



Curriculum:

## Progression in Modern Foreign Languages

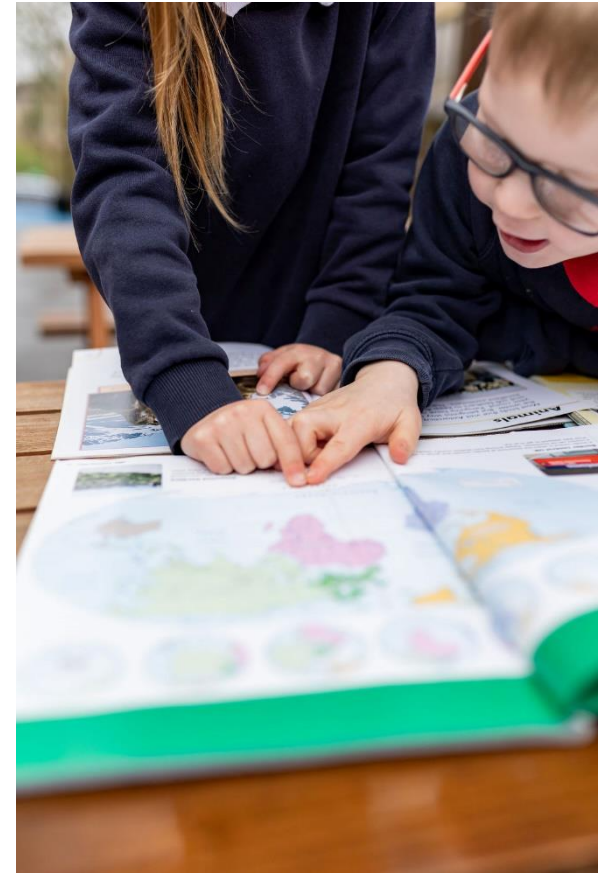


## INTENT - The MFL Curriculum

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’ 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 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 – Long-term Plan in MFL Skills

	Autumn Term	Spring Term	Summer Term
Y1 ( <i>Baa Baa Black Sheep</i> )			Nursery Rhymes
Y2/3 (Year A) ( <i>Les Trois Petits Coichin</i> )	Greetings	Seasons	In My Town
Y 2/3 (Year B) ( <i>Goldilocks &amp; The Three Bears</i> )	Numbers and Colours	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	Little Red Riding Hood
Y6 ( <i>Gruffalo</i> )	Tea Room	Weather	My Home

## IMPLEMENTATION – Learning Outcomes and Sticky Knowledge in MFL

	Autumn Term	Spring Term	Summer Term
Y1			<b>Nursery Rhymes</b>
Learning Outcomes / Sticky Knowledge			Actively participate and enjoy six traditional nursery rhymes in French.  Start to understand and decode more of the spoken French that we hear.
Y2/3 (Year A)	<b>Greetings</b>	<b>Seasons</b>	<b>In My Town</b>
Learning Outcomes / Sticky Knowledge	Say 'hi' and 'hello' in French.  Say 'my name is...' in French.  Ask someone how they are feeling and give a reply.  Say 'goodbye' and 'see you later' in French.	Recognise all four seasons in French.  Learn an associated action for each season.  Understand what happens in the world around us in each season in French.	Recognise, recall and remember up to seven places from a town.  Attempt to spell some of these with the correct determiner.  Attempt to build a sentence using the structure 'il y a' plus the noun and correct determiner.
Y 2/3 (Year B)	<b>Numbers and Colours</b>	<b>Transport</b>	<b>My Dream House</b>
Learning Outcomes / Sticky Knowledge	Say ten common colours in French.  Count from 1-10 in French.	Recognise and recall seven modes of transport.	Recognise, recall and remember seven rooms.

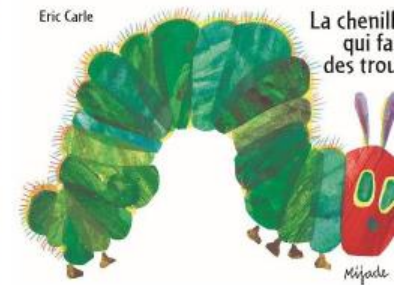
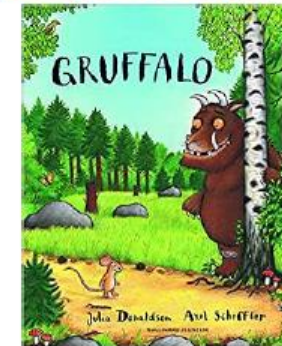
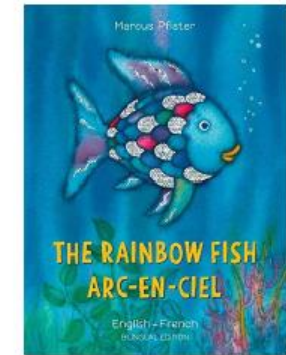
		Recall numbers 1-5 and some colours more easily in French.	Attempt to spell some of these nouns with the correct determiner.  Attempt to build a sentence using the structure 'il y a' plus the noun and correct determiner.
<b>Y 4/5 (Year A)</b>	<b>Ice-cream</b>	<b>Animals</b>	<b>My Family</b>
<b>Learning Outcomes / Sticky Knowledge</b>	Name, recognise and remember up to ten ice-cream flavours.  Attempt to spell some of these flavours.  Learn how to say 'please' and 'thank you' in French.  Use the structure 'je vousdrais' plus an ice-cream flavour.	Name and recognise up to ten animals in French.  Attempt to spell some of these nouns with the correct article.  Pretend that we are an animal using the first person singular of the verb.	Remember the nouns for family members in French.  Describe a family in French by name, age and relationship.  Count up to 100.
<b>Y 4/5 (Year B)</b>	<b>Fruit and Vegetables</b>	<b>Shape</b>	<b>Little Red Riding Hood</b>
<b>Learning Outcomes / Sticky Knowledge</b>	Name, recognise and remember up to 20 fruits and 10 vegetables in French.  Attempt to spell some of these nouns with their correct article/determiner.  Ask someone in French if they like a particular fruit.	Name, recognise and remember up to ten shapes in French.  Attempt to spell some of these shapes in French.  Attempt to remember which shapes are 'un' or 'une'.	Sit and listen tentatively to a nursery rhyme in French.  Use picture and word cards to learn and retain new vocabulary.  Name and spell at least four parts of the body in French.

	Say which fruit/vegetable we like or dislike.		
<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 – 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.

