

Modern Foreign Languages



Subject Rationale, Intent and Progression

2021-2022

Overview of Modern Foreign Languages

Intent:

- Provide an introduction to the culture of French-speaking countries and communities.
- Foster children's curiosity and help deepen their understanding of the world.
- Give children the opportunity to express their ideas and thoughts in French and provide opportunities to interact and communicate with others.

MFL is a foundation subject in the National Curriculum for KS2. Through the teaching of French as a modern foreign language, we intend to inspire pupils to develop a love of languages and to expand their horizons to our nearest European neighbours and beyond, learning about their culture and people. Learning French will support children to grow into curious, confident and reflective language learners and provide them with a foundation that will equip them for further language studies.

Overview of Modern Foreign Languages

Implementing Modern Foreign Languages

French lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Whole units of lessons are planned in advance to provide structure and context.

Lessons and resources will help children to build on prior knowledge, alongside the introduction of new skills. They will also offer 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 included in display materials and additional resources so that children have opportunities to repeat and revise their learning. Use of resources, including display materials, increases the profile of languages across school. The learning environment is consistent, with key French vocabulary displayed, spoken and used by all learners.

Impact of the MFL curriculum is measured through key questioning skills built into lessons, as well as formative and summative assessment grids used by teachers. These are then used to inform next steps in learning.

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Values and Impact

British Values are promoted – Children appreciate Britain's place alongside other countries as a modern, Western European country with similar democratic values. They learn to appreciate and respect differences and similarities between Britain and its neighbour, France.

Spiritual development – Pupils get a sense of fascination about another culture, linking their own language to another language and exploring the new words and phrases. Pupils get excited about learning a new language and reflect thoughtfully on their experiences

Moral development – Pupils recognise the importance of trying to learn another country's language, in turn respecting how difficult it is when people visit Britain and try to speak English. Pupils learn to take the risk of making mistakes and appreciate that other pupils' efforts.

Social development – Children will effectively communicate and collaborate with others during lessons, whilst appreciating the diverse views of others.

Cultural development – children will appreciate the similarities and differences between France and Britain, including famous landmarks, artists and sportsmen.

MFL: Progression of skills

	Year 3	Year 4	Year 5
Listening	<p>Chn will be able to: Understand a few familiar spoken words and phrases – e.g. Basic phrases concerning myself, my family, my school, food</p>	<p>Chn will be able to: Understand a range of familiar spoken phrases – e.g. Directions, shopping, the time</p>	<p>Understand the main points from a short spoken passage made up of familiar language in simple sentences. – e.g. A short rhyme or song, a telephone message, announcement or weather forecast. Sentences describing what people are wearing, what they are doing</p>

MFL: Progression of skills

	Year 3	Year 4	Year 5
Speaking	<p>Chn will be able to:</p> <p>Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none">greeting someonesaying oui, non, s'il vous plait, mercisaying where I livewhether I have brothers and sisterswhether I have a pet	<p>Chn will be able to:</p> <p>Answer simple questions and give basic information</p> <p>– e.g.</p> <ul style="list-style-type: none">asking directionsasking and answering the timeshopping related informationdescribe favourite holidays and hobbies.	<p>Chn will be able to:</p> <p>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;

MFL: Progression of skills

	Year 3	Year 4	Year 5
Reading	<p>Chn will be able to:</p> <p>Can recognise and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none">from stories and rhymeslabels on familiar objects (e.g. food, school)family and friends	<p>Chn will be able to:</p> <p>Understand and read out familiar written phrases - e.g.</p> <ul style="list-style-type: none">directionsshoppingtime	<p>Chn will be able to:</p> <p>Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.</p> <ul style="list-style-type: none">very simple messages on a postcard or e-mailor part of a storythree to four sentences of information about my e-pal; a description of someone's school

MFL: Progression of skills

	Year 3	Year 4	Year 5
Writing	<p>Chn will be able to:</p> <p>Can write or copy simple words or symbols correctly</p> <ul style="list-style-type: none">- e.g.numbersfamilycoloursclassroom objectsfood	<p>Chn will be able to:</p> <p>Can write or copy simple words or symbols correctly</p> <ul style="list-style-type: none">- e.g. related to:directionsshopping <p>Can write one or two short sentences to a model and fill in the words on a simple form- e.g.</p> <ul style="list-style-type: none">holiday greetings by e-mail or on a postcardcreating a shopping list	<p>Chn will be able to:</p> <p>Write a few short sentences with support using expressions which they have already learnt - e.g.</p> <ul style="list-style-type: none">a postcard, a simple note or message, an identity card <p>Write a short text on a familiar topic, adapting language which they have already learnt- e.g.</p> <ul style="list-style-type: none">three to four sentences for a wall display;a simple e-mail message ...