



Hunton & Arrathorne Community Primary School

## Curriculum Document: MFL

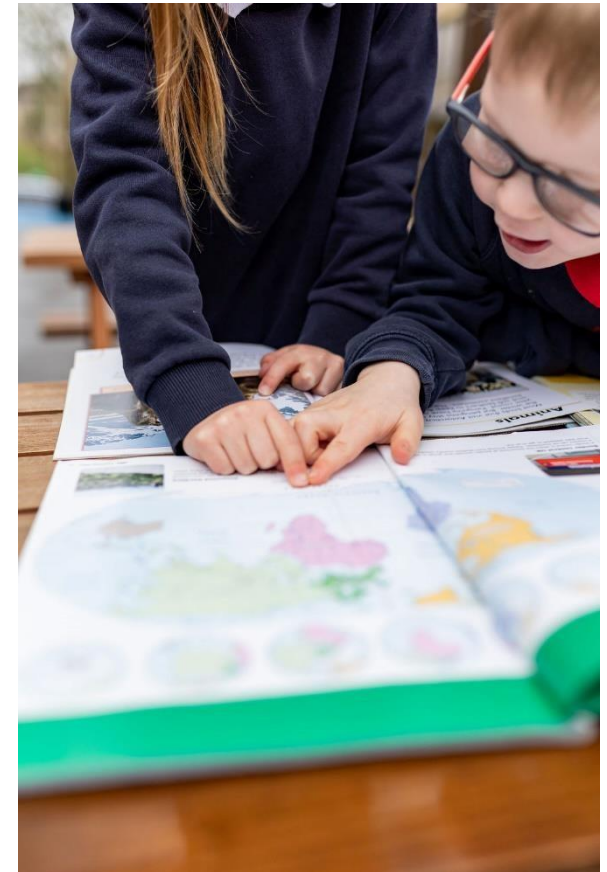


## INTENT - The MFL Curriculum

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' where they learn more about the culture and country of France.

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. By the time pupils leave us at the end of Key Stage 2 they will have had the opportunity to apply their MFL learning due to a visit to France.



## 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 within Reception and Key Stage 1. We have a variety of stories available written in French. 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 1 upwards. In Key Stage 1, children have one thirty-minute language lesson per week. This continues into Key Stage 2 where language lessons last between 30 and 45 minutes per week. All French lessons take place on 'French Friday' where we celebrate our love of languages across school. 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 – Long-term Plan in MFL Skills

	Autumn Term	Spring Term	Summer Term
Y1/2 (Year A) <i>(Goldilocks &amp; The Three Bears)</i>	Nursery Rhymes	Greetings	Numbers and Colours
Y1/2 (Year B) <i>(Les Trois Petits Coichin)</i>	Nursery Rhymes	Greetings	Numbers and Colours
Y3 <i>(Going on a Bear Hunt)</i>	I am Learning French	Transport	My Dream House
Y 4/5 (Year A) <i>(Les colouers de Elmer)</i>	Ice-Cream	Animals	My Family
Y 4/5 (Year B) <i>(Le chenille qui fait des trous)</i>	Fruit and Vegetables	Shape	In My Town
Y6 <i>(Gruffalo)</i>	Tea Room	Weather	My Home

## IMPLEMENTATION –Sticky Knowledge in MFL

	Autumn Term	Spring Term	Summer Term
Y 1/2 (Year A)	Nursery Rhymes	Greetings	Numbers and Colours
Learning Outcomes / Sticky Knowledge	<p>Actively participate and enjoy six traditional nursery rhymes in French.</p> <p><b>Start to understand and decode more of the spoken French that we hear.</b></p>	<p>Say 'hi' and 'hello' in French.</p> <p>Say 'my name is...' in French.</p> <p>Say 'goodbye' and 'see you later' in French.</p> <p><b>Name three feelings.</b></p>	<p>Say five common colours in French</p> <p>Count from 1-5 in French.</p> <p><b>Count from 1-10 in French.</b></p> <p><b>Say ten common colours in French.</b></p>
Year 1/2 (Year B)	Nursery Rhymes	Greetings	Numbers and Colours
Learning Outcomes / Sticky Knowledge	<p>Actively participate and enjoy six traditional nursery rhymes in French.</p> <p><b>Start to understand and decode more of the spoken French that we hear.</b></p>	<p>Say 'hi' and 'hello' in French.</p> <p>Say 'my name is...' in French.</p> <p>Say 'goodbye' and 'see you later' in French.</p> <p><b>Name three feelings.</b></p>	<p>Say five common colours in French</p> <p>Count from 1-5 in French.</p> <p><b>Count from 1-10 in French.</b></p> <p><b>Say ten common colours in French.</b></p>
Y 3	I am Learning French	Transport	My Dream House
Learning Outcomes / Sticky Knowledge	Ask a partner their name and tell them your name.	Recognise and recall seven modes of transport.	Recognise, recall and remember seven rooms.

	Ask someone how they are feeling and give a reply.	Recall numbers 1-5 and some colours more easily in French.	<p>Attempt to spell some of these nouns with the correct determiner.</p> <p>Attempt to build a sentence using the structure 'il y a' plus the noun and correct determiner.</p>
Y 4/5 (Year A)	Ice-cream	Animals	My Family
Learning Outcomes / Sticky Knowledge	<p>Name, recognise and remember up to five ice-cream flavours.</p> <p><b>Name, recognise and remember up to ten ice-cream flavours.</b></p> <p>Attempt to spell some of these flavours <b>with increasing accuracy.</b></p> <p>Learn how to say 'please' and 'thank you' in French.</p> <p>Use the structure 'je vousdrais' plus an ice-cream flavour.</p>	<p>Name and recognise up to five animals in French.</p> <p><b>Name and recognise up to ten animals in French.</b></p> <p>Attempt to spell some of these nouns with the correct article <b>with increasing accuracy.</b></p> <p>Pretend that we are an animal using the first person singular of the verb.</p>	<p>Remember the nouns for family members in French.</p> <p>Describe a family in French by name, age <b>and relationship.</b></p> <p>Count up to 50</p> <p><b>Count up to 100.</b></p>
Y 4/5 (Year B)	Fruit and Vegetables	Shape	In My Town

<b>Learning Outcomes / Sticky Knowledge</b>	<p>Name, recognise and remember up to 5 fruits and 5 vegetables in French.</p> <p><b>Name, recognise and remember up to 10 fruits and 10 vegetables in French.</b></p> <p>Attempt to spell some of these nouns with their correct article/determiner <b>with increasing accuracy.</b></p> <p>Ask someone in French if they like a particular fruit.</p> <p>Say which fruit/vegetable we like or dislike.</p>	<p>Name, recognise and remember up to five shapes in French.</p> <p><b>Name, recognise and remember up to ten shapes in French.</b></p> <p>Attempt to spell some of these shapes in French <b>with increasing accuracy.</b></p> <p>Attempt to remember which shapes are ‘un’ or ‘une’.</p>	<p>Recognise, recall and remember up to five places from a town.</p> <p>Recognise, recall and remember up to seven places from a town.</p> <p>Attempt to spell some of these with the correct determiner <b>with increasing accuracy.</b></p> <p>Attempt to build a sentence using the structure ‘il y a’ plus the noun and correct determiner.</p>
<b>Year 6</b>	<b>Tea Room</b>	<b>Weather</b>	<b>My Home</b>
<b>Learning Outcomes / Sticky Knowledge</b>	<p>Recall from memory a range of nouns for common foods, snacks and drinks.</p> <p>Understand better how to make nouns plural.</p> <p>Improve our knowledge of French currency.</p> <p>Order in French what we would like to eat and drink in role play.</p>	<p>Recognise and recall nine weather expressions in French.</p> <p>Ask what the weather is today and reply in French.</p> <p>Describe what the weather is in French using a weather map with symbols.</p>	<p>Say and write in French whether we live in a house or apartment.</p> <p>Say what rooms we have and do not have.</p> <p>Use the conjunction ‘et’ to link two sentences together.</p>

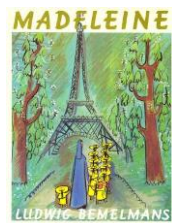
## IMPLEMENTATION –Progression in MFL

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Reading</b>	<ul style="list-style-type: none"> <li><b>Year 1:</b> Identify and match familiar words and phrases to pictures.</li> <li><b>Year 2:</b> Read and understand short sentences with familiar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 3:</b> Read and understand short texts with familiar vocabulary.</li> <li><b>Year 4:</b> Read and understand longer texts, identifying key information.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 5:</b> Read and understand a variety of texts, identifying main ideas and details.</li> <li><b>Year 6:</b> Read and understand complex texts, analysing language and structure.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li><b>Year 1:</b> Write simple words and phrases using a model.</li> <li><b>Year 2:</b> Write short sentences with support, using familiar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 3:</b> Write short sentences with support, using familiar vocabulary and simple structures.</li> <li><b>Year 4:</b> Write longer sentences, using a variety of vocabulary and structures.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 5:</b> Write clear and coherent texts, using a range of vocabulary and grammatical structures.</li> <li><b>Year 6:</b> Write extended texts, demonstrating control over grammar, punctuation, and style.</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li><b>Year 1:</b> Recognise and respond to simple greetings and classroom instructions.</li> <li><b>Year 2:</b> Understand and use basic phrases for introducing oneself and expressing likes/dislikes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 3:</b> Understand and respond to simple questions and instructions.</li> <li><b>Year 4:</b> Initiate and sustain simple conversations on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 5:</b> Understand and respond to a range of questions and instructions.</li> <li><b>Year 6:</b> Initiate and sustain conversations on a variety of topics, expressing opinions and justifications.</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li><b>Year 1:</b> Recognise and use basic nouns and articles (e.g., le, la).</li> <li><b>Year 2:</b> Understand and use simple adjectives and plural forms.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 3:</b> Understand and use present tense verbs and subject pronouns.</li> <li><b>Year 4:</b> Understand and use simple past tense and future expressions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 5:</b> Understand and use complex sentence structures, including relative clauses.</li> <li><b>Year 6:</b> Use a variety of tenses and moods, including conditional and subjunctive forms.</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li><b>Year 1:</b> Begin to pronounce familiar words and phrases correctly.</li> <li><b>Year 2:</b> Pronounce words with increasing accuracy, paying attention to sounds and accents.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 3:</b> Pronounce words with increasing accuracy, focusing on vowel sounds.</li> <li><b>Year 4:</b> Pronounce words with attention to silent letters and liaison.</li> </ul>	<ul style="list-style-type: none"> <li><b>Year 5:</b> Pronounce words with attention to intonation and rhythm.</li> <li><b>Year 6:</b> Pronounce words fluently, with appropriate stress and intonation.</li> </ul>



## IMPLEMENTATION – What an MFL lesson looks like

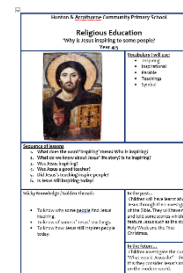
Each lesson begins by listening to a French story.



There is the opportunity to retrieve and recap through an active and engaging starter to make sure children enjoy French.



The front sheet is explored so children can see the learning in sequence.



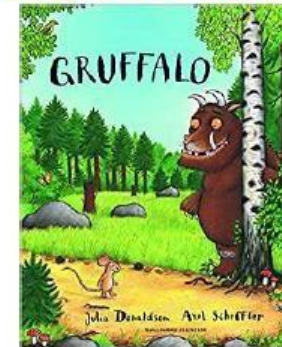
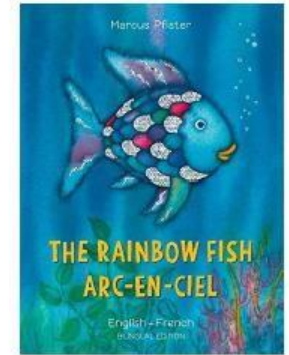
We follow the lesson plan from Language Angels, but have the confidence to adjust it to meet the needs of our pupils and ensure it is engaging.



## IMPLEMENTATION – READING IN MFL

As Lifelong Readers, we want to inspire our children to ‘read as linguists’. We have a carefully planned and sequenced reading spine to further engage the children and provide them with high quality texts in-line with their current topic in MFL. Please see a sample of our core texts for MFL. to the right.

As part of each MFL lesson, the children learn to listen to, enjoy and recite a well-known story in French – making links to vocabulary they already know and new vocabulary where possible. This also develops their love of lifelong reading, being inquisitive and their oracy.



## IMPACT- The MFL Curriculum

Teachers use the built-in assessment system on our 'Language Angels' scheme of work to assess children's learning, teachers also assess key sticky knowledge at the end of each term. 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. There is a centralised iPad which French work is recorded 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.

