



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:

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

Whole School Coverage Units


The French scheme of work is as follows:

Year Group	Autumn	Spring	Summer
3	Getting to know you: <ul style="list-style-type: none"> - Hello - What's your name? - How are you? - Goodbye! - Numbers 0-10 - How old are you? 	All about me: <ul style="list-style-type: none"> - Classroom Instructions - My Body - Actions - Colours - Clothes 1 –What's in your wardrobe? - Clothes 2- What are you wearing? 	Time: <ul style="list-style-type: none"> - Counting 11-31 - Days of the Week - Month of the Year - Mon Anniversaire - What's the Date Today? - Yesterday, Today, Tomorrow
4	Family and friends: <ul style="list-style-type: none"> - Meet My Family! - Pets - Alphabet - What's his name? - How do you spell..? - My home 	Food Glorious Food: <ul style="list-style-type: none"> - The Very Greedy Dog - Please May I Have? - Preferences - What Colour Is It? - What Did He Eat? - I'm Hungry! 	Our school: <ul style="list-style-type: none"> - What's in the Classroom? - What's in your Pencil Case? - School Subjects - PE Lesson - Around School - What do you like to do?
5	On the Move: <ul style="list-style-type: none"> - Transport - How Do You Go to School? - Directions - I Like to Move It! - How Do I Get to...? - We All Go Together! 	Going Shopping: <ul style="list-style-type: none"> - Fruit - Vegetables - Clothes - Where can I buy? - French Money - Let's Go Shopping! 	Where in the World? <ul style="list-style-type: none"> - The United Kingdom - Where Do They Speak French? - The Equator - Continents - Animals - Which Continent are they From?
6	What's the Time? <ul style="list-style-type: none"> - O' Clock and Half Past - My Day - What's on Television? - Quarter Past and Quarter To - The School day - A Maths Lesson on Time 	All Around Town: <ul style="list-style-type: none"> - Where Do You Live? - In My Town - Counting in Tens - Counting to 100 - My Address is... - How Do You Say...? 	Holidays and Hobbies: <ul style="list-style-type: none"> - The Seasons - The Weather - Weather Around the World - Holidays - Sports - Hobbies

Objectives

MFL				
KS2	3	4	5	6
Listening & Comprehension				
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				
Speaking				
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*				
Reading & Comprehension				
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				
Writing				
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

 MFL-French Skills Progression	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Listening	<p><i>Chn will be able to:</i> Understand a few familiar spoken words and phrases - e.g. the teacher's instructions</p> <ul style="list-style-type: none"> • a few words and phrases in a song or a rhyme • days of the week • colours • numbers 	<p><i>Chn will be able to:</i> Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> • Basic phrases concerning myself, my family, my school, the weather. 	<p><i>Chn will be able to:</i> Understand the main points from a short spoken passage made up of familiar language in simple sentences e.g.</p> <ul style="list-style-type: none"> • A short rhyme or song, a telephone message, announcement or weather forecast. <p>Sentences describing what people are wearing, what they are doing, an announcement or message.</p>	<p><i>Chn will be able to:</i> Understand the main points and some of the detail from a short spoken passage</p>
Speaking	<p><i>Chn will be able to:</i> Say and repeat single words and short simple phrases e.g.</p> <ul style="list-style-type: none"> • 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>Know how to pronounce some single letter sounds.</p> <p>Imitate correct pronunciation with some success.</p>	<p><i>Chn will be able to:</i> Answer simple questions and give basic information e.g.</p> <ul style="list-style-type: none"> • Saying where I live • Whether I have brothers and sisters • Whether I have a pet • When my birthday is • How old I am <p>Know how to pronounce all single letter sounds.</p> <p>Show an awareness of sound patterns.</p> <p>Be clearly understood.</p>	<p><i>Chn will be able to:</i> Ask and answer simple questions and talk about their interests- e.g.</p> <ul style="list-style-type: none"> • 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; asking for and giving directions; discussing houses, pets, food <p>Talk about personal interests.</p> <p>Know how to pronounce some letter strings.</p>	<p><i>Chn will be able to:</i> Take part in a simple conversation. Express an opinion.</p> <p>Know how to pronounce a range of letter strings.</p> <p>Begin to understand how accents change letter sounds.</p> <p>Can substitute items of vocabulary to vary questions or statements. Pronunciation is becoming more accurate and intonation is being developed.</p>
Reading	<p><i>Chn will be able to:</i> Recognises and reads out a few familiar words or phrases- e.g.</p>	<p><i>Chn will be able to:</i> Understands some familiar written phrases- e.g.</p>	<p><i>Chn will be able to:</i> Understands the main point(s) from a short written text - e.g.</p>	<p><i>Chn will be able to:</i> Understand the main points and some of the detail from a short written text- e.g.</p>

	<ul style="list-style-type: none"> from stories and rhymes labels on familiar objects the date the weather <p>Understands some familiar written phrases</p>	<ul style="list-style-type: none"> simple phrases weather phrases simple description of objects <p>Someone writing about their pet.</p>	<ul style="list-style-type: none"> very simple messages on a postcard or e-mail or part of a story Match sound to print by reading aloud familiar words and phrases. <p>Use a book or glossary to find out the meanings of new words.</p>	<ul style="list-style-type: none"> A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ... <p>Begin to read independently. Use a bilingual Dictionary to look up new words.</p>
Writing	<p><i>Chn will be able to:</i> Write or copy simple words and/or symbols correctly - e.g.</p> <ul style="list-style-type: none"> numbers Days of week colours classroom objects a shopping list <p>Select appropriate words to complete short phrases or sentences.</p>	<p><i>Chn will be able to:</i> Write one or two short sentences with support e.g. a model or fill in the words on a simple form- e.g.</p> <ul style="list-style-type: none"> personal information where I live how old I am holiday greetings by e-mail or on a postcard <p>Begin to spell some commonly used words correctly.</p>	<p><i>Chn will be able to:</i> Write a few short sentences with support using already learnt – e.g.</p> <ul style="list-style-type: none"> a postcard, a simple note or message, an identity card <p>Spell words that are readily understandable.</p>	<p><i>Chn will be able to:</i> Write a short text on a familiar topic, adapting language already learnt-</p> <ul style="list-style-type: none"> 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 <p>Spell commonly used words correctly</p>
Intercultural Understanding	<p>Understand and respect that there are people and places in the world around me that are different to where I live and play.</p> <p>Understand that some people speak a different language to my own.</p>	<p>Identify similarities and differences in my culture to that of another.</p> <p>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>	<p>Respect and understand cultural diversity.</p> <p>Understand how symbols, objects and pictures can represent a country.</p>	<p>Talk about, discuss and present information about a particular country's culture.</p> <p>Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.</p>

Planning, marking and feedback

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 PlanIt French scheme of work on Twinkl. 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 scheme of work is as follows:

Year Group	Autumn	Spring	Summer
3	Getting to know you	All about me	Time
4	Family and friends	Food Glorious Food	Our school
5	On the Move	Going Shopping	Where in the World?
6	What's the Time?	All Around Town	Holidays and Hobbies

Resources

All unit plans and resources from the PlanIt scheme of work are stored on the school server in MFL folder. 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 Seesaw or French workbooks. Teachers assess the children using the 5 stars against each skill and can use this to inform their assessment as to whether a child is working towards expected standard, at the expected standard or exceeding the expected standard.

SeeSaw

- Journal entry saved in MFL folder
- Written comment explaining what activity has been taking place and any other additional comments
- Relevant skills selected and given a star rating.

French workbooks

Children have a French book where they write down any new vocabulary learnt. They Magpie (Mot de Pie) and record in the book. Work is also put in this book, if not using Seesaw.

