

MFL Subject Overview

“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.”

The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

The MFL curriculum at The Bishop’s C of E Learning Academy ensures progression in language learning across the four skills of speaking, listening, reading and writing, the three pillars of progression (vocabulary, phonics and grammar) and also the DfE 12 Attainment Targets.

Children at The Bishops’ C of E Learning Academy are at the beginning of their French language learning journey. The vast majority of children have English as their first language although there are a small number of children for whom English is an additional language. Teachers will deliver French to each class ensuring they are receiving a combination of direct teaching and follow-up activities by the class teacher outside of the language lesson.

Currently Years 3-6 work through Stage 1 of language learning and EYFS and KS1 work through the KS1 scheme of language learning. To promote an active love of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is kept in work books although formal writing is not the outcome of every lesson.

We believe that by integrating these different approaches through high-quality teaching we are able to give children a broad and balanced introduction to French: igniting their passion, encouraging curiosity and promoting a love of language learning. In doing this we know that when children leave The Bishops’ C of E Learning Academy they are equipped to access and thrive in future language learning.



Curriculum Intent, Implementation and Impact Overview		
Subject: MFL		Subject Leader: Lizzie Bishop
Intent	Implementation	Impact
<p>To ensure all children:</p> <ul style="list-style-type: none"> • Have a valuable, enjoyable, and culturally rich experience of learning a language including those with special educational needs and/or disabilities. • Develop their communication skills including the core skills of speaking, listening, reading and writing. • Will develop and build upon their knowledge of how language works, its phonics system as well as links with grammar in English. • Make substantial progress in one language. • Gain 'transferrable' language learning skills that will assist and lay foundations for further language study. • Develop the confidence and independence to explore and be able to attempt manipulation of the structure of language. • Are given the opportunity to explore a new and broader perspective on 	<p>Clear and comprehensive scheme of work in line with the National Curriculum – The Bishops' C of E Learning Academy is a member of Primary Languages Network and follow their robust and ambitious scheme of work to deliver language provision. The scheme is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the scheme of supported by accompanying videos, PowerPoints, audio files (spoken by native speakers) links to authentic literature, songs, games, cultural points of reference, seasonal specials and cross-curricular links, all with a 'primary' focus.</p> <p>Knowledge Organisers Children have access to key language and meaning as well as audio files to support listening and speaking skills.</p> <p>Children will access resources to acquire learning through the Planet Languages app and also by using online and paper dictionaries.</p> <p>Children will reflect on previous learning and cross curricula links will be made through Literacy and Theme. <i>Children will be able to build on prior knowledge and link ideas together, enabling them to question and become enquiry based learners.</i></p> <p>Educational 'online visits' <i>Where it is possible, educational links with partners abroad will be established, nurtured and celebrated through the sharing of letters, songs, stories, emails and video links.</i></p> <p>British Values and PSHE <i>Children will learn and revisit the importance of our world and how it should be treated.</i></p> <p>Monitoring <i>A regular book scrutiny and learning walk will enable the curriculum leaders to check coverage and progression.</i></p> <p>Staff Development</p>	<p>Enthusiastic, excited and curious children who enjoy MFL lessons and are actively involved in them.</p> <p>Pupils demonstrate progression both in core skills and language learning skills.</p> <p>Formative assessment happens during lessons in order to evaluate what the children have learned and provide real-time feedback to improve further.</p> <p>Pupils self-assess each learning objective using PLN's self-assessment cloud documents.</p> <p>There are inbuilt opportunities to carry out summative assessment three times during the year in listening, speaking, reading and writing in order to track progress.</p> <p>The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.</p> <p>The aim is for a core body of language (words and phrases) to be 'left in the sieve' (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage.</p>

<p>the world, encouraging them to understand their own cultures more as well as those of others.</p> <ul style="list-style-type: none"> • Embodiment a 'growth mindset' and be encouraged to 'have a go' and learn from any mistakes. 	<p>Teachers have access to CPD either with the MFL Lead or through the CPD opportunities from the PLN to improve their confidence and ability to teach MFL effectively.</p>	
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MFL skills and knowledge progression KS2

Core skills of learning				
	Listening	Speaking	Reading	Writing
Stage 1	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.

French KS2 Phonics Map

Half Term/ Stage	Stage 1
Spring 1	<p>A new start</p> <p>'oi' au revoir noir trois</p>
Spring 2	<p>Calendar and celebrations</p> <p>'di' 'é' dimanche décembre jeudi février</p>
Summer 1	<p>Animals I like and don't like</p> <p>'ch' chien chat cheval</p>
Summer 2	<p>Carnival and using numbers</p> <p>'qu' quatorze quinze</p>

DofE Attainment Targets in Unit Mapping

Stage 1 – Beginning

	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Listening												
Speaking												
Reading												
Writing												
Grammar												
Spring 1 – A new start	L1 ✓	L5 ✓	L3 ✓	L3 ✓	L4 ✓			L1 ✓	L6 ✓		L2 ✓	L3 ✓
Spring 2 – Calendar, colours	L3 ✓	L1 ✓		L4 ✓	L4 ✓		L5 ✓	L6 ✓	L5 ✓			L2 ✓
Summer 1 – Animals I like & don't like	L2 ✓	L1 ✓	L2 ✓	L3 ✓	L1 ✓	L3 ✓	L5 ✓	L5 ✓	L4 ✓	L6 ✓	L6 ✓	L4 ✓
Summer 2 – Carnival and playground games	L1 ✓	L1 ✓	L3 ✓	L4 ✓	L3 ✓	L4 ✓	L2 ✓	L2 ✓	L6 ✓	L5 ✓	L4 ✓	L5 ✓

KS2 Curriculum Overview: Stage 1

Overview of teaching and learning approach

Throughout the SOW there are opportunities to introduce and practise appropriate target language vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language, to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries. There is access to native speaker pronunciation in every lesson.

Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages. Language learning skills and links between languages and literacy are explored age and stage appropriately. Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.

	Spring 1	Spring 2	Summer 1	Summer 2
	Beginning to be language detectives and explore language learning skills.	Beginning to be language detectives and explore language learning skills.	Beginning to be language detectives and explore language learning skills.	Beginning to be language detectives and explore language learning skills.
	Unit Title: Greetings, numbers, colours	Unit Title: Colours, classroom commands, calendar.	Unit Title: Animals	Unit Title: Carnival, using numbers
	Begin to explore the target language: greetings, asking a name, and 10 numbers (1-10) and colours. Begin to explore sounds and spelling links in numbers and colours.	Continue to practise greetings, feelings, and name. Make links with familiar and unfamiliar colour adjectives. Practise target language for days of the week and months of the year.	Animals we see around us First focus on nouns in the target language. Simple investigations of singular nouns used with indefinite articles. Expressing likes using "My favourite animal is..." Speaking and writing silly sentences about animals and habitats to practise use of nouns. Begin to explore use of bilingual dictionaries as word reference tools and find new animal nouns to create fantastical animals.	Explore carnival with animals and fancy dress. Opportunity to revisit, practise language learning skills with familiar language and consolidate early stages of sound spelling links and core personal information. Revisit and extend numbers (11-15) and look for language links. Practise colours. and extended with rainbow. Begin to use bilingual dictionaries to find colour associated nouns.

EYFS & KS1

Within the PLN units, young language learners are 'Language Explorers' who learn simple songs, games and rhymes to practise listening to the language and saying basic words.