



## Loxwood Primary School Modern Foreign Languages - MFL



### Intent:

At Loxwood, our curriculum allows for a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the National Curriculum. Our chosen themes – ‘Time Travelling’, ‘Let’s Visit a French Town’ and ‘This is France’ provide an introduction to the culture of French-speaking countries and communities.

Our children will:

- Be curious and help deepen their understanding of the world.
- Express their ideas and thoughts in French
- Have opportunities to interact and communicate with others both in speech and writing.
- Be exposed to authentic French with regular opportunities to listen to native speakers.
- Acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills.
- Develop a love of languages and to extend their horizons to other countries, cultures and people.
- Grow into curious, confident and reflective language learners and provide them with a foundation that will equip them for further language studies.

In Modern Foreign Languages (MFL), we incorporate our core values (**Resilience, Collaboration, Curiosity, Creativity and Kindness**) to ensure that our children develop as **life-long learners and responsible citizens**. Through Quality First Teaching and having high expectations, we ensure all children (including disadvantaged and SEND) are accessing the curriculum by constantly reviewing and adapting teaching.

### Implementation:

We have a coherent and sequenced curriculum building progression of knowledge and skills every year in KS2. Our lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then displayed on Working Walls so that children have opportunities to repeat and revise their learning.

### Impact:

Through the teaching of Modern Foreign Languages, we will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment using success criteria grids and summative assessments aimed at targeting next steps in learning.

**MFL Whole School Topic Overview**

	Cycle A (2022-2023)						Cycle B (2023-2024)					
	Autumn		Spring		Summer		Autumn		Spring		Summer	
EYFS												
Year 1 & 2												
Year 3 & 4	All around town (Y3) Getting to know you (Y4)		Going shopping (Y3) All about me (Y4)		Food (Y3) Friends & family (Y4)		All around town (Y3) Getting to know you (Y4)		Going shopping (Y3) All about me (Y4)		Food (Y3) Friends & family (Y4)	
Year 5 & 6	All About Ourselves		Family and Friends		Let's Visit a French Town		School Life		Let's Go Shopping		This is France	

**Progression in MFL:**

	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning to words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <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> <li>write phrases from memory, and adapt these to create new sentences to express ideas clearly</li> <li>describe people, places, things and actions orally * and in writing</li> <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>			
Listening	<p>Explore the patterns and sounds of language through songs and rhymes. Link to spelling, sound and meaning of specific words Join in with actions to accompany familiar songs, stories and rhymes. Repeat words modelled by teacher, show understanding with an action</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) Say a simple rhyme from memory; join in with words of a song or storytelling Pick out known words in an 'authentic' conversation</p>	<p>Listen to and appreciate poems, songs and rhymes in the language. Follow text in the songs, identifying words Listen to 'authentic' conversation, picking out familiar phrases and sentences Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Listen to and appreciate stories and poems in the language. Identify patterns of language and link sound to spelling</p>
Speaking	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response Name objects and actions and link words with a simple connective</p>	<p>Ask and answer questions with a rehearsed response using appropriate intonation Use common phrases Use description words e.g. colours, size Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p>	<p>Begin to use action words Ask and answer more complex familiar questions with a scaffold of responses Ask for clarification and help</p>	<p>Engage in short scripted conversations Express opinions in short conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p>
Writing	<p>Copy simple vocabulary Attempt to write taught vocabulary (single words) from memory Attempt to write simple phrases from memory</p>	<p>Attempt to write taught vocabulary (single words) from memory Write simple, short taught phrases from memory Write simple, short taught sentences from memory</p>	<p>Write simple, short taught sentences from memory including questions and responses Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p>	<p>Present ideas and information in writing to an audience Adapt taught phrases to create new sentences To write a series of extended sentences</p>
Reading	<p>Begin to recognise written vocabulary/ single words Recognise written vocabulary/ single words Begin to recognise written phrases</p>	<p>Begin to recognise simple written phrases Recognise simple written phrases begin to show understanding of more complex written phrases</p>	<p>Read and show understanding of more complex written phrases Read and show understanding of simple writing Practice using a dictionary to find the meaning of unknown words</p>	<p>Use a dictionary to understand the definition of unknown words Practice reading longer texts aloud, containing taught phrases and vocabulary Present ideas and information orally to an audience</p>
Basic Grammar	<p>Use un/una with nouns to identify gender</p>	<p>Use I and you Use adjectives with nouns Be able to form positive and negative versions of phrases.</p>	<p>Use adjectives with nouns Begin to use verbs in the first person</p>	<p>Consolidation of earlier grammar work Begin to use verbs in the second and third person</p>
Key	<p>National Curriculum Objectives Children can: Vocabulary</p>			