

Substantive and Disciplinary knowledge (conceptual and procedural) in MFL

INTENT

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children 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 and further widen pupils' understanding of the cultural and linguistic diversity of the world that they live in.

The principal aims of MFL at Brabourne are to ensure that all pupils:

- develop an interest in learning to speak a language other than English.
- improve the confidence of pupils to use the skills of listening, speaking, reading and writing in another language.
- make children aware of the importance and relevance of language learning and how skills acquired through learning a new language are transferrable to other aspects of life.
- motivate language learning using strategies that are enjoyable and accessible to all.
- stimulate and encourage children's curiosity about language and creativity in experimenting with it.

In line with the National Curriculum, we ensure that children:

- 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.

By the end of EYFS, pupils will:

- Learn key words in other languages through songs.
- Explore other countries through different resources and understand that France is a different country in the world.

By the end of Key Stage 1, pupils will:

- Say key words, greetings, and numbers in French.
- Link key words and start to create short phrases.
- Understand that France is in Europe and can explain how their culture is similar/ different to ours.

By the end of Key Stage 2, pupils will:

- 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.

IMPLEMENTATION

All children in KS2 are taught French in a weekly discreet lesson by language specialists. KS1 children are introduced to MFL through exploring other languages informally when studying another country. Theme weeks for MFL are also organised periodically for enrichment.

Our MFL curriculum has been designed to progressively develop skills in French. We use Kapow units to deliver our French lessons on a two-year rolling programme. These ensure children acquire a bank of vocabulary, phonetical knowledge and key structures, organised around topics. They ensure development is progressive as they build on previous knowledge from units already studied. The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills. They are designed to support children or extend their knowledge where appropriate. Core vocabulary, grammatical structures and phonemes are revisited and consolidated throughout the four-year programme. The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years. The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge. In Year 6, the content allows for revisiting and consolidating prior knowledge. Knowledge organisers are given to pupils to support learning at the beginning and throughout a unit of study. Subject areas are part of a 4 year spiral, revisiting All About Me, Daily Life and French Speaking World.

Key concepts are explored through each unit of art and build progressively as pupils move through the school:

Speaking and Pronunciation

Listening

Reading and Writing

Grammar

Intercultural Understanding

Curriculum areas studied in KS2 on a spiral programme:

All About Me

French greetings/Adjectives of size and colour

This is Me/My animals

Birthday celebrations/Meet the family

Portraits/In my French house

Daily Life

French playground games/In a French Classroom

School days/Music

French sports/French verbs

Clothes/weather

French Speaking World

Food and Drink

Shopping

Transport/visiting a town

Holidays

MFL IN EARLY YEARS FOUNDATION STAGE

ELG- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children in Venus class have the opportunity to participate in various cultural celebrations from around the world, such as Diwali and Chinese New Year. They will learn stories about these festivals, taste food from the countries at the origins of these celebrations and create traditional crafts and play games from these countries.

Children in Venus class will also learn how to greet each other in some different languages. Over the course of the year children will play games or sing songs involving vocabulary such as numbers or colours or some topic words from other countries.

A typical teaching sequence in MFL at Brabourne is as follows:



Unit coverage for KS2

Cycle A	T1	T2	T3	Y4	T5	T6
Year 3/4	French greetings with puppets	French adjectives of colour, size and shape	Playground games - numbers and age	In a French classroom	Food & Drink	Shopping for French Food
Y5/6	Portraits holiday	Meet My Family	Clothes	Weather	Transport	Planning a French Holiday
Cycle B	T1	T2	T3	T4	T5	T6
Y3/4	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc
Y5/6	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc

IMPACT

Formative assessment is undertaken each session in MFL and pupils are very much encouraged to be involved in that process. As part of our assessment for learning process, children will receive verbal feedback in order to aid progress in the subject, as well as in writing and listening work, which is completed in discrete French books. Children are also encouraged to be critical of their own performance, highlighting their own next steps. Formative assessment takes place through questioning and answering during lessons and through marking work. Summative assessment is undertaken at the end of each unit of study with a quiz. Moderation of work takes place during the year using the skills progression document. A data drop takes place three times a year and. Work is then discussed as a staff and any adjustments to the delivery of the curriculum can be made. Progress is reported to parents at the end of the year. Our subject leader also monitor the effectiveness of the MFL curriculum through carrying out regular monitoring evaluations. These evaluations are quality assured by the Curriculum Lead, Senior Leadership and Governors.

Progression in core structures

<p>Core structures</p> <p>Year 3/4</p>	<p>Bonjour/salut/au revoir/a bientôt/merci/s'il vous plait</p> <p>Comment t'appelles-tu ?</p> <p>Je m'appelle...</p> <p>Quel age as-tu ?</p> <p>J'ai...ans</p> <p>Ca va ?</p> <p>Ca va bien/mal</p> <p>Qu'est-ce que c'est?</p> <p>C'est un/une---</p> <p>As-tu ?</p> <p>J'ai un/une...</p> <p>Je n'ai pas de</p> <p>Il/elle a...</p> <p>Ou habites-tu ?</p> <p>J'habite.....</p>	<p>Tu aimes--?</p> <p>J'aime ...</p> <p>J'adore...</p> <p>Je n'aime pas</p> <p>Je deteste...</p> <p>Je suis....il est/elle est</p> <p>Je voudrais</p>	<p>Qu'est-ce que tu fais?</p> <p>Quand/En.....je.....(+activities)</p> <p>C'est.....(+ like dislike)</p>
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<p>Core structures Year 5/6</p>	<p>Où est--?</p> <p>Il y a----- (and directions left/right and/or prepositions)</p> <p>Il est....(time)</p> <p>Où vas-tu?</p> <p>Je vais.....</p>	<p>Tu veux?</p> <p>Je voudrais.</p> <p>C'est super (& simple opinions)</p> <p>Est-ce que je peux...+ verb</p> <p>Il/elle est / ils/ells sont (+adjective)</p> <p>Il s'appelle/elle s'appelle</p> <p>C'est/ce n'est pas...</p> <p>C'est combien?</p>	<p>Qu'est-ce que tu aimes faire?</p> <p>J'aime + verb</p> <p>(and look at he/she form of verbs)</p>
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Progression of skills

Speaking and pronunciation

National Curriculum	Year 3	Year 4	Year 5	Year 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<p>Asking and/or answering simple questions</p> <p>Forming simple statements with information including the negative</p> <p>Practising speaking with a partner</p>	<p>Recognising and answering simple questions which involve giving personal information</p> <p>Beginning to form opinion phrases</p> <p>Beginning to use conversational phrases for purposeful dialogue</p>	<p>Forming a question in order to ask for information</p> <p>Presenting factual information in extended sentences including justification</p>	<p>Developing extended sentences to justify a fact or opinion</p> <p>Planning, asking and answering extended questions</p> <p>Engaging in conversation and transactional language</p>
Speak in sentences, using familiar vocabulary, phrases (and simple writing).	<p>Using short phrases to give information</p> <p>Beginning to adapt phrases from a rhyme/song</p>	<p>Using a model to form a spoken sentence</p> <p>Speaking in full sentences using known vocabulary</p>	<p>Rehearsing and recycling extended sentences orally</p> <p>Planning and presenting a short descriptive text</p>	<p>Planning and presenting a short text</p> <p>Modifying, expressing and comparing opinions</p>
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<p>Repeating short phrases accurately, including liaison of final consonant before vowel</p> <p>Listening and repeating key phonemes with care</p>	<p>Comparing sounds and spelling patterns with English</p> <p>Listening and repeating further key phonemes with care</p>	<p>Using intonation and gesture to differentiate between statements and questions</p> <p>Making realistic attempts at pronunciation of new, vocabulary</p> <p>Listening and repeating key phonemes with care applying pronunciation rules</p>	<p>Discussing strategies for remembering and applying pronunciation rules</p> <p>Speaking and reading aloud with increasing confidence and fluency</p> <p>Comparing and applying pronunciation rules or patterns from known vocabulary</p>
Present ideas and information orally to a range of audiences.	<p>Introducing self to a partner with simple phrases</p>	<p>Rehearsing and performing a short presentation</p>	<p>Adapting a story and retelling to the class</p>	<p>Giving a presentation drawing upon learning from a number of previous topics</p>
Describe people, places and things and actions orally	<p>Recognising and using adjectives</p>	<p>Choosing appropriate adjectives from a wider range of adjectives</p>	<p>Using adjectives with correct placement and agreement</p>	<p>Recognising and using a wide range of descriptive phrases</p>

Progression of skills

Listening

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Listening and responding to single words and short phrases</p> <p>Following verbal instructions in French</p> <p>Responding to objects or images with a phrase or other verbal response</p>	<p>Identifying items by colour and other adjectives</p> <p>Listening and selecting information</p> <p>Using language detective skills to decode vocabulary</p>	<p>Listening and gisting information from an extended text using language detective skills such as cognates</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language</p>	<p>Using prepositions to indicate the location of objects relative to something</p> <p>Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school</p> <p>Recognising present and near future tense sentences (using aller + infinitive)</p>
<p>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</p>	<p>Listening and identifying key words in rhymes and songs and joining in</p> <p>Beginning to identify vowel sounds and combinations</p> <p>Listening and noticing rhyming words</p>	<p>Listening to songs, joining in with songs and noticing sound patterns</p> <p>Noticing and beginning to predict key word patterns and spelling patterns</p>	<p>Matching unknown written words to new spoken words</p> <p>Recognising blends of sounds and selecting words to recognise common spelling patterns</p>	<p>Recalling and performing an extended song or rhyme</p> <p>Listening to stories, songs or texts in French</p>

National Curriculum	Year 3	Year 4	Year 5	Year 6
Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar words in written form	Noticing and discussing cognates and beginning to identify language detective strategies	Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type	Making increasingly accurate attempts to read unfamiliar words and phrases Reading and using language detective skills to assess meaning including sentence structure
Appreciate stories, songs, poems and rhymes in the language.	Reading aloud some words from simple songs, stories and rhymes	Following a short text or rhyme, listening and reading at the same time	Reading and adapting a range of different format short texts	Reading and responding to an extract from a story, an e-mail message or song Reading short authentic texts for enjoyment or information
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Beginning to develop dictionary skills Identifying cognates and near cognates	Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using cognates and near cognates along with other detective skills to gist information	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using contextual clues and cues to gist and make predictions about meanings Gisting information from an extended text	Using a bilingual dictionary to select alternative vocabulary for sentence building
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Recalling and writing simple words from memory	Selecting and writing short words and phrases	Using existing knowledge of vocabulary and phrases to create new sentences Completing a gapped text with key words/phrases	Choosing words, phrases and sentences and writing as a text or captions
Use familiar vocabulary in phrases and simple writing.	Experimenting with simple writing, copying with accuracy	Making short phrases or sentences using word cards	Writing a short text using word and phrase cards to model or scaffold	Constructing a short text on a familiar topic
Describe people, places and things and actions orally and in writing.	Recognising and using adjectives of colour and size	Using adapted phrases to describe an object or person	Using different adjectives, with correct positioning and agreement Using language of metaphor and comparison	Using a wide range of descriptive phrases Recognising and using verbs in different tenses

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>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 to build sentences and how these differ from or are similar to English.</p>	<p>Beginning to recognise gender of nouns, definite and indefinite article</p> <p>Identifying plurals of nouns</p> <p>Recognising adjectives and placement relative to the noun</p> <p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p> <p>Beginning to use prepositions <i>(NB. This skill is not covered if following our condensed curriculum)</i></p>	<p>Using indefinite article in the plural form</p> <p>Recognising and using possessive adjective 'my' and pronouns he/she/it</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives</p> <p>Recognising and using the negative form</p> <p>Using prepositions</p> <p>Making comparisons of word order in French and English</p>	<p>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</p> <p>Applying placement and agreement rules for adjectives</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Exploring verbs in infinitive form</p> <p>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</p> <p>Using comparative language</p>	<p>Accurately applying placement and agreement rules for adjectives</p> <p>Recognising and beginning to form some verbs in near future tense using aller</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Learning and using some common irregular verbs, e.g. faire 'to make/do'</p> <p>Understanding how word order differs between French and English</p> <p>Identifying word classes within a sentence</p>

Progression of skills

Intercultural understanding

Year 3/4

Year 5/6

- Recognising that different languages are spoken in the community/world
- Showing awareness of the capital and identifying some key cultural landmarks
- Recognising cultural similarities and differences between customs and traditions in France and England
- Comparing schools and celebrations between France and the UK
- Comparing shops and high streets of France and UK
- Recognising and using the Euro currency
- Identifying some French-speaking countries

- Identifying and locating other countries in the world where French is spoken
- Comparing geographical features and climates of different French-speaking countries
- Learning about France's sporting culture and events
- Asking question and making insightful commentary on cultural differences, including some understanding of stereotype

