

# West Croft School



## MFL

# Curriculum Intent





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Through our engaging curriculum we aim to deliver immersive experiences that develop children's natural curiosity about different cultures in the world around us.

Our practical based sessions allow children to understand and apply their knowledge of another language; in and outside of the classroom setting. Through our curriculum children are able to express thoughts, feelings and ideas in a different language as well as start and maintain a conversation and apply their skills through role play. Children will be able to explore new cultures through authentic resources that enhance and support the development of their linguistic skills and learn stories and songs.

At West Croft we strive to equip each child with a love of language and develop a critical awareness of different cultures.

# Languages programmes of study: Key Stage 2 National Curriculum in England

## **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.

## **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.

## **Attainment targets**

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make **substantial progress in one language**. The 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.** If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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.

# Skills progression in French

## Listening and speaking/oracy

By the end of year 3	By the end of year 4	By the end of year 5	By the end of year 6
<ul style="list-style-type: none"> <li>repeat modelled words;</li> <li>listen and show understanding of single words through physical response;</li> <li>recognise a familiar question and respond with a simple rehearsed response;</li> <li>ask and answer a simple and familiar question with a response;</li> <li>name objects and actions and may link words with a simple connective;</li> <li>use familiar vocabulary to say a short sentence using a language scaffold;</li> <li>identify individual sounds in words and pronounce accurately when modelled;</li> <li>start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>name nouns and present a simple rehearsed statement to a partner;</li> <li>present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>say simple familiar words to describe people, places, things and actions using a model;</li> <li>say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> </ul>	<ul style="list-style-type: none"> <li>repeat modelled short phrases;</li> <li>listen and show understanding of short phrases through physical response.</li> <li>express simple opinions such as likes, dislikes and preferences;</li> <li>ask and answer at least two simple and familiar questions with a response.</li> <li>speak about everyday activities and interests;</li> <li>refer to recent experiences or future plans.</li> <li>adapt intonation to ask questions or give instructions;</li> <li>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> <li>present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> <li>say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<ul style="list-style-type: none"> <li>listen and show understanding of simple sentences containing familiar words through physical response;</li> <li>listen and understand the main points from short, spoken material in French;</li> <li>engage in a short conversation using a range of simple, familiar questions;</li> <li>ask and answer more complex questions with a scaffold of responses;</li> <li>say a longer sentence using familiar language;</li> <li>use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li>pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>manipulate familiar language to present ideas and information in simple sentences;</li> <li>present a range of ideas and information, using prompts, to a partner or a small group of people</li> </ul>	<ul style="list-style-type: none"> <li>listen and understand the main points and some detail from short, spoken material in French.</li> <li>express a wider range of opinions and begin to provide simple justification;</li> <li>converse briefly without prompts.</li> <li>refer to everyday activities and interests, recent experiences and future plans;</li> <li>vary language and produce extended responses.</li> <li>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>present a range of ideas and information, without prompts, to a partner or a group of people.</li> <li>say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>

# Skills progression in French

	By the end of year 3	By the end of year 4	By the end of year 5	By the end of year 6
<b>Reading and writing/literacy</b>	<ul style="list-style-type: none"> <li>• read and show understanding of familiar single words;</li> <li>• use strategies for memorisation of vocabulary;</li> <li>• make links with English or known language to work out the meaning of new words;</li> <li>• identify individual sounds in words and pronounce accurately when modelled;</li> <li>• start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>• write single familiar words from memory with understandable accuracy;</li> <li>• write familiar short phrases from memory with understandable accuracy;</li> <li>• copy simple familiar words to describe people, places, things and actions using a model;</li> <li>• write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> </ul>	<ul style="list-style-type: none"> <li>• read and show understanding of simple phrases and sentences containing familiar words.</li> <li>• use context to predict the meaning of new words;</li> <li>• begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> <li>• adapt intonation to ask questions;</li> <li>• show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> <li>• replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> <li>• write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li>• read and understand the main points from short, written material; use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); use a bilingual dictionary to identify the word class;</li> <li>• read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>• appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>• write a simple sentence from memory using familiar language;</li> <li>• write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> </ul>	<ul style="list-style-type: none"> <li>• read and understand the main points and some detail from short, written material.</li> <li>• use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> <li>• adapt intonation for example to mark questions and exclamations in a short, written passage.</li> <li>• write several sentences from memory with familiar language with understandable accuracy;</li> <li>• replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> <li>• manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>• use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>

# Skills progression in French

## Stories, songs, poems and rhymes

By the end of year 3	By the end of year 4	By the end of year 5	By the end of year 6
<ul style="list-style-type: none"><li>listen and identify specific words in songs and rhymes and demonstrate understanding;</li><li>join in with actions to accompany familiar songs, stories and rhymes;</li></ul>	<ul style="list-style-type: none"><li>join in with words of a song or storytelling.</li></ul>	<ul style="list-style-type: none"><li>listen and identify rhyming words and specific sounds in songs and rhymes;</li><li>follow the text of familiar songs and rhymes, identifying the meaning of words;</li><li>follow the text of a familiar song or story;</li></ul>	<ul style="list-style-type: none"><li>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li><li>follow the text of a familiar song or story and sing or read aloud;</li><li>understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li></ul>

# Skills progression in French

Grammar	By the end of year 3	By the end of year 4	By the end of year 5	By the end of year 6
	<ul style="list-style-type: none"> <li>show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>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> </ul>	<p>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;</p> <p>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);</p> <p>show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</p> <p>recognise and use the first person possessive adjectives (mon, ma, mes); recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</p> <p>conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; use simple prepositions in their sentences;</p> <p>use the third person singular and plural of the verb 'être' in the present tense.</p>	<ul style="list-style-type: none"> <li>identify word classes;</li> <li>demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li>explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>name and use a range of conjunctions to create compound sentences;</li> <li>use some adverbs;</li> <li>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> </ul>	<p>explain and use elision; state the differences and similarities with English;</p> <p>recognise and use the simple future tense of a high frequency verb; compare with English;</p> <p>recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</p> <p>recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); recognise and use a range of prepositions;</p> <p>use the third person plural of a few high frequency verbs in the present tense;</p> <p>name all subject pronouns and use to conjugate a high frequency verb in the present tense;</p> <p>recognise and use a high frequency verb in the perfect tense; compare with English;</p> <p>follow a pattern to conjugate a regular verb in the present tense</p> <p>choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</p>

# MFL Curriculum Map Year 3

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Getting to know you</b>	<b>All about me</b>	<b>Food glorious food</b>	<b>Family and friends</b>	<b>Our school</b>	<b>Time</b>
<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• say hello and goodbye;</li> <li>• introduce themselves;</li> <li>• say if they are feeling good/bad/so-so;</li> <li>• count to 10;</li> <li>• say how old they are.</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• give and respond to simple classroom instructions appropriately;</li> <li>• name parts of the body from a song;</li> <li>• identify colours;</li> <li>• name items of clothing;</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• follow a story and join in the repeated parts;</li> <li>• say what foods from a set they like/dislike;</li> <li>• describe the colour or size of an object;</li> <li>• ask politely for something</li> </ul>	<p>Children will learn how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home.</p> <p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• identify and introduce some of their relations;</li> <li>• name some common pets;</li> <li>• recognise some rooms in their home;</li> </ul>	<p>Children will learn key vocabulary and phrases around the theme of school and vocabulary of school places and objects, they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences.</p> <p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary;</li> <li>• demonstrate understanding with actions;</li> <li>• write sentences converting le/la to un/une;</li> <li>• answer questions using the topic vocabulary.</li> </ul>	<p>Children will learn to say the days of the week, months and dates and also count on from 11 to 31.</p> <p>By the end of this unit children will be able to:</p>

# MFL Curriculum Map Year 4

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>All around town</b>	<b>On the move</b>	<b>Going shopping</b>	<b>Where in the world?</b>	<b>What's the time?</b>	<b>Holidays and hobbies</b>
<p>By the end of this unit children will be able to: name some of the major cities of France;</p> <ul style="list-style-type: none"> <li>• identify and say typical amenities to be found in French towns;</li> <li>• say and order multiples of ten;</li> <li>• ask and give a simple address in French;</li> <li>• locate the correct part of a bilingual dictionary to translate from French-English or vice versa.</li> </ul>	<p>By the end of this unit children will be able to: name some types of transport;</p> <ul style="list-style-type: none"> <li>• use Je... and Tu... correctly in a simple sentence;</li> <li>• respond to simple instructions for direction and movement;</li> <li>• follow simple directions to find a place on a map.</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• Listen and respond to topic vocabulary</li> <li>• Answer questions using the topic vocabulary</li> <li>• Greet and respond</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary;</li> <li>• answer questions orally using the topic vocabulary;</li> <li>• write an answer in a sentence using the topic vocabulary;</li> <li>• use an English/French dictionary to translate from English to French.</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• Say and write a sentence to tell the time</li> <li>• Count in 5s to 30</li> <li>• Understand and use the terms avant and apres</li> <li>• Answer questions about a TV schedule</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary;</li> <li>• answer questions orally using the topic vocabulary;</li> <li>• write an answer in a sentence using the topic vocabulary;</li> <li>• present ideas and information orally to a range of audiences.</li> </ul>

# MFL Curriculum Map Year 5

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Getting to know you</b>	<b>All about ourselves</b>	<b>That's tasty</b>	<b>Family and friends</b>	<b>School life</b>	<b>Time travelling</b>
<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• Say a simple future sentence</li> <li>• Give an intention for the immediate future</li> <li>• Use body language or gesture to help understand</li> <li>• Say how they are feeling</li> <li>• Follow a simple story and recognise key vocabulary</li> <li>• Present information about themselves with support</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• name some parts of the body;</li> <li>• respond appropriately when asked a simple question;</li> <li>• give a simple description of their eyes and hair;</li> <li>• place the adjective correctly in a simple sentence;</li> <li>• use a small number of everyday verbs in simple dialogues;</li> <li>• make simple statements in the third person;</li> <li>• match emotion/health words with their pictures.</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• Listen and respond to topic vocabulary</li> <li>• Answer questions orally using the topic vocabulary</li> <li>• Write an answer in a sentence using a modelled sentence</li> <li>• Take part in role play using key phrases studied</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• join in traditional songs and rhymes;</li> <li>• recognise rhyming sounds;</li> <li>• use 1st person possessive adjectives confidently and recognise that third person is different;</li> <li>• introduce family members;</li> <li>• say what sort of home they live in and name items inside;</li> <li>• give a simple opinion about a named animal or object;</li> <li>• construct</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary;</li> <li>• answer questions orally using the topic vocabulary;</li> <li>• answer questions in writing using the topic vocabulary;</li> <li>• take part in a conversation with a partner and show it to an audience.</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise number words in spoken sentences</li> <li>• Say numbers larger than 100</li> <li>• Match the subject and verb for high-frequency verbs</li> <li>• Recognise when someone is saying a date</li> </ul>

# MFL Curriculum Map Year 6

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Let's visit a French town</b>	<b>Let's go shopping</b>	<b>This is France</b>	<b>All in a day</b>	<b>Recap previous knowledge</b>	<b>Apply Previous knowledge</b>
<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• make simple sentences with habiter (to live);</li> <li>• listen to and join in a song;</li> <li>• recognise key words and phrases and respond;</li> <li>• use gestures to support what they are saying;</li> <li>• use a bilingual dictionary with support;</li> <li>• identify places in a French town or city;</li> <li>• listen for familiar vocabulary;</li> <li>• recognise ordinal numbers;</li> <li>• recognise a spelling pattern.</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary;</li> <li>• answer questions using the topic vocabulary;</li> <li>• take part in role play as a shopper/shopkeeper, speaking in French;</li> <li>• greet and respond;</li> <li>• use the preposition entre;</li> <li>• write money amounts in French, up to 500 € in multiples of 50.</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>listen and respond to topic vocabulary;</li> <li>• answer questions orally using the topic vocabulary;</li> <li>• write an answer to a sentence using the topic vocabulary;</li> <li>• create sentences independently, using a model sentence;</li> <li>• write numbers in words which are multiples of ten;</li> <li>• describe position up to 4 compass points.</li> </ul>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> <li>say and write a sentence to tell the time (o'clock and half past);</li> <li>• understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir;</li> <li>• tell the time in 24-hour time - o'clock and half past;</li> <li>• read and interpret timetables in 24-hour times - o'clock and half past.</li> </ul>	<p>Using previous assessment children should be given the opportunity to revisit their less confident topics, reviewing key vocab.</p>	<p>Children will be given the experience to apply their learnt knowledge to French games and role play activities. For example, visiting a French town and maintaining a conversation or ordering meals in French.</p>

# How is French taught at West Croft?

## In KS1/EYFS

- Languages are embedded where appropriate into the curriculum (including songs, poetry and stories)
  - Register and date to be introduced in French
  - Classroom instructions to be given in French

## In KS2:

- Weekly dedicated MFL sessions to focus on conversational French (15/20 minutes)
  - Topics are revisited from LKS2 and UKS2 to allow children to build on their prior knowledge
    - Key vocabulary is taught first and then applied to a context
  - Verbal based sessions that incorporate role play and allow children to apply their knowledge to an immersive experience
- Key topical vocabulary is displayed in the classroom and used by children and staff
  - Collaborative work
  - Cross curricular opportunities
- Use of authentic resources to enhance learning opportunities