



## MFL Curriculum Guide

*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.*

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### Intent

At Knighton Mead, we aim to develop and embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

### National Curriculum 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.

## Key Stage 2 Subject Content

### KS2

Pupils should be taught to:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• present ideas and information orally to a range of audiences</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• appreciate stories, songs, poems and rhymes in the language</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• describe people, places, things and actions orally and in writing</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul> |  |

## Whole School Coverage Units


The French scheme of work is as follows:

| Term/<br>Year Group       | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|---------------------------|--|--|--|---|--|---|
| <b>Stage 1<br/>Year 3</b> | <b>A new start</b><br>(Greetings, feelings, numbers, colours)  | <b>Calendar and celebrations</b><br>(Bonfire colours, commands, days and months, Christmas)                      | <b>Animals I like and don't like</b><br>(Animal nouns, singular and plural, opinions, story)                   | <b>Carnival and using numbers</b><br>(Carnival, numbers to 15, core language recap, age, dates, Easter)                           | <b>Fruits and vegetables, Hungry Giant</b><br>(Fruit and veg nouns, counting, asking politely, story, board game)                          | <b>Going on a picnic</b><br>(Picnic story, food items, polite request)<br><b>Aliens in France</b><br>(Explore France, ask and answer 'where do you live?')<br><b>Language Puzzle*</b> |
| <b>Stage 2<br/>Year 4</b> | <b>Welcome to school</b><br>(Recap core language, rooms in a school, classroom objects)  | <b>My town, your town</b><br>(Commands, shops, asking and giving directions)                                     | <b>Family tree and faces</b><br>(Epiphany, family members, personal info, face parts, describing with colours) | <b>Face and body parts</b><br>(Face and body parts nouns and commands, yoga with body parts, alien creation)                      | <b>Feeling unwell/Jungle animals</b><br>(Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)             | <b>The weather</b><br>(Weather phrases, seasons, forecast)<br><b>Ice creams</b><br>(Flavours, opinions)<br><b>Language Puzzle*</b>  |
| <b>Stage 5<br/>Year 5</b> | <b>Talking about us/school subjects</b><br>(Extended feelings, recap personal information, introduce a friend, subjects and opinions)  | <b>Time in the city</b><br>(French city, buying a ticket, directions, descriptions, shopping, festive jumper)    | <b>Healthy eating, going to market</b><br>(Fruit and veg nouns, class survey, prices, market dialogue, recipe) | <b>Clothes</b><br>(Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)                   | <b>Out of this world</b><br>(ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations) | <b>Going to the seaside</b><br>(Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)<br><b>Language Puzzle*</b>                |
| <b>Stage 6<br/>Year 6</b> | <b>Revisiting me/Telling the time/Everyday life</b><br>(Personal info recap, numbers to 60, time phrases, daily routine conversations) | <b>Homes and houses</b><br>(Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf) | <b>Playing and enjoying sport</b><br>(Sport nouns, opinions, verb to play, sports descriptions)                | <b>Funfair and favourites</b><br>(Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition) | <b>Café culture</b><br>(Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)                               | <b>Performance Time</b><br>(Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3)<br><b>Language Puzzle*</b>                               |

## Objectives

| <b>MFL</b>   |   |   |   |   |
|--|---|---|---|---|
| KS2  | 3 | 4 | 5 | 6 |
| <b>Listening &amp; Comprehension</b>   |   |   |   |   |
| 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   |   |   |   |   |
| <b>Speaking</b>  |   |   |   |   |
| 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, <u>phrases</u> 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*  |   |   |   |   |
| <b>Reading &amp; Comprehension</b>   |   |   |   |   |
| read carefully and show understanding of words, <u>phrases</u> and simple writing  |   |   |   |   |
| appreciate stories, songs, <u>poems</u> 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  |   |   |   |   |
| <b>Writing</b>   |   |   |   |   |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly   |   |   |   |   |
| describe people, places, <u>things</u> and actions orally* and in writing  |   |   |   |   |
| understand basic grammar appropriate to the language being studied, including (where relevant): feminine, <u>masculine</u> 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 Skills Progression Document**

| <br><b>MfL-French Skills Progression</b> | <b>Stage 1<br/>Year 3</b>   | <b>Stage 2<br/>Year 4</b>   | <b>Stage 3<br/>Year 5</b>   | <b>Stage 4<br/>Year 6</b>   |
|---|---|---|---|---|
| <b>Listening</b>  | Can understand <b>a few familiar</b> spoken words and phrases.  | Can understand <b>a range of familiar spoken phrases</b> and is able to listen for specific words and phrases.  | Can understand <b>the main points from a series of spoken sentences</b> (including questions.) May require some repetition.   | Can understand <b>the main points and some detail from a short, spoken passage</b> with comprising of familiar language.  |
| <b>Speaking</b>   | Can <b>say/repeat a few words and short simple phrases</b> and would be understood by a sympathetic native speaker. | Can <b>ask and answer simple questions and give basic information.</b><br>Can pronounce familiar words and some new words accurately.                   | Can <b>ask and answer simple questions on several topics and can express opinions.</b> Can take part in brief pre-prepared tasks such as short presentations and role plays.  | Can <b>take part in a simple conversation and can express simple opinions.</b> Generally accurate pronunciation (to a sympathetic native speaker).  |
| <b>Reading</b>  | Can recognise and <b>read out a few familiar words</b> and phrases.   | Can <b>understand simple written phrases.</b><br>Can match sounds to familiar written words.  | Can <b>understand the main point(s) from a short, written passage in clear printed script.</b><br>Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words. | Can <b>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account).</b><br>Can use a bilingual dictionary to access unfamiliar language.          |
| <b>Writing</b>  | Can <b>write or copy a few simple words</b> or symbols as an emergent writer of the target language.                | Can <b>spell some familiar written words and phrases accurately</b> and write simple sentences with limited mistakes so that the message is understood. | Can <b>take part in a simple conversation and can express simple opinions.</b> Generally accurate pronunciation (to a sympathetic native speaker).  | Can <b>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</b> in the present tense on a familiar topic using reference materials, support if necessary. |

## French Curriculum Planning

French is introduced for all children at the beginning of Year 3 and progressed over the four years the children are at Knighton Mead. French is taught once a week for 40mins.

The long-term whole school plan incorporates units and resources from the Primary Languages Network (PLN) scheme of work. The children focus on vocabulary and overlearning key words and phrases to ensure that they become confident learners who are willing to take risks.

The scheme of work gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. It extends their knowledge of how language works and helps them to develop communication skills, including the key skills of speaking and listening.

The French PLN scheme of work is as follows:

| Year | Autumn 1          | Autumn 2                | Spring 1              | Spring 2          | Summer 1                        | Summer 2                    |
|------|-------------------|-------------------------|-----------------------|-------------------|---------------------------------|-----------------------------|
| 3    | A new start       | Calendar & Celebrations | Animals               | Carnival          | The Hungry Giant                | Going on a picnic in France |
| 4    | Welcome to School | My town, your town      | Aliens faces & family | Moving our bodies | At the doctors & jungle animals | Summertime                  |
| 5    | Me and my friends | Time in the city        | At the market         | Clothes           | Out of this world               | Going to the seaside        |
| 6    | This is me        | Homes and houses        | Playing sport         | My best day ever  | Café culture                    | Let's Celebrate             |

## Resources

All unit plans and resources from the PLN scheme of work can be accessed from the PLN website. Other practical resources are stored and found in the teachers' workroom upstairs. If any additional resources are required, staff should speak to the subject leader.

## Assessment and Recording

Recording of MFL is once a week on Tapestry or French workbooks. Teachers assess the children at the end of each unit using the assessment cloud and 'Puzzle it out'.

### Tapestry

- Journal entry saved in MFL folder
- Written comment explaining what activity has been taking place and any other additional comments

## French workbooks

Children have a French book where work and assessment sheets are put in this book.

