



# THE ST. MARY'S PARTNERSHIP

## MFL

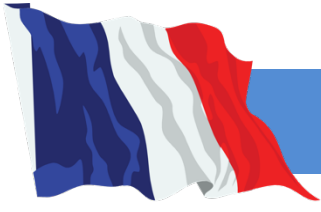
# Curriculum

# Guide



The Quality of Education Subject Pathway





# MFL CURRICULUM

## Intent

It is vital that children are equipped with a critical understanding of the opportunities that can open up to them, with the ability to communicate in a different language. Further, we know language teaching develops:

- **An appreciation of other cultures and traditions;**
- **An in-depth knowledge and re-enforcement of a child's understanding and acquisition of grammatical knowledge and application;**
- **It underpins language and communication by improving speech and pronunciation skills**

The planning maps the key objectives from the National Curriculum to ensure that progression is clear from Year 1 to Year 6. Planning identifies how children are expected to improve each year and the desired knowledge domains we want them to know and remember.

To complement our teaching of English, children's skill application is developed through the familiar domains of: listening, speaking, reading, writing and grammar. Thus, supporting children to develop stronger schematic links to their English teaching overall.

### A strong focus on building vocabulary

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In order for children to excel in language teaching, our pupils need to have a solid base of vocabulary that is pre-taught. In a similar way to the rest of the curriculum - we place a heavy emphasis on pupils knowing and using vocabulary well. **When they can say it - they can write it - when they can write it they can use it!**

Basic vocabulary that we expect pupils to know and remember includes days of the week, months of the year, like and dislike, numbers, colours, and basic sentence structures.

### Progressive planning

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Our curriculum is delivered from Year 1 rather than Year 3, **with instruction and planning from French linguists who have supported us in developing this curricular area.** This ensures that we have a solid foundation of teacher subject knowledge to draw upon to break down the learning and the concepts our pupil's study.

We have specifically chosen to include French teaching from Year 1 to ensure that the complexity of language study increases over our pupils' time at the school. For example, in Year's 4 to 6, the curriculum assumes that pupils have accessed at least 2-3 years of foreign language study.

## Progression Overview of Language Skills:

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered
<b>Speaking</b>	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions.
<b>Reading</b>	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
<b>Writing</b>	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write using language from a variety of units covered and learn to adapt any models o show solid understanding of any grammar covered. Incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> a typical school day including subjects, time and opinions.
<b>Grammar</b>	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. <b>EG:</b> Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand rules of adjectival agreement and possessive adjectives. Full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> which subjects I like/which subjects I do not like). Be familiar with a wider range of connectives/ conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.



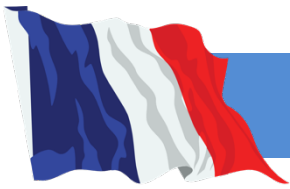
## French Curriculum - Components

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>AUTUMN TERM</b>						
<b>Half Term 1</b>	<ul style="list-style-type: none"> <li>Numbers 1-10</li> <li>Colours</li> <li>Nursery Rhymes</li> <li>Animals</li> </ul>	<ul style="list-style-type: none"> <li>Fruits</li> </ul> (Early Learning Teaching Units)	<ul style="list-style-type: none"> <li>Phonics Lesson 1 "I am learning French"</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Lesson 2</li> <li>The Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Lesson 3</li> <li>Do you have a pet?</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Lesson 4</li> <li>Irregular Verbs</li> <li>Healthy Living</li> </ul>
<b>Half Term 2</b>	(Early Learning Teaching Units)		<ul style="list-style-type: none"> <li>Little Red Riding Hood</li> </ul>	<ul style="list-style-type: none"> <li>My Home</li> </ul>	<ul style="list-style-type: none"> <li>What is the date?</li> </ul>	<ul style="list-style-type: none"> <li>At school</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SPRING TERM</b>						
<b>Half Term 1</b>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Shapes</li> <li>I can...</li> </ul>	<ul style="list-style-type: none"> <li>Types of Musical Instrument</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Britain</li> </ul>	<ul style="list-style-type: none"> <li>The Tudors</li> </ul>	<ul style="list-style-type: none"> <li>The Weather</li> </ul>	<ul style="list-style-type: none"> <li>At the weekend</li> </ul>
<b>Half Term 2</b>	(Early Learning Teaching Units)	(Early Learning Teaching Units)	<ul style="list-style-type: none"> <li>Presenting Myself</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks</li> </ul>	<ul style="list-style-type: none"> <li>The Romans</li> </ul>	<ul style="list-style-type: none"> <li>World War 2</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SUMMER TERM</b>						
<b>Half Term 1</b>	<ul style="list-style-type: none"> <li>Minibeasts</li> <li>Seasons</li> <li>Ice Cream</li> </ul>	<ul style="list-style-type: none"> <li>Vegetables</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> </ul>	<ul style="list-style-type: none"> <li>Clothes</li> </ul>	<ul style="list-style-type: none"> <li>Habitats</li> </ul>	<ul style="list-style-type: none"> <li>Vikings</li> </ul>
<b>Half Term 2</b>	(Early Learning Teaching Units)	(Early Learning Teaching Units)	<ul style="list-style-type: none"> <li>At the café</li> </ul>	<ul style="list-style-type: none"> <li>The Olympics</li> </ul>	<ul style="list-style-type: none"> <li>Planets</li> </ul>	<ul style="list-style-type: none"> <li>Me in the World</li> </ul>

**Note:** This programme makes cross-curricula links schematically to wider study - including: History, Geography and Science learning.

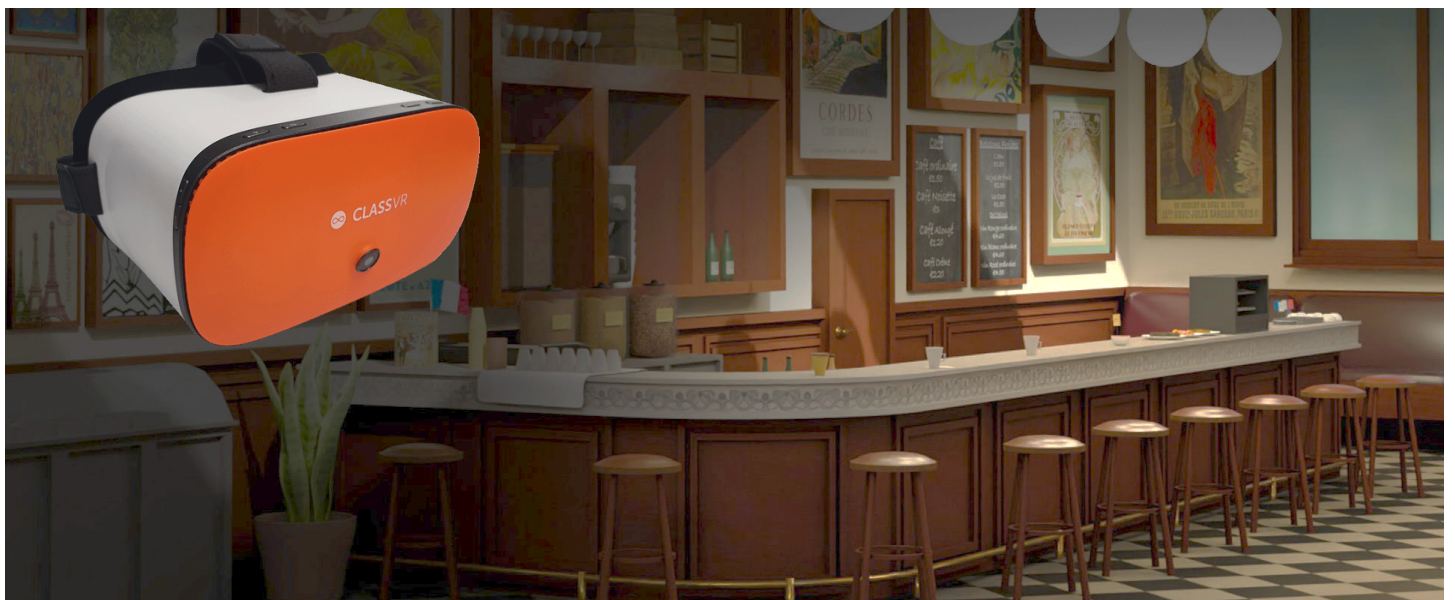


## “You can never understand one language until you understand at least two”

Geoffrey Willans

### Experiential learning

We firmly believe that hands-on, memorable experiences enable children to develop the fluency and understanding of culture in a more accessible way than hearing about it from a teacher or descriptions read in a book.



Through ClassVR and the headsets, children are able to experience culture first-hand. Walking through a French café and being able to see and understand what that is like unlocks the CONTEXTUAL factors that learning a language doesn't present. Further, VR can be utilised and enjoyed by all children - irrespective of their ability or need - which makes this a fantastic tool for engaging and supporting children SEND.

### Ensuring key component knowledge is delivered to pupils

Teaching Type: <b>Early Language</b>		Unit: <b>LES ANIMAUX</b>	
Unit Objective: To remember and recall from memory 10 common animals in French with the correct article/determiner			
<b>By the end of this unit we will be able to:</b> <ul style="list-style-type: none"> <li>Name and recognise up to 10 animals in French.</li> <li>Attempt to spell some of these nouns with their correct indefinite article.</li> <li>Pretend that we are a particular animal using the 1<sup>st</sup> person singular of the verb <b>être</b> (je suis = I am).</li> </ul>		<b>It will help if we already know:</b> <ul style="list-style-type: none"> <li>The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lesson 1 and vocabulary from the 'J'apprends le français' unit.</li> <li>What a noun and article/determiner is in English.</li> <li>What a verb is and that 'I am' comes from the verb 'to be' in English.</li> </ul>	
<b>Skills we will develop:</b> <p>We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal).</p>		<b>Phonics &amp; pronunciation we will see:</b> <p>Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> <li>CH sound in <b>cheval</b></li> <li>OU sound in <b>souris</b> &amp; <b>mouton</b></li> <li>ON sound in <b>cochon</b> &amp; <b>mouton</b></li> <li>OI sound in <b>oiseau</b></li> <li><b>Silent letters and liaison</b> 'd' is not pronounced in <b>canard</b> and the last 's' is not pronounced in <b>souris</b>. The last 's' is however pronounced in the word <b>suis</b> as seen in lesson 5. Here it is in front of the indefinite article/determiners <b>un</b> and <b>une</b> that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'.</li> <li><b>Nasal sounds</b> Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like <b>cochon</b>, <b>singe</b> and <b>mouton</b>.</li> </ul>	
<b>Activities we will complete:</b> <p>There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with <b>je suis...</b> plus an animal from memory.</p>		<b>Vocabulary we will learn &amp; revisit:</b> <p>10 common animals. The animals plus their appropriate indefinite article. First person conjugation of the verb <b>être</b> (je suis = I am). All listed on Vocabulary Sheet.</p>	
<b>Grammar we will learn &amp; revisit:</b> <p><b>Nouns, gender, articles/determiners and verbs.</b> To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners <b>un</b> (for masculine nouns) and <b>une</b> (for feminine nouns). Learning how to categorise nouns by gender (<b>un</b> or <b>une</b>). Introduction of 1<sup>st</sup> person singular conjugation of the high frequency irregular verb <b>être</b> (to be) in French.</p>			

**The key knowledge, vocabulary and grammar we expect pupils to know, learn and remember within a component unit is explicitly stated in the Knowledge Organisers** - available on our website.

The Knowledge Organisers provide pupils and staff with a clear overview of what we expect to be taught through each component lesson. This approach supports leaders in monitoring and evaluating MFL as a subject and understanding how well pupils are progressing in this curricula.

## Ensuring key component knowledge is delivered to pupils

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At the end of each term, pupils are set home learning to create a piece of work to exhibit at the Great Exhibition. Our school hall is transformed into an exhibition venue where parents and carers are invited to see the product of learning.

Pupils may choose any subject and any component learnt within that term and a prize is awarded for the best showcase piece.

The aim of the exhibition is to support parents and carers in their understanding of our ambitious curriculum. Further, it enables pupils of all abilities to showcase their newly acquired knowledge in a format that best suits their own learning style.



The exhibition provides pupils with a platform to talk about and articulate their learning in History.

For families at our school, it provides a home learning activity spanning four to five weeks where pupils and parents can work together to produce an exhibit - bringing the classroom and home closer.



## Assessing pupil progress in MFL (French)

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Teachers continually employ formative assessment to understand how pupils are knowing more and remembering more.

Each lesson, across the curriculum, begins with re-capping of the previous component lesson. Quick fire questions are answered verbally, in books or in groups. A specific focus on the accurate use of vocabulary is assessed, reference to the knowledge organisers to ensure children understand the specific knowledge we expect them to know and remember.

Quizzes, delivered through IT and plenary activities, further demonstrate the knowledge pupils' have acquired. This example of low-stakes testing supports teachers in making balanced decisions on when to recap and repeat knowledge to ensure that is fully embedded.