

## MFL – National Curriculum 2014

### Purpose of Study

Learning a foreign language is a 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.

<https://assets.publishing.service.gov.uk/>

### 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.

### Subject Content

Teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

At Key Stage 2 pupils should be taught 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.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## MFL – French at Brede Primary School

### INTENT

Our intent in modern foreign languages is that:

- The learning of a language provides a valuable educational, social and cultural experience for our pupils.
- It helps them to develop communication skills in speaking, listening, reading and writing, in our chosen language of French.
- Children's knowledge of how language works will be developed to lay the foundations for further language learning in the future.
- Learning another language will give children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others beyond their local environment.

### IMPLEMENTATION

We will implement our intent by:

- Teaching weekly sessions to all children in KS2.
- We aim for our children to develop an appreciation of songs and stories in French throughout their time at the school.
- Our school follows the Twinkl PlanIt scheme of work, which is ordered and adapted to meet the needs of our own children and class organisation.
- As our existing staff are not French speakers, the scheme of work is supplemented with resources from Lightbulb Languages which provide additional resources, including audio files: <https://www.lightbulblanguages.co.uk/resources-french.htm>
- As we acknowledge children's different learning styles, our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work and many more creative ways to extend, embed and combine language skills.

### IMPACT

Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- 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.

MFL – Skills Progression		
	LKS2	UKS2
Listening and Speaking/Oracy	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a repeat modelled words;</li> <li>b listen and show understanding of single words through physical response;</li> <li>c repeat modelled short phrases;</li> <li>d listen and show understanding of short phrases through physical response.</li> </ul>	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and show understanding of simple sentences containing familiar words through physical response;</li> <li>b listen and understand the main points from short, spoken material in French;</li> <li>c listen and understand the main points and some detail from short, spoken material in French.</li> </ul>
	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise a familiar question and respond with a simple rehearsed response;</li> <li>b ask and answer a simple and familiar question with a response;</li> <li>c express simple opinions such as likes, dislikes and preferences;</li> <li>d ask and answer at least two simple and familiar questions with a response.</li> </ul>	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a engage in a short conversation using a range of simple, familiar questions;</li> <li>b ask and answer more complex questions with a scaffold of responses;</li> <li>c express a wider range of opinions and begin to provide simple justification;</li> <li>d converse briefly without prompts.</li> </ul>
	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name objects and actions and may link words with a simple connective;</li> <li>b use familiar vocabulary to say a short sentence using a language scaffold;</li> <li>c speak about everyday activities and interests;</li> <li>d refer to recent experiences or future plans.</li> </ul>	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say a longer sentence using familiar language;</li> <li>b use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li>c refer to everyday activities and interests, recent experiences and future plans;</li> <li>d vary language and produce extended responses.</li> </ul>
	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify individual sounds in words and pronounce accurately when modelled;</li> <li>b start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>c adapt intonation to ask questions or give instructions;</li> <li>d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>d adapt intonation, for example to mark questions and exclamations.</li> </ul>

<p><b>Listening and Speaking/Oracy</b></p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name nouns and present a simple rehearsed statement to a partner;</li> <li>b present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a manipulate familiar language to present ideas and information in simple sentences;</li> <li>b present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>c present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>
<p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say simple familiar words to describe people, places, things and actions using a model;</li> <li>b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>c say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>c use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
<p><b>Reading and Writing/Literacy</b></p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and show understanding of familiar single words;</li> <li>b read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li>b read and understand the main points from short, written material;</li> <li>c read and understand the main points and some detail from short, written material</li> </ul>
<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use strategies for memorisation of vocabulary;</li> <li>b make links with English or known language to work out the meaning of new words;</li> <li>c use context to predict the meaning of new words;</li> <li>d begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>b use a bilingual dictionary to identify the word class;</li> <li>c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reading and Writing/Literacy</b></p>	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify individual sounds in words and pronounce accurately when modelled;</li> <li>b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>c adapt intonation to ask questions;</li> <li>d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>d adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>
	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write single familiar words from memory with understandable accuracy;</li> <li>b write familiar short phrases from memory with understandable accuracy;</li> <li>c replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write a simple sentence from memory using familiar language;</li> <li>b write several sentences from memory with familiar language with understandable accuracy;</li> <li>c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>
	<p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a copy simple familiar words to describe people, places, things and actions using a model;</li> <li>b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>c write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>c use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Stories, Songs, Poems and Rhymes</b></p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>b listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>b follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>

<p><b>Stories, Songs, Poems and Rhymes</b></p>	<p>Children appreciate stories, songs, poems and rhymes in the language. Children can:</p> <ul style="list-style-type: none"> <li>a join in with actions to accompany familiar songs, stories and rhymes;</li> <li>b join in with words of a song or storytelling.</li> </ul>	<p>Children appreciate stories, songs, poems and rhymes in the language. Children can:</p> <ul style="list-style-type: none"> <li>a follow the text of a familiar song or story;</li> <li>b follow the text of a familiar song or story and sing or read aloud;</li> <li>c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>
<p><b>Grammar</b></p>	<p>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <ul style="list-style-type: none"> <li>a Children can show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li>c recognise and use partitive articles;</li> <li>d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</li> <li>e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; use a simple negative form (ne... pas);</li> <li>f show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li>g recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li>i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li> <li>j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</li> <li>k use simple prepositions in their sentences;</li> <li>l use the third person singular and plural of the verb 'être' in the present tense.</li> </ul>	<p>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify word classes;</li> <li>b demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li>c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>d name and use a range of conjunctions to create compound sentences;</li> <li>e use some adverbs;</li> <li>f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</li> <li>g explain and use elision; state the differences and similarities with English;</li> <li>h recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li>i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</li> <li>j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li> <li>k recognise and use a range of prepositions;</li> <li>l use the third person plural of a few high frequency verbs in the present tense;</li> <li>m name all subject pronouns and use to conjugate a high frequency verb in the present tense;</li> <li>n recognise and use a high frequency verb in the perfect tense; compare with English;</li> <li>o follow a pattern to conjugate a regular verb in the present tense</li> <li>p choose the correct tense of a verb according to context.</li> </ul>

## MFL – Curriculum Plan

### EYFS

Through a range of topics taught during the EYFS, children are introduced to concepts of self and other, including similarities and difference. Where child initiated, children will be guided to understand the difference of language, be it in their local context or explicitly taught to encourage an understanding of diversity. Milestones include:

#### **Understanding the World**

- Shows interest in the lives of people who are familiar to them.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

### KS1

Through a range of topics taught during KS1, children are introduced to other cultures through Geography, RE and RSHE, as well as teaching to support diversity. Language teaching is not explicitly taught to children in KS1. However due to our school role, some years KS1 classes may be taught with LKS2 and therefore language introduction may start in this key stage.

### KS2

Due to the changing class arrangements to meet the needs of a school intake of 20 children per year, units are not specifically taught in given terms. The Curriculum Plan below is sequenced according to progression of skills to enable language development, with the intention that children work their way through the yearly cycles. However units within the cycle may be reorganised according to the termly topic in order to make cross-curricular links. This curriculum is reviewed by class teachers annually to ensure children do not repeat units, unless for consolidation. Therefore the proposed plan may change based on class arrangements and previous completion of units.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>LKS2 Cycle A</b>	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
<b>LKS2 Cycle B</b>	Getting to Know You	On the Move	Going Shopping	Where in the World?	What's the Time?	Holidays and Hobbies
<b>UKS2 Cycle A</b>	Getting to Know You	All About Ourselves	That's Tasty	Family and Friends	School Life	All Around Town
<b>UKS2 Cycle B</b>	Getting to Know You	Let's Visit a French Town	Let's Go Shopping	This France	All in a Day	Time Travelling

**Curriculum Plan for 2021/22 –**

Class	Years	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Rabbits	2	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
	3						
Foxes	3	Getting to Know You	On the Move	Going Shopping	Where in the World?	What's the Time?	Holidays and Hobbies
	4						
Owls	5	Getting to Know You	Time Travelling	That's Tasty	All About Ourselves	Family and Friends	All Around Town
	6						

**Curriculum Plan for 2022/23 –**

Class	Years	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Rabbits							
Foxes							
Owls							