



Co-op Academy
Broadhurst

M.F.L.

**Curriculum Intent, Implementation and
Impact for M.F.L at Co-op Academy
Broadhurst**

Why is M.F.L. an important part of the curriculum at Broadhurst? (Rationale)

At Co-op Academy Broadhurst we embrace the different languages and cultures of our children and we have developed a high quality MFL curriculum that provides the opportunities for all pupils to:

- * To develop an interest in learning other languages, specifically French
- * To introduce young children to another language in a way that is enjoyable and stimulating.
- * To encourage children's confidence and creative skills through the exploration of another language
- * To stimulate and encourage children's curiosity about language.
- * To help children develop their awareness of cultural differences in other countries.
- * To develop listening, speaking, reading and writing skills.
- * To lay the foundations for future language learning.

What are the key knowledge concepts in M.F.L. at Broadhurst? (What do the children need to know?)

Skills and Understanding	Creativity	Competence
Mime Role play Spoken Language Reading	Games Role Play Mime ICT Programmes and websites Praise Songs	Evaluating Analysing Experiment Researching Selecting appropriate tools and media
Cultural	Language	
Cultural Language History Cultural trends Tradition	Numbers to 10 (French) Hobbies (French) Food (French) Basic communication – Hello, Goodbye, Good nite, Good morning. Myself – age, address, my name is	

What does the MFL curriculum look like at Co-op Academy Broadhurst?

- MFL embraces the different cultures and language of the children in our school community.
- Children will focus upon French within KS2 and a variety of Greetings of other familiar languages within KS1 eg: answering the register in a different language.
- Children will understand and respond to spoken and written language from a variety of authentic sources.
- Children will 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.
- Children will write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Children will discover and develop an appreciation of a range of writing in the language studied.
- Children will describe people, places, things and actions orally and in writing.

What does the delivery of the MFL curriculum look like at Broadhurst?

MFL - French Teaching

At Broadhurst, Teachers use a variety of the following techniques to encourage children to have an active engagement with Languages:

- 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.
- Puppets and toys – to be used to develop communication skills.
- Mime - to associate vocabulary with kinesthetic learning.
- Reading and writing quality materials
- ICT programs and websites; the use of ICT to develop communication.
- We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.
- We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

Curriculum Enhancements

European Languages Day

EYFS and Key Stage 1

Basic knowledge answering the register 'Good Morning'.

How do we plan for progression of knowledge and skills within MFL at Broadhurst?

Rationale for progression

- The curriculum identifies points where comparisons can be made
- Key concepts are revisited year on year to consolidate pupils understanding
- Knowledge that is taught builds on prior learning and is therefore more in-depth
- Increasing complexity of subject specific language and precision is expected
- Children will develop their understanding and use of language and cultures.
- Children are able to talk about their learning use the appropriate vocabulary

Links to prior learning

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Progression

Language exists in spoken and written forms. (listening, speaking, reading, writing).

Progress in languages at Co-op Academy Broadhurst is measured against:

Phonics: the relationship between sounds and spelling

Vocabulary: words, their meaning, and how to use them

Grammar: how words are put together into sentences.

Pupils focus on how phonics, grammar and vocabulary combine so that they can understand and produce more complex language.

With more vocabulary, grammar and phonics, pupils will produce and understand more complex and more lengthy texts.

How do we plan for progression of knowledge and skills within MFL at Broadhurst?

Implementation

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Repeat words modelled by teacher, show understanding with an action Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>KS2 MFL National Curriculum</p> <p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) Pick out known words in an 'authentic' conversation Children can understand and respond to a range of familiar spoken words and short phrases</p> <p>.KS2 MFL National Curriculum</p> <p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>KS2 MFL National Curriculum</p> <p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children describe people, places, things and actions orally</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand a short passage made up of familiar words and basic phrases</p> <p>KS2 MFL National Curriculum</p> <p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children describe people, places, things and actions orally</p>

How do we plan for progression of knowledge and skills within MFL at Broadhurst?

Implementation

Speaking

Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response Can repeat and say familiar words and short simple phrases, using understandable pronunciation.

KS2 MFL National Curriculum

Children speak in sentences, using familiar vocabulary, phrases and basic language structures.

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children present ideas and information orally to a range of audiences

Use common phrases Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers Children can and perform short role plays on one topic, with several exchanges and secure pronunciation. Children can produce short preprepared phrases on a familiar topic, with secure pronunciation.

KS2 MFL National Curriculum

Children speak in sentences, using familiar vocabulary, phrases and basic language structures.

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children present ideas and information orally to a range of audiences

Children can ask and answer questions on the current topic. Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.

KS2 MFL National Curriculum

Children speak in sentences, using familiar vocabulary, phrases and basic language structures.

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children present ideas and information orally to a range of audiences

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.

Engage in short scripted conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence Children can ask and answer simple questions on a few very familiar topics.

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Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children present ideas and information orally to a range of audiences

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.

How do we plan for progression of knowledge and skills within MFL at Broadhurst?

Implementation

<p>Writing</p>	<p>Copy simple vocabulary Children can write some single words from memory, with plausible spelling.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p> <p>KS2 MFL National Curriculum</p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Children describe people, places, things and actions in writing.</p>	<p>. Children can write simple words and several short phrases from memory Children use understandable spelling.</p> <p>KS2 MFL National Curriculum</p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Children describe people, places, things and actions in writing.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p>KS2 MFL National Curriculum</p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>Adapt taught phrases to create new sentences Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling</p> <p>KS2 MFL National Curriculum</p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>
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How do we plan for progression of knowledge and skills within MFL at Broadhurst?

Implementation

<p>Reading</p>	<p>Begin to recognise written vocabulary/ single words Begin to recognise written phrases</p> <p>KS2 MFL National Curriculum</p> <p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases.</p> <p>KS2 MFL National Curriculum</p> <p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Read and show understanding of more complex written phrases Read and show understanding of a piece of writing based on the current topic Read short passages and pull answer questions on what they have read.</p> <p>KS2 MFL National Curriculum</p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children appreciate stories, songs, poems and rhymes in the language</p>	<p>Practice reading longer texts aloud, containing taught phrases and vocabulary Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.</p> <p>KS2 MFL National Curriculum</p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children appreciate stories, songs, poems and rhymes in the language</p>
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How do we plan for progression of knowledge and skills within MFL at Broadhurst?

Implementation

Grammar	<p>Can use indefinite articles in the singular with masculine and feminine nouns. Can use the high-frequency verb forms (I have,it is, there is/are)</p> <p>KS2 MFL National Curriculum</p>	<p>Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and sequencers.</p> <p>KS2 MFL National Curriculum</p>	<p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p> <p>KS2 MFL National Curriculum</p> <p>Children 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.</p>	<p>. Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>KS2 MFL National Curriculum</p> <p>Children 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.</p>
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Listening	<p><u>Year 3</u></p> <p>Repeat words modelled by teacher, show understanding with an action Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p><u>Year 4</u></p> <p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) Pick out known words in an 'authentic' conversation Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p><u>Year 5</u></p> <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly</p>	<p><u>Year 6</u></p> <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand a short passage made up of familiar words and basic phrases.</p>
Speaking	<p><u>Year 3</u></p> <p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p><u>Year 4</u></p> <p>Use common phrases Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers Children can and perform short role plays on one topic, with several exchanges and secure pronunciation. Children can produce short preprepared phrases on a familiar topic, with secure pronunciation</p>	<p><u>Year 5</u></p> <p>Children can ask and answer questions on the current topic. Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p><u>Year 6</u></p> <p>Engage in short scripted conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence Children can ask and answer simple questions on a few very familiar topics.</p>

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Implementation

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Reading	<p><u>Year 3</u></p> <p>Begin to recognise written vocabulary/ single words Begin to recognise written phrases</p>	<p><u>Year 4</u></p> <p>Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases.</p>	<p><u>Year 5</u></p> <p>Read and show understanding of more complex written phrases Read and show understanding of a piece of writing based on the current topic Read short passages and pull answer questions on what they have read.</p>	<p><u>Year 6</u></p> <p>Practice reading longer texts aloud, containing taught phrases and vocabulary Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.</p>

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Implementation

Grammar

Year 3

Can use indefinite articles in the singular with masculine and feminine nouns. Can use the high-frequency verb forms (I have, it is, there is/are).

Year 4

Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and sequencers.

Year 5

Can use all persons of several regular verbs in the present tense (with the support of a frame).

Year 6

Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences

Long term Plan

	Learning Challenge 1	Learning Challenge 2	Learning Challenge 3	Learning Challenge 4
EYFS - Focus	Various spoken languages when answering the register. European Languages Day			
Year 1 - Focus	Continent links to Australia Various spoken language when answering the register. European Languages Day			
Year 2- Focus	Continent links to Africa Various spoken languages when answering the register European Languages Day.			

Long term Plan

	Learning Challenge 1 Autumn	Learning Challenge 2 Spring	Learning Challenge 3 Summer
Year 3 - Focus	Getting to Know You All about Me	Food Glorious Food Family and Friends	Our School Time
Year 4- Focus	All Around Town On the Move	Going Shopping Where in the World	What's the Time Holidays and Homes
	Learning Challenge 1 Autumn	Learning Challenge 2 Spring	Learning Challenge 3 Summer
Year 5 - Focus	All about Ourselves	Family and Friends	School Life
Year 6- Focus	Let's Visit a French Town Let's Go Shopping	This is France All in a Day.	That's Tasty Time Travelling

Long term Plan

How do we know that the children have made progress in MFL?

Assessments

AFL – weekly teacher assessment at the end of each session, marking of children's work, planning notes, highlighted objectives on planning,

Summative – assessment modules at the end of each unit, these will be shared with the children.

Pupil Voice – provide children with time to spend practising spoken French language.

Peer assessment.

How do we know that our MFL Curriculum is successful?

Pupils know more and remember more.

Pupil Voice: pupils can talk about their learning confidently

Assessment Analysis: assessment shows they are learning more and remembering more.

Staff voice: staff can talk about the progress their pupils are making against the progression document.