidentally throughout lessons, broadening children's experience.

Our core Modern Foreign Language (French) is taught as a discrete session on a weekly basis from Year 2 upwards. In Year 2, children have one thirty minute language lesson per week. They are taught languages in smaller teaching groups comprising of Y3/4 and Y5/6 to allow for enhanced progression. We acknowledge our children have different learning styles and these are catered for in our provision.

The 'Progression in Skills' document enables teachers to develop an understanding of what has gone before and ensures that, even in mixed age classes, children progress confidently. Although there are no National Curriculum expectations for MFL in KS1 and the Early Years, we have decided that children should be introduced to MFL in Year 2. In EYFS children may listen to and learn songs, stories and games. In KS1 we have decided on 'must have' knowledge the children should gain by the end of Year 2 to ensure they progress soundly into KS2.

We follow the 'Language Angels' scheme of work in our school, however teachers adapt the planning and activities to meet the bespoke needs of our children.

## IMPLEMENTATION – Progression in MFL Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<p>There are no NC expectations for MFL in Early Years. However, we recognise that children absorb language from an early age, whilst they are still developing language skills in their mother tongue.</p> <p>As a result, in EYFS, we aim to expose the children to French songs, stories and games – learning to love the language.</p> <p>They may also learn some greetings and simple phrases as part of focussed teaching or continuous provision.</p>	<p>There are no NC expectations for MFL in Key Stage 1. As a school we have decided that children will:</p> <ul style="list-style-type: none"> <li>learn to say 'hello' and 'goodbye'</li> <li>learn and join in with singing the 'Goodbye song'</li> <li>learn to introduce themselves by their name</li> <li>learn to respond appropriately when asked how they are feeling eg 'How are you?' 'I am feeling well'</li> <li>learn to say the names of a range of colours</li> <li>Locate France and England on a map and look at the French flag</li> <li>Learn that the French flag is called the 'Tricolore' and the names of the colours on the flag</li> <li>find out how Christmas is celebrated in France</li> <li>learn to wish a 'Merry Christmas' in French</li> </ul>		<p>Children will be able to: Understand a few familiar spoken words and phrases - e.g. the teacher's instructions</p> <ul style="list-style-type: none"> <li>a few words and phrases in a song or a rhyme</li> <li>days of the week</li> <li>colours</li> <li>numbers</li> </ul>	<p>Children will be able to: Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> <li>Basic phrases concerning myself, my family, my school, the weather.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to: Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g. • A short rhyme or song, a telephone message, announcement or weather forecast. • Sentences describing what people are wearing, what they are doing, an announcement or message</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to: • understand and respond to spoken and written language from a variety of authentic sources</li> </ul>
<b>Speaking</b>				<p>Children will be able to: Say and repeat single words and short simple phrases – e.g. • greeting someone • saying oui, non, s'il vous plait, merci (or equivalents in other languages) • naming classroom objects • days of the week saying what the weather is like</p>	<p>Children will be able to: Answer simple questions and give basic information – e.g. • Saying where I live • Whether I have brothers and sisters • Whether I have a pet • When my birthday is • How old I am Saying the date</p>	<ul style="list-style-type: none"> <li>Children will be able to: Ask and answer simple questions and talk about their interests - e.g. • taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ... • discussing a picture with a partner, describing colours, shapes and saying whether I like it or not;</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to: • 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 • give a short prepared talk, on a topic of choice, including expressing opinions - e.g. • talking on a</li> </ul>

					asking for and giving directions; discussing houses, pets, food	familiar subject; describing a picture or part of a story
<b>Reading</b>			Children will be able to: Can recognise and read out a few familiar words and phrases - e.g. • from stories and rhymes • labels on familiar objects • the date • the weather	<ul style="list-style-type: none"> <li>Children will be able to: Understand and read out familiar written phrases - e.g. • simple phrases • weather phrases • simple description of objects someone writing about their pet</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to: Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g. • very simple messages on a postcard or e-mail or part of a story • three to four sentences of information about a friend , a description of someone's school day</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to: Understand the main points and opinions in written texts from various contexts - e.g. • A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ... • discover and develop an appreciation of a range of writing in French</li> </ul>
<b>Writing</b>			Children will be able to: Can write or copy simple words or symbols correctly - e.g. • numbers • Days of week • colours • classroom objects • a shopping list	<ul style="list-style-type: none"> <li>Children will be able to: Can write one or two short sentences to a model and fill in the words on a simple form- e.g. • personal information • where I live • how old I am • holiday greetings by e-mail or on a postcard</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to: Write a few short sentences with support using expressions which they have already learnt - e.g. • a postcard, a simple note or message, an identity card Write a short text on a familiar topic, adapting language which they have already learnt- e.g. • three to four sentences for a wall display; a simple e-mail message ...</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • paragraphs of three to four sentences about myself, • about a story or a picture; a message containing three to four sentences; a postcard or greetings card</li> </ul>

## IMPLEMENTATION – MFL Long Term Planning

Year A	Y2	Y3/4	Y5/6
Autumn 1	J'Apprends Le Francais	Je Me Presente	A L'Ecole
Autumn 2	Les Animaux	En Famille	
Spring 1	Les Instruments	Au Café	Manger et bouger?
Spring 2	Petit Chaperon Rouge	En classe	
Summer 1	Je Peux...	As-Tu un Animal?	Le week-end
Summer 2	Les Colouers et Les Nombres	Les jeux olympieux	

Year B	Y2	Y3/4	Y5/6
Autumn 1	Les Fruites	Quelle est la date?	Les habitates
Autumn 2	Les Legumes	Quel temps fait ils?	
Spring 1	Les Formes	Les vetements	Les planetes
Spring 2	Les Salutations	Les habitats	
Summer 1	Les Colouers et Les Nombres	Chez moi	Moi Dans Le Monde
Summer 2	Consolidation	Les maison tudor / La romans	

## **IMPACT- The MFL Curriculum**

Teachers use the built in assessment system on our Language Angels scheme of work to assess children's learning. We made this decision as it meets the NC requirements for languages and allows our staff, most of whom are non-specialists, to feel confident when making judgements of children's work in MFL.

Work in MFL is recorded using audio, video or photographs. Each class has a shared Seesaw file where examples of spoken language and progression are stored for assessment and curriculum purposes.

This data is analysed by the MFL leader on a termly basis and subsequently demonstrates a discussion with staff. We also regularly communicate with our secondary feeder schools about the standard of children in MFL when they leave our school.