



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. National curriculum 2013

<p>MFL Intent</p>	<p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. At The Mead Academy Trust, we intend to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Currently, we teach French across the Trust, however we celebrate opportunities to experience a range of other languages and cultures through events such as European Day of Languages. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French and have confidence to communicate in French with others. Our programme of study will promote intercultural understanding and appreciation, and children will know how important other languages can be in their future. To summarise, we aim to lay strong foundations for future language learning through the use of the iLanguages scheme.</p> <p>The iLanguages curriculum follows the 2014 Primary MFL National Curriculum.</p> <p>Aims – pupils should be able to</p> <ul style="list-style-type: none"> • 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 • 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. <p>The curriculum provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> • 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: feminine, masculine 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.
MFL Implementation	<p><u>Taught lessons:</u> Our interactive MFL curriculum is designed to develop not only our children’s language skills, but also their love of learning a language. It progressively develops language skills, through regularly taught lessons. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics. We use iLanguages as a scheme to follow, which encourages and supports children to develop their communication skills through purposeful activities, such as conversational work, stories and games.</p> <p><u>Wider cultural and language links:</u> Help children to make links between previously acquired language and vocabulary using cognates.</p> <p><u>School environment:</u> Signs around the school help to make language learning feel more meaningful to the children, and give it a purpose.</p> <p><u>Enrichment:</u> European Day of Languages, International Schools Award, International Languages Family groups are all celebrated across the Trust. French Fridays provide teachers and children the opportunity to use incidental language, such as answering the register, instructions, numbers, colours and greetings in order to expose children to the language on a day-to-day basis.</p>
Resources	<p>iLanguages Curriculum R:\Trust\Trust Curriculum Planning\Subject Folders\MFL</p> <p>French bilingual dictionaries Foreign language story books Online learning opportunities, such as stories being read in other languages</p>

Substantive Conceptual Knowledge (Revisited over time)

1. **Phonics.**
2. **Vocabulary.**
3. **Grammar.**
4. **Intercultural Understanding and Appreciation.**

Substantive Conceptual Knowledge	Core Knowledge - Revisited over time in these topics	Specific knowledge	Vocabulary
Substantive Conceptual Knowledge. Phonics	<p>Pre-KS2. Understand that words are made up of phonemes. Understand that a symbol has a letter name and a letter sound, and that this helps to read and write words.</p> <p>Year 3. Learn common phonemes to enable reading and speaking of vocabulary.</p> <p>Year 4. Revisit common phonemes from Year 3.</p> <p>Year 5. Practise segmenting and blending phonemes.</p>	<p>Year 3 é ch un u l, in, eu, th j a, "short" e ai on r</p> <p>Year 4 on, om eu</p> <p>Year 5 j a</p>	Substantive Conceptual Knowledge. Phonics

	<p>Year 6. Practise segmenting and blending phonemes. Apply phonic knowledge to new vocabulary.</p>	<p>ai qu oi ai</p> <p>Year 6 The French Alphabet</p>	
Vocabulary	<p>Year 3. Key vocabulary and sentence starters. MFL\Y3 iLanguages French Scheme of Work Overview.doc</p> <p>Year 4 Revision of Year 3 vocabulary. Progression to Year 4 and expanding range of vocabulary. MFL\Y4 iLanguages French Scheme of Work overview.doc</p>	<p>Year 3. Greetings Classroom instructions Animals Numbers Connectives Saying my name Christmas Colours Opinions Numbers 1-10 J'ai (I have) Age Easter Definite and indefinite articles Je voudrais (I would like) C'est Numbers 1-15 Days of the week</p> <p>Year 4 Revision of animals and classroom instructions Parts of the body Colours Food Opinions about food Je voudrais with food</p>	Vocabulary

	<p>Year 5 MFL\Y5 iLanguages French Scheme of Work overview .docx</p> <p>Year 6 MFL\Y6 iLanguages French Scheme of Work overview .docx</p>	<p>Revise numbers 1-15 Months Numbers 16-31 Dates and birthdays Personal descriptions (hair and eye colour) Family vocabulary Possessive adjectives Clothing vocabulary Revise food, opinions, months, numbers and personal descriptions</p> <p>Year 5 Revise opinions Sports vocabulary Sports clothing Verb avoir Weather vocabulary Hobbies vocabulary Pets Verb être Revise dates Numbers 32-60 School subjects Reasons Verb aller Transport vocabulary Items in a classroom Prepositions Revise aller</p> <p>Year 6 Revise avoir and être Questions</p>	
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Grammar	<p>Year 3 Introduce grammatical differences between French and English (sentence structure)</p> <p>Year 4 Revision of Year 3 grammar. Introduce negatives, third person.</p> <p>Year 5 Revision of Year 3 and 4 grammar. Masculine and feminine nouns. Future tense.</p>	<p>Year 3 plurals Connectives simple sentences Gender Word order of adjectives J'ai (I have) Definite (le, la, les) and indefinite (un, une, des) articles Je voudrais (I would like) Extending sentences</p> <p>Year 4 Introduction to the negative Adjectival agreements Je voudrais The third person (verbs) Possessive adjectives (mon, ma, mes) Revise adjectival agreements</p> <p>Year 5 Verb avoir Masculine and feminine nouns Verb être</p>	Grammar

	<p>Year 6 Revision of Year 3, 4 and 5 grammar. Modal verbs and perfect tense.</p>	<p>Verb aller Revise aller The simple future tense</p> <p>Year 6 Revise avoir and être Je peux + infinitive Revise aller The perfect (past) tense</p>	
<p>Intercultural Understanding and Appreciation</p>	<p>Year 3 Term 1 (French Culture), Y3 T2 (Christmas), Y3 T3 (French Names), Y3 T4 (Easter), Y3 T6 (Paris Project) Year 4 Term 1 (French poem), Y4 T3 (Poisson d’Avril), Y4 T6 (French food project) Year 5 Term 2 (Christmas in France), Y5 T4 (Primary School in France and Easter/Mardi Gras), Y5 T6 (West Africa project) Year 6 Term 2 (Daily routine in other countries and Christmas toys around the world), Y6 T4 (Poisson d’avril), Y6 T5 (Famous French food and menus)</p>		
<p>Disciplinary knowledge. Applying learnt vocabulary in conversation and writing.</p>	<p>Songs, games and stories are vehicles for us to rehearse, practise, understand, embed and make sense of language. Rehearsing and repetition of listening, speaking and pronunciation in different contexts and for different purposes of communication.</p>		