

Scarcliffe Primary School
Subject Specific Curriculum Intent – French (MFL)

What is MFL – MFL is the study of Modern Foreign Languages so they can be spoken, written and understood.

MFL supports the development of the following core abilities: Communication and Independence.

What is the curriculum INTENT for this area of the curriculum?		Rationale – Why is this what you want <u>our</u> children to know?			
1. To understand and respond to spoken and written language from a variety of sources. 2. To 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. 3. To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. 4. To discover and develop an appreciation of a range of writing in the language studied		1. To appreciate that different languages are spoken in different countries. 2. So children become more aware of the lives and cultures of people living in other countries. 3. To learn the origins of some of the words that are found in the English language. 4. To develop good listening skills when learning a new language- these skills can be applied to other areas of the curriculum and life. 5. Learning a language opens up the possibility of working and living in other countries. 6. Learning a language provides children with the skills to communicate with others from other countries and develops curiosity about these countries and the world.			
Class 1		Class 2		Class 3	Class 4
A. Listening:	1. I can understand single words. 2. I can understand words when repeated with a mime or gesture to help. 3. I can understand simple classroom commands.	4. I can understand short simple statements as well as an increasing range of classroom commands and simple questions. 5. I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. 6. I can follow simple instructions when a gesture or a mime is added. 7. I can recognise familiar words and phrases in a spoken story or poem.	8. I can listen attentively to spoken language and show understanding by joining in and responding 9. I can listen to a peer and point out corrections they need to make in their speech. 10. I can identify the gender of a noun from its article in French. 11. I can recognise that the structure of some French sentences differ from English.	12. I can listen and engage attentively to spoken language. 13. I can respond to what I have listened to appropriately. 14. I can understand the main points from a short spoken passage, a spoken story or a spoken poem, which contains more complex phrases and some unfamiliar language 15. I can understand the difference between le/la, un/une and mon/ma/mes.	
B. Speaking:	1. I can repeat single words that I hear. 2. I can repeat some phrases. 3. e.g. greet and meet, simple classroom commands. 4. I can count to 10 out loud.	5. I can make simple statements. E.g say how I am, or give my name. 6. I can join in with the key vocabulary in a simple rhyme or song from memory. 7. I can orally answer simple questions (written or verbal). 8. I can pronounce some common letter strings correctly. 9. I can introduce myself, giving my name and age, using short, simple sentences. 10. I can name some numbers, colours and simple describing words in spoken sentences 11. I can pronounce le/la and un/une clearly and accurately. 12. I can count to 20 out loud.	13. I can engage in conversations, ask and answer questions, express opinions and respond to those of others. 14. I can speak in sentences, using familiar vocabulary, phrases and basic language structures. (including negatives) 15. I can develop appropriate pronunciation and intonation so that others understand when they are using familiar words and phrases 16. I can appreciate stories, poems, rhymes, songs 17. I can describe things using simple adjectives. 18. I can recite a simple finger rhyme or song from memory.	19. I can engage in conversations, expressing opinions. 20. I can speak in simple language and be understood. 21. I can present ideas and information orally to a range of audiences. 22. I can describe people and places orally. 23. I can recognise the difference between 'tu' and 'vous' in French.	

				<p>24. I can sing familiar songs clearly and confidently.</p> <p>25. I can use familiar words and sentence structures to construct new sentences.</p>
C. Reading:	<p>1. I can recognise single words.</p> <p>2. I can use visual clues to help me understand words – including numbers to 10.</p>	<p>3. I can read short phrases of 3-5 words.</p> <p>4. I can read familiar words and phrases aloud.</p> <p>5. I can read and pronounce the most common letters and letter strings in French.</p> <p>6. I can read and pronounce familiar written words accurately, using my knowledge of French phonics.</p> <p>7. I can recognise and understand some individual written words, and match them to pictures.</p>	<p>8. I can develop accurate pronunciation and intonation so that others understand when they are reading aloud</p> <p>9. I can read carefully and show understanding of words and phrases</p> <p>10. I can broaden vocabulary and develop an ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>11. I can use my knowledge of French phonics to help with pronunciation.</p>	<p>12. I can show understanding in simple reading.</p> <p>13. I can understand basic grammar appropriate to the language being studied including feminine, masculine, high frequency verbs, key features and patterns of the language.</p> <p>14. I can understand the main points and some detail from a short written text containing unfamiliar language.</p>
D. Writing:	N/A	<p>1. I can copy single words.</p> <p>2. I can label things using simple words.</p> <p>3. I can find the right word to complete short sentences.</p>	<p>4. I can label things using simple words.</p> <p>5. I can find the right word to complete short sentences.</p> <p>6. I can copy down a short simple sentence (cloze procedure).</p> <p>7. I can write short, simple responses to spoken language using familiar words.</p> <p>8. I can write some singular nouns with the correct article (the word for "the" or "a" that comes before the noun).</p>	<p>9. I can describe people and places in writing.</p> <p>10. I can write phrases and adapt these to create new sentences to express ideas clearly. (Model sentences provided for children to edit).</p> <p>11. I can write simple adjectives correctly to match a noun.</p>

Implementation

- French will be the chosen MFL for the school. But when other languages are met through reading, topic work and general news then children can be engaged in knowing that a variety of languages are spoken through the world. E.g topic work on South Africa identifies the number of different languages spoken in one country. Children talk about their experiences on visiting different countries on holiday. Children with a second language are invited to talk about their experiences out of school.
- Children will be taught French through an identified lesson per week but vocabulary will be revisited during the week to help with learning, retention and enjoyment of the language.
- 'Salut' will be the chosen scheme of work for KS2 children.
- Children will be taught French through songs, games, reading, listening to spoken language and developing written language through a variety of topics that are meaningful to the children.
- At the start of the year, Ks2 MFL lessons will begin with gaining some cultural and geographical knowledge of France so children start to gain an understanding of why we have chosen to learn the language. Around the time of key festivals – Christmas, Easter – parts of the lessons might focus on cultural similarities and differences between France and the UK in terms of how these are celebrated. This will include the storming of the Bastille – a major event of the French revolution.