



Curriculum Learning Guide

Modern Foreign Languages

**How is MFL taught at
East Morton CE Primary School?**



How is French taught at East Morton CE Primary School?

Curriculum Intent

What do we want to achieve with our French curriculum?

At East Morton, we believe that the learning of a language provides a valuable educational, social and cultural experience for our learners. It helps them to develop their communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. In addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in future. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others, which feeds into our school's focus on providing learners with an exemplary SMSC curriculum.

Implementation

How will this be achieved?

French is our chosen Modern Foreign Language in KS2, with learners participating in lessons on a weekly basis. Our school follows CGP's 'Salut!' scheme of work, which is a scheme that not only meets the needs of our learners, but also supports our non-specialist teachers in the planning and teaching of this curriculum area, within the framework of the National Curriculum.

Assessment in French is informed by the year group assessment statements within the Salut! Scheme.

All learners at East Morton CE Primary take part in all aspects of our curriculum; where required, lessons and resources are adapted to ensure that all learners are included and can access the whole MFL curriculum.

Cross- Curricular Links

Through their language learning, our children will have the opportunity to deepen their knowledge and understanding of grammatical concepts, through the application of their skills within a different context. They will also develop their geographical understanding as they learn more about the France as a country, and its people.

Impact

- Children will achieve age related expectations in MFL
- Children will know more, remember more French vocabulary.
- Children will have the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

- As linguists children will learn lessons from MFL to influence the decisions they make in their lives and their understanding of different cultures.
- MFL assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. French skills progression documents support this. French is monitored throughout all year groups using a variety of strategies such as subject leader learning walks and pupil interviews.

Progression Overview for Knowledge, Skills and Understanding in Listening, Speaking, Reading and Writing

See grid below



Learning Outcomes based on the KS2 Programme of Study for Foreign Languages

Listening, Speaking, Reading, Writing L1a stage number statement

Stage 1 Outcomes (Year 3)

Stage 2 Outcomes (Year 4)

Stage 3 Outcomes (Year 5)

Stage 4 Outcomes (Year 6)

PoS Statements	LISTENING	SPEAKING	READING	WRITING
a listen attentively to spoken language and show understanding by joining in and responding	L1a (i) I can understand some simple words and phrases.	S1a I can repeat simple words and phrases.		W1a I can write short, simple responses to spoken language using familiar words.
	L1a (ii) I can understand some simple instructions and follow them.			W2a I can write responses to spoken language using short phrases and simple sentences.
	L2a I can pick out familiar words and phrases from spoken sentences.			
	L3a I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.			
	L4a I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.			
b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	L1b (i) I can identify phonemes which are the same as, or different from, English phonemes.	S1b I can join in with simple songs and rhymes.	R1b (i) I can read and pronounce the most common letters and letter strings in French.	W2b I can use my knowledge of French phonics to help me spell familiar words.
	L1b (ii) I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.		R1b (ii) I can read and pronounce familiar written words accurately, using my knowledge of French phonics.	
			R3b I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.	
c engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	L1c (i) I can recognise a question.	S1c (i) I can answer questions to give basic information using simple words and phrases.		W2c I can express my opinions using simple sentences.
	L1c (ii) I can understand simple questions and respond to them, e.g. by picking up an item.	S1c (ii) I can say that I don't understand, or ask for a question to be repeated.		W3c I can express my opinions using complex sentences.
	L1c (iii) I can recognise negatives.	S1c (iii) I can ask for help using polite language.		
		S1c (iv) I can ask and answer simple questions using short sentences.		
		S2c I can ask for simple opinions, and give my own, e.g. likes and dislikes.		
		S3c I can join in with a short, continuous conversation, including giving simple opinions.		



Learning Outcomes based on the KS2 Programme of Study for Foreign Languages

PoS Statements	LISTENING	SPEAKING	READING	WRITING
		S4c I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.		
d speak in sentences, using familiar vocabulary, phrases and basic language structures		S1d I can repeat some simple sentences from memory. S2d I can say several sentences from memory. S3d I can adapt familiar sentences by changing a few words. S4d I can use familiar words and sentence structures to construct new sentences.		
e develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		S1e I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me. S2e I can say full sentences from memory, with accurate pronunciation, so that others can understand me. S4e I can use a range of spoken language confidently, using accurate pronunciation and intonation.	R1e I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me. R3e I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.	
f present ideas and information orally to a range of audiences		S1f I can prepare and recite a few familiar sentences to my teacher. S2f I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions. S3f I can prepare a short talk on a familiar subject and present it clearly and confidently. S4f I can develop a simple sketch or role-play and perform it to my class or an assembly.		
g read carefully and show understanding of words, phrases and simple writing		S1g I can give a spoken response to a simple written question.	R1g (i) I can recognise and understand some individual written words, and match them to pictures. R1g (ii) I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence. R2g I can follow and understand a familiar written text, reading and listening at the same time.	W1g I can give a written response to a simple written question.



Learning Outcomes based on the KS2 Programme of Study for Foreign Languages

PoS Statements	LISTENING	SPEAKING	READING	WRITING
			R3g I can understand the main points from a short written text, which contains some unfamiliar language.	
			R4g I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.	
h appreciate stories, songs, poems and rhymes in the language	L1h I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.	S2h I can recite a simple finger rhyme or song from memory.	R1h I can read a simple rhyme or poem, in chorus.	W2h I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.
	L2h I can recognise familiar words and phrases in a spoken story or poem.	S3h I can sing familiar songs clearly and confidently, with accurate pronunciation.	R2h I can read a simple rhyme, song or story aloud to my class.	
	L3h I can understand the main points from a spoken story or poem, which contains some unfamiliar language.		R3h I can read aloud a short story containing familiar language, clearly and with expression.	
	L4h I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.		R4h I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.	
i broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			R2i (i) I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.	
			R2i (ii) I can use a bilingual dictionary to find the French translation of English words.	
j write phrases from memory, and adapt these to create new sentences, to express ideas clearly				W1j I can write some familiar words from memory.
				W2j (i) I can write some phrases and simple sentences from memory.
				W2j (ii) I can complete a written sentence by adding letters, words and phrases.
				W3j (i) I can write several sentences from memory.
				W3j (ii) I can adapt familiar written sentences by changing a few words.
				W4j (i) I can use familiar words and sentence structures to write new sentences.
			W4j (ii) I can write a short passage from memory, including longer or more complex sentences.	



Learning Outcomes based on the KS2 Programme of Study for Foreign Languages

PoS Statements	LISTENING	SPEAKING	READING	WRITING
k describe people, places, things and actions orally and in writing		S1k (i) I can introduce myself, giving my name and age, using short, simple sentences.		W2k (i) I can write a few simple sentences about myself, including my name and age, from memory.
		S1k (ii) I can use some numbers, colours and simple describing words in spoken sentences.		W2k (ii) I can write a few simple sentences to describe where I live, from memory.
		S2k (i) I can say a few sentences to describe where I live.		W2k (iii) I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.
		S2k (ii) I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.		W2k (iv) I can write a few simple sentences about other people, including my family and friends, from memory.
		S2k (iii) I can give short descriptions of other people, including my family and friends.		W3k (i) I can write several sentences from memory to describe what other people do, or like doing.
		S3k (i) I can describe what other people do, or like doing.		W3k (ii) I can write several sentences from memory to describe a place, person or thing.
		S3k (ii) I can prepare and present a short talk about a place, person or thing.		W4k I can construct a short text to describe a place, person or thing, using more complex sentences.
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				
This Programme of Study statement has been broken down into the following areas:				
l feminine and masculine forms	L2l I can identify the gender of a noun from its article in spoken French.	S1l I can pronounce 'le/'la' and 'un/'une' clearly and accurately.	R2l I can identify the gender of a French noun from its article.	W1l I can write some singular nouns with the correct article.
	L3l (i) I can understand the difference between 'le/'la' and 'un/'une' in spoken French.	S2l I can use the correct article most of the time to match the gender of the noun.	R3l (i) I can understand the difference between 'le/'la' and 'un/'une'.	W2l I can use the correct article most of the time to match the gender of the noun.
	L3l (ii) I can recognise and understand the difference between 'mon/'ma/'mes'.	S3l I can use either 'le/'la' or 'un/'une' appropriately.	R3l (ii) I can recognise the meaning of 'mon/'ma/'mes'.	W3l I can use the correct article to match the gender of a noun.



Learning Outcomes based on the KS2 Programme of Study for Foreign Languages

PoS Statements	LISTENING	SPEAKING	READING	WRITING
		S4l I can use French articles confidently and accurately.		W4l I can use French articles confidently and accurately.
m singular and plural forms	L1m I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'.	S2m I can use either 'les' or 'des' with plural nouns.	R1m I can recognise whether nouns are singular or plural. R3m I can recognise that some nouns have irregular plurals.	W4m I can write some regular French nouns in the singular and plural form.
n adjectives	L1n I can recognise some basic French adjectives.	S2n I can describe things using simple adjectives.	R3n I can recognise that adjectives' endings often change to match the noun they're describing.	W4n I can write the correct forms of some simple adjectives with a noun, using an example sentence.
o pronouns and the conjugation of high-frequency verbs	L2o I can recognise who is being talked about in a sentence from the pronoun.	S1o I can talk about myself using some common verbs in the first person singular form.	R2o (i) I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'.	W2o (i) I can use a model to write sentences in the first person.
		S3o (i) I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'.	R2o (ii) I can recognise the first, second and third person singular forms of some common verbs in the present tense.	W2o (ii) I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.
		S3o (ii) I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'	R4o (i) I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense.	W3o I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'.
		S4o (i) I can recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations.	R4o (ii) I can recognise that some verbs are irregular.	W4o (i) I can write the correct form of some irregular verbs in the first and third person singular.
		S4o (ii) I can talk about what I am going to do, using the future tense.	R4o (iii) I can understand the basic meanings of 'on' in French.	W4o (ii) I can write simple sentences using the future tense, with help.
		S4o (iii) I can talk about what I have done, using the past tense.	R4o (iv) I can identify the future tense. R4o (v) I can recognise the past tense of some common verbs.	W4o (iii) I can write simple sentences using the past tense, with help.
p word order and patterns in the language	L2p I can recognise that the structure of some French sentences differs from English.	S2p I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives.	R2p I can recognise common sentence and word order patterns in French.	W3p I can use some simple sentence structures that differ from English in my writing.
		S3p I can use what I have learnt about the structure of French sentences to build new ones using the same model.		W4p I can use the rules I know about building sentences in French to create new sentences using different vocabulary.