

# St. Luke's C of E (Aided) Primary School



## MFL Information 2023-2024

SEPTEMBER 2023

## *Overview*

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English. At St Luke's our focus language is French, however the children may learn other languages as part of a topic or curriculum day. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. Pupils will begin to understand and appreciate different cultures, people and communities.

## *Intent*

At St. Luke's we strive to develop children's enjoyment and interest in modern foreign languages. We aim to ensure that a full curriculum is planned and taught throughout school, whilst building on children's prior knowledge and capabilities. We believe that the early acquisition of French will facilitate the learning of other foreign languages later in life. We aim to prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully.

## *Implementation*

At St. Luke's we use a variety of the following techniques to encourage children to have an active engagement with French:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play – these should relate to the situations the children may find themselves in the future.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
- Reading and writing quality materials.
- ICT programs and websites; the use of Cyber Coach to develop communication skills.
- We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

## *Impact*

At St. Luke's teachers regularly assess children and upload data onto our assessment programme 'Depth of Learning'. Clear progress is demonstrated across the year groups using this system. The short-term assessments that teachers make as part of every lesson help them to adjust their lesson plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work.

# MFL Curriculum Coverage by Year Group

Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Optional</u> Pupils may know:	<u>Optional</u> Pupils may know:	<u>Optional</u> Pupils may know:	Pupils will know:	Pupils will know:	Pupils will know:	Pupils will know:
<b>Reading</b>						
<p>How to develop their speaking and listening skills by joining in with songs, rhymes and games</p>	<p>How to use phonic knowledge to read words.</p> <p>How to read aloud familiar words and phrases.</p>	<p>How to read and understand short written phrases.</p> <p>How to read aloud everyday words and phrases.</p>	<p>How to recognise and understand some familiar written words and phrases.</p> <p>How to show awareness of the sound-spelling link.</p> <p>Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</p> <p><b>Context:</b> Read and understand familiar nouns e.g. <i>parts of the body, animals, and simple adjectives</i> e.g. <i>size, colour and a few high frequency verbs</i> e.g. <i>I like, I play.</i></p>	<p>How to read and understand familiar written words, phrases and short texts made of simple sentences.</p> <p>How to read a wider range of words, phrases and sentences aloud.</p> <p>How to follow text while listening and reading at the same time.</p> <p>How to apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p> <p>Follow a text such as a song or poem whilst listening to it at the same time.</p> <p>Use strategies to work out meaning of new words.</p> <p><b>Context:</b> Understand key points in simple texts using familiar language e.g. <i>How many animals are in the story? What colour is the dog?</i></p>	<p>How to read a variety of short simple texts in different formats and in different contexts.</p> <p>How to focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</p> <p><b>Context:</b> Practise reading aloud a poem to perform in assembly.</p> <p>Read a variety of short simple texts e.g. <i>stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary.</i></p>	<p>How to read aloud from a text with good expression.</p> <p>How to read and understand the main points and some detail from a short written passage.</p> <p><b>Context:</b> Read in groups, simple play scripts, poems, their own written work such as <i>geographical features in a country, description of a town.</i></p> <p>Read and understand the main points and some detail from a short written passage e.g. <i>extract from a story, weather report, poem, instructional texts, simple newspaper article.</i></p>

				<p><i>What is the weather like in Paris?</i></p> <p>Link phrases to make a sentence e.g. <i>When it rains, you need an umbrella.</i></p>	
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**Listening**

			<p>How to listen and respond to familiar spoken words and phrases.</p> <p><b>Context:</b> Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories.</p> <p>Recognise numbers 1-20 and begin to understand numbers from 20 – 31.</p> <p>Understand and respond to simple classroom instructions e.g. <i>Hands up, listen carefully, show me, close your eyes, do an action.</i></p>	<p>How to listen for specific phonemes, words and phrases.</p> <p><b>Context:</b> Pick out phonemes, words and phrases in songs, stories and rhymes.</p> <p>Understand higher numbers including multiples of 10 e.g. <i>in prices, dates, numeracy activities, telling the time.</i></p> <p>Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. <i>How old is Nicole?</i></p> <p>Respond to a wider range of classroom instructions e.g. <i>Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound .....</i></p>	<p>How to listen attentively and understand more complex phrases and sentences.</p> <p><b>Context:</b> Identify key points in a new context e.g. <i>a story</i>, which contains familiar language.</p> <p>Understand higher numbers e.g. <i>in prices, numeracy activities.</i></p> <p>Follow instructions and directions e.g. <i>a recipe or simple directions.</i></p> <p>Recognise letters of the alphabet when they hear them.</p>	<p>How to understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage.</i></p> <p>How to understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions.</i></p> <p><b>Context:</b> Listen to longer texts - in Y6, <b>children should be listening to texts read by people other than their teacher.</b></p> <p>Understand numbers in context e.g. <i>the year, 24 hour clock, quantities.</i></p>
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## Writing

<p>How to write or copy everyday words correctly.</p> <p>How to label items and choose appropriate words to complete short sentences.</p>	<p>How to write short phrases used in everyday conversations correctly.</p> <p>How to write one or two short sentences.</p>	<p>How to write some familiar simple words using a model and some from memory.</p> <p><b>Context:</b> Write one or two simple sentences, using a model e.g. <i>name and age to introduce themselves.</i></p> <p>Label an animal they have drawn or made from playdough – e.g. <i>a black cat.</i></p> <p>Complete a simple gapped text such as a party invitation or passport.</p>	<p>How to write a short text using a model.</p> <p>How to write a few simple sentences from memory.</p> <p>How to apply phonic knowledge to support writing.</p> <p>Experiment with writing new words.</p> <p><b>Context:</b> Write a few simple sentences using a word bank to describe for example a sports star e.g. <i>Jane lives in London. She is 22 years old. She likes dancing.</i></p>	<p>How to write simple sentences and short texts using a model.</p> <p>How to use a dictionary to check the spelling of words.</p> <p><b>Context:</b> Write three or four sentences using a word/phrase bank linked to a recent area of learning such as <i>a meal, a scene, the weather, a planet.</i></p> <p>Use simple conjunctions such as <i>and, but, because</i> to form more complex sentences.</p> <p>Change elements in a given text e.g. <i>ingredients, colour and size of a planet.</i></p>	<p>How to write sentences and construct short texts using a model.</p> <p>How to write a few sentences from memory, using knowledge of words, text and structure.</p> <p><b>Context:</b> Use adjectives to add interest and detail to a description.</p> <p>Use some simple adverbs to make sentences more interesting.</p> <p>Make statements about what they read e.g. <i>about sections in a newspaper (weather, what's on TV) a story, an email.</i></p> <p>Have some understanding of how to use the past tense.</p>
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## Speaking

<p>How to pronounce words showing a knowledge of sound patterns.</p> <p>How to listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>How to understand a range of spoken phrases.</p> <p>How to answer simple questions and give basic information.</p>	<p>How to communicate with others using simple words, phrases and short sentences.</p> <p>How to explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <p><b>Context:</b> Use simple greetings e.g. <i>saying hello and goodbye.</i></p>	<p>How to communicate by asking and answering a wider range of questions and presenting short pieces of information.</p> <p>How to explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <p><b>Context:</b></p>	<p>How to take part in short conversations using familiar structures and vocabulary.</p> <p>How to use simple conjunctions to build more complex sentences and present information to others.</p>	<p>How to use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience.</p> <p>How to understand and begin to use the past tense to describe events.</p>
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			<p><i>saying how you are and asking others how they are.</i></p> <p>Ask and answer simple questions about self e.g. <i>name and age, birthday.</i></p> <p>Express simple likes and dislikes e.g. <i>food and drink.</i></p>	<p>Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. <i>I have brown eyes. I have two sisters and I like dancing.</i></p> <p>Ask and answer questions using a wider range of question forms e.g. <i>the time, the date, food, hobbies and to seek help in the classroom</i> e.g. <i>Can you say that again please? I don't understand.</i></p> <p>Express preference about what they like e.g. <i>food, animals, colours.</i></p>	<p>How to understand and express more complex opinions.</p> <p>How to explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <p><b>Context:</b> Seek help and clarification e.g. <i>I don't understand, can you repeat that, how is that written?</i></p> <p>Give simple instructions and directions e.g. <i>a recipe, directions to a place, the route to school.</i></p> <p>Begin to understand and express future intentions e.g. <i>I am going swimming on Wednesday.</i></p> <p>Take part in conversations expressing likes, dislikes and preferences e.g. <i>I like water but I prefer milk.</i></p>	<p>How to present to an audience e.g. <i>role-play, presentation, performance.</i></p> <p><b>Context:</b> Understand and use numbers in context e.g. <i>saying the year, 24- hour clock, quantities.</i></p> <p>Understand and use transactional language e.g. <i>in a café.</i></p> <p>Give a description e.g. <i>of a town, geographical features in a country.</i></p> <p>Seek clarification of meaning - <i>how is that written in French? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</i></p> <p>Talk about the past in simple terms e.g. <i>I ate / drank ... / drunk, the weather.</i></p> <p>Express and justify opinions e.g. <i>I like netball because it's fun.</i></p>
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**Phonics/Grammar**

How to explore the patterns and sounds of the language through songs and rhymes.	To link the spelling, sound and meaning of words.	How to understand some basic grammar appropriate to the language: <ul style="list-style-type: none"> <li>• gender – masculine, feminine – nouns (singular)</li> <li>• word order of adjectives</li> <li>• how to form the negative</li> </ul>	How to understand some basic grammar appropriate to the language: <ul style="list-style-type: none"> <li>• gender – masculine, feminine neuter – nouns (singular and plural);</li> <li>adjectives, pronouns</li> </ul>	How to understand some basic grammar appropriate to the language: <ul style="list-style-type: none"> <li>• gender – masculine, feminine, neuter – adjectives, possessive pronouns.</li> </ul>	How to understand some basic grammar appropriate to the language: <ul style="list-style-type: none"> <li>• verbs –begin to use the past tense, reinforce understanding of future tense.</li> <li>• adverbs</li> </ul>
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			<p><b>Context:</b> Match the correct definite/indefinite to a series of familiar nouns e.g. <i>fruits and vegetables</i> with increasing accuracy.</p> <p>Use picture cards to build phrases to show position of a few adjectives of colour e.g. <i>a red dog, a yellow cat.</i></p> <p>Begin to understand how the negative is formed in the new language e.g. <i>make a human sentence for I don't like chocolate.</i></p>	<ul style="list-style-type: none"> <li>• verbs - 1st, 2nd 3rd persons in questions and answers</li> <li>• how to form the negative</li> </ul> <p><b>Context:</b> Match correctly definite/indefinite article to singular and plural familiar nouns.</p> <p>Place familiar adjectives e.g. <i>size and colour</i> in correct order.</p> <p>Select the correct colour adjective to describe masculine and feminine nouns.</p> <p>Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. <i>ask and answer questions Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming.</i></p> <p>Begin to use pronouns e.g. <i>The prince is handsome. He loves the princess.</i></p>	<ul style="list-style-type: none"> <li>• verbs – how to form the future tense, conjugation of present tense verbs.</li> </ul> <p><b>Context:</b> Begin to know how to form the future tense e.g. <i>I am going swimming on Wednesday; tomorrow it is going to rain.</i></p> <p>Begin to see how possessive articles e.g. <i>my, his, her</i> change according to gender e.g. <i>Jane is my sister.</i></p> <p>Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy.</p> <p>Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. <i>to be, to have, to eat, to play, to go.</i></p>	<ul style="list-style-type: none"> <li>• gender - masculine, feminine, neuter - nouns and adjectives.</li> </ul> <p><b>Context:</b> Begin to use past tense/future tense in spoken work e.g. <i>when giving a weather report, when describing what they had to eat that day/what they are going to eat.</i></p> <p>Identify tenses from a selection of sentences written in the present, past and future tense.</p>
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## Culture

How to identify the countries and communities where the language is spoken.

How to demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken

How to show awareness of the social conventions when speaking to someone.

How to describe some aspects of countries or communities where the language is spoken.

How to make some comparisons between life in countries or communities where the language is spoken and this country.

How to give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.

How to describe, with interesting detail, some similarities and differences between the customs, history and culture of countries and communities where the language is spoken and this country.

## Language Progression by Year Group

Year Group	Key Vocabulary
Year 3	<p data-bbox="1146 320 1621 352"><b><u>Greetings and introductions</u></b></p> <p data-bbox="1146 360 1451 943">Salut A bientôt Bonsoir Bonjour Au revoir Monsieur Madame Ca va Ca va bien Ca va mal Comme ci comme ca Merci Et toi Comment tu t'appelles? Je m'appelle C'est</p> <p data-bbox="1146 999 1279 1031"><b><u>Phrases</u></b></p> <p data-bbox="1146 1038 1570 1364">écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez Il/Elle s'appelle... (S/he's called...) Il/Elle est... (S/he's ...) Qu'est-ce que tu veux? Je voudrais... C'est quand, ton anniversaire?</p>

Year 4

### **Greetings and introductions**

C'est qui?

C'est...

Ma mere

Ma grand-mere

Ma soeur

Mon grand-pere

Mon frère

Mon pere

Quel age a tu?

### **Phrases**

Je regarde, J'écoute, Je joue,

Quelle heure est-il? (What time is it?)

Il est... [cinq] heures (It's...[five] o'clock)

Qu'est-ce que tu veux [comme cadeau]?

(What [present] would you like?)

Je voudrais [+ nom] (I'd like [+ noun])

touchez le nez/les pieds! (touch your nose/feet!)

comptez! (count!)

sautez! (jump!)

levez les bras! (raise your arms!)

tournez! (turn around!)

Où vas-tu? (Where are you going?)

Je vais à (I'm going to)...

tournez à droite (right)

tournez à gauche (left)

allez tout droit (straight on)

arrêtez (stop)

Quel temps fait-il? (What's the weather like?)

il fait beau (it's sunny)

il fait froid (it's cold)

il fait chaud (it's hot)

il pleut (it's raining)

il neige (it's snowing)

	<p>C'est combien? (How much is it?)  C'est [cinq] euros (It's [five] euros)  Je parle anglais/français (I speak English/French)  Je ne parle pas anglais/français (I don't speak English/French)</p>
<p>Year 5</p>	<p><b><u>Greetings and introductions</u></b>  Bonjour/Salut!  Comment t'appelles-tu? Je m'appelle...  Ça va ? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça  Tu es français(e)/britannique ?  Oui/Non  je suis...  Quel âge as-tu ? J'ai... ans  Tu as des frères ou des soeurs?  J'ai un( e) /deux/trois frères/soeurs  Je n'ai pas de frères ou de soeurs</p> <p><b><u>Phrases</u></b>  Il a/Elle a...  Il/Elle n'a pas de...  J'aime /Je n'aime pas + subjects  Je voudrais... s'il vous plait  C'est bon pour la santé  Ce n'est pas bon pour la santé  Qu'est-ce que c'est? C'est... la [La piscine] s'il vous plaît?  Tournez à droite/à gauche  Où vas-tu? Je vais au château  Où vas-tu en vacances?  Je vais  Qu'est-ce que tu vas faire en vacances?  Je vais faire du  Chez moi, il y a une salle</p>

Year 6

**Phrases**

Qu'est-ce que tu veux? Tu veux... ?

Je voudrais

C'est comment?

C'est moche, beau, trop grand, trop petit, trop cher... et/mais...

Où vas-tu?

Je vais à l'école... en voiture

Qu'est-ce que tu préfères?

J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports]

J'aime... mais/et je préfère..