

# 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"> <li>• Have a valuable, enjoyable, and culturally rich experience of learning a language including those with special educational needs and/or disabilities.</li> <li>• Develop their communication skills including the core skills of speaking, listening, reading and writing.</li> <li>• Will develop and build upon their knowledge of how language works, its phonics system as well as links with grammar in English.</li> <li>• Make substantial progress in one language.</li> <li>• Gain 'transferrable' language learning skills that will assist and lay foundations for further language study.</li> <li>• Develop the confidence and independence to explore and be able to attempt manipulation of the structure of language.</li> <li>• Are given the opportunity to explore a new and broader perspective on</li> </ul>	<p><b>Clear and comprehensive scheme of work in line with the National Curriculum –</b> The Bishops' C of E Learning Academy is a member of <b>Primary Languages Network</b> 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 is 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><b>Knowledge Organisers</b> Children have access to key language and meaning as well as audio files to support listening and speaking skills.</p> <p><b>Children will access resources to acquire learning through the Planet Languages app and also by using online and paper dictionaries.</b></p> <p><b>Children will reflect on previous learning and cross curricula links will be made through Literacy and Theme.</b> <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><b>Educational 'online visits'</b> <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><b>British Values and PSHE</b> <i>Children will learn and revisit the importance of our world and how it should be treated.</i></p> <p><b>Monitoring</b> <i>A regular book scrutiny and learning walk will enable the curriculum leaders to check coverage and progression.</i></p> <p><b>Staff Development</b></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"><li>• Embody a 'growth mindset' and be encouraged to 'have a go' and learn from any mistakes.</li></ul>	<p><i>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.</i></p>	
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## MFL skills and knowledge progression KS2

# Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

Core skills of learning				
	Listening	Speaking	Reading	Writing
Stage 1	Can understand <b>a few familiar</b> spoken words and phrases.	Can <b>say/repeat a few words and short simple phrases</b> and would be understood by a sympathetic native speaker. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can recognise and <b>read out a few familiar words</b> and phrases.	Can <b>write or copy a few simple words</b> or symbols as an emergent writer of the target language.
Stage 2	Can understand <b>a range of familiar spoken phrases</b> and is able to listen for specific words and phrases.	Can <b>ask and answer simple questions and give basic information</b> . Can pronounce familiar words and some new words accurately. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand simple written phrases</b> . Can match sounds to familiar written words.	Can <b>spell some familiar written words and phrases accurately</b> and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand <b>the main points from a series of spoken sentences</b> (including questions.) May require some repetition.	Can <b>ask and answer simple questions on several topics and can express opinions</b> . Can take part in brief pre-prepared tasks such as short presentations and role plays. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main point(s) from a short, written passage in clear printed script</b> . Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <b>write two or three short sentences as a personal response</b> , using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand <b>the main points and some detail from a short, spoken passage</b> with comprising of familiar language.	Can <b>take part in a simple conversation and can express simple opinions</b> . Generally accurate pronunciation (to a sympathetic native speaker). <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)</b> . Can use a bilingual dictionary to access unfamiliar language.	Can <b>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</b> in the present tense on a familiar topic using reference materials, support if necessary.



## French KS2 Scheme of Work Overview

This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach. For detailed information on each stage, refer to the Long-Term Plans linked below. For other key documentation, click the buttons below.

Knowledge  
Organiser

DfE AT  
Unit Map

Core Skills  
Progress

Phonics  
Map

Half Term/ Stage	Stage 1 <u>LTP</u>	Stage 2 <u>LTP</u>	Stage 3 <u>LTP</u>	Stage 4 <u>LTP</u>
Autumn 1	<b>A new start</b> (Greetings, feelings, numbers, colours)	<b>Welcome to school</b> (Recap core language, rooms in a school, classroom objects)	<b>Talking about us/school subjects</b> (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	<b>Revisiting me/Telling the time/Everyday life</b> (Personal info recap, numbers to 60, time phrases, daily routine conversations)
Autumn 2	<b>Calendar and celebrations</b> (Bonfire colours, commands, days and months, Christmas)	<b>My town, your town</b> (Commands, shops, asking and giving directions)	<b>Time in the city</b> (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	<b>Homes and houses</b> (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)
Spring 1	<b>Animals I like and don't like</b> (Animal nouns, singular and plural, opinions, story)	<b>Family tree and faces</b> (Epiphany, family members, personal info, face parts, describing with colours)	<b>Healthy eating, going to market</b> (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	<b>Playing and enjoying sport</b> (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	<b>Carnival and using numbers</b> (Carnival, numbers to 15, core language recap, age, dates, Easter)	<b>Face and body parts</b> (Face and body parts nouns and commands, yoga with body parts, alien creation)	<b>Clothes</b> (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	<b>Funfair and favourites</b> (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)
Summer 1	<b>Fruits and vegetables, Hungry Giant</b> (Fruit and veg nouns, counting, asking politely, story, board game)	<b>Feeling unwell/Jungle animals</b> (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	<b>Out of this world</b> (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	<b>Café culture</b> (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)
Summer 2	<b>Going on a picnic</b> (Picnic story, food items, polite request) <b>Aliens in France</b> (Explore France, ask and answer 'where do you live?') <b>Language Puzzle*</b>	<b>The weather</b> (Weather phrases, seasons, forecast) <b>Ice creams</b> (Flavours, opinions) <b>Language Puzzle*</b>	<b>Going to the seaside</b> (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) <b>Language Puzzle*</b>	<b>Performance Time</b> (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) <b>Language Puzzle*</b>



Primary Languages Network

## French KS2 Phonics Map

This map shows a selection of one or two key sounds per half term, and vocabulary from the units containing those sounds, throughout the French Scheme of Work in Click2Teach and Video2Teach.

Half Term/ Stage	Stage 1	Stage 2	Stage 3	Stage 4
Autumn 1	A new start 'oi' au revoir noir trois	Welcome to school 'eau' ciseaux bureau	Talking about us/school subjects 'ais' anglais français	Revisiting me/Telling the time/Everyday life 'ante' soizante quarante cinquante
Autumn 2	Calendar and celebrations 'di' 'é' dimanche décembre jeudi février	My town, your town 'ez' 'ou' regardez boucherie chantez boulangerie	Time in the city 'oo' zoo	Homes and houses 'ui' 'ains' cuisine bains
Spring 1	Animals I like and don't like 'ch' chien chat cheval	Family tree and faces 'ille' 'eux' famille cheveux yeux	Healthy eating, going to market 'ai' J'ai Je n'ai pas	Playing and enjoying sport 'anse' 'fion' danse natation
Spring 2	Carnival and using numbers 'qu' quatorze quinze	Face and body parts 'ou' bouche genou bougez	Clothes 'chau' chaussures chaussettes	Funfair and favourites 'on' maison bonbons montagnes
Summer 1	Fruits and vegetables, Hungry Giant 'on' melon concombre	Feeling unwell/Jungle animals 'inge' singe	Out of this world 'eil' soleil	Café culture 'au' pain au chocolat chaud
Summer 2	Going on a picnic/ Aliens in France/ Language Puzzle 'ique' pique-nique	The weather/ Ice creams/ Language Puzzle 'ille' 'ais' vanille Je voudrais	Going to the seaside/ Language Puzzle 'er' s'allonger manger sauter	Performance Time/ Language Puzzle 'j' Je Bonjour

## DfE Attainment Targets Unit Mapping

This document refers to the DfE Attainment Targets which can be found in full [here](#). The grids below demonstrate the depth of coverage throughout each stage, topic, and lesson within the PLN Scheme of Work for KS2 (both Video2Teach and Click2Teach).

### 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
<b>Listening</b>												
<b>Speaking</b>												
<b>Reading</b>												
<b>Writing</b>												
<b>Grammar</b>												
Autumn 1: A new start	L1 ✓	L5 ✓	L3 ✓	L3 ✓	L4 ✓			L1 ✓	L6 ✓		L2 ✓	L3 ✓
Autumn 2: Calendar and celebrations	L3 ✓	L1 ✓		L4 ✓	L4 ✓		L5 ✓	L6 ✓	L5 ✓			L2 ✓
Spring 1: Animals I like and don't like	L2 ✓	L1 ✓	L2 ✓	L3 ✓	L1 ✓	L3 ✓	L5 ✓	L5 ✓	L4 ✓	L6 ✓	L6 ✓	L4 ✓
Spring 2: Carnival and playground games	L1 ✓	L1 ✓	L3 ✓	L4 ✓	L3 ✓	L4 ✓	L2 ✓	L2 ✓	L6 ✓	L5 ✓	L4 ✓	L5 ✓
Summer 1: Fruit and vegetable nouns, Hungry Giant	L1 ✓	L1 ✓	L4 ✓	L4 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L5 ✓	L6 ✓	L6 ✓	L4 ✓
Summer 2: Going on a picnic	L1 ✓	L1 ✓	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L1 ✓
Summer 2: Aliens in France/Spain/ Germany	L4 ✓	L4 ✓	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L5 ✓	L5 ✓

## Stage 2 – Revisit and develop

Listening	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
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: Welcome to school	L1 ✓	L5 ✓	L1 ✓	L1 ✓	L2 ✓		L6 ✓	L4 ✓	L4 ✓		L6 ✓	L5 ✓
Autumn 2: My town, your town	L1 ✓	L2 ✓	L5 ✓	L3 ✓	L3 ✓	L6 ✓	L2 ✓	L1 ✓	L4 ✓	L6 ✓	L5 ✓	L5 ✓
Spring 1: Family tree	L1 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L3 ✓
Spring 1: Faces	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓	L4 ✓	L4 ✓	L4 ✓	L5 ✓	L6 ✓	L6 ✓	L6 ✓
Spring 2: Body parts (Yoga)	L1 ✓	L2 ✓	L3 ✓	L3 ✓	L1 ✓	L4 ✓	L3 ✓	L1 ✓	L4 ✓	L6 ✓	L6 ✓	L5 ✓
Summer 1: Feeling unwell	L1 ✓	L1 ✓	L2 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L1 ✓
Summer 1: Jungle animals	L3 ✓	L3 ✓	L3 ✓	L4 ✓	L3 ✓	L5 ✓	L4 ✓	L4 ✓	L3 ✓	L6 ✓	L6 ✓	L5 ✓
Summer 2: The weather	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L1 ✓	L3 ✓	L3 ✓	L3 ✓
Summer 2: Ice creams	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L4 ✓		L4 ✓	L5 ✓	L5 ✓	L5 ✓



### Stage 3 – Revisit and extend

	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
<b>Listening</b>												
<b>Speaking</b>												
<b>Reading</b>												
<b>Writing</b>												
<b>Grammar</b>												
Autumn 1: All about us	L1 ✓	L2 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L4 ✓	L1 ✓	L4 ✓	L4 ✓	L4 ✓	L4 ✓
Autumn 1: School subjects and opinions	L5 ✓	L5 ✓	L6 ✓	L6 ✓	L5 ✓	L6 ✓	L5 ✓	L5 ✓	L5 ✓	L6 ✓	L6 ✓	L6 ✓
Autumn 2: In the city	L2 ✓	L2 ✓	L5 ✓	L4 ✓	L3 ✓	L4 ✓	L1 ✓	L1 ✓	L6 ✓	L6 ✓	L4 ✓	L3 ✓
Spring 1: Healthy eating	L1 ✓	L1 ✓	L2 ✓	L3 ✓	L2 ✓	L3 ✓	L1 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L1 ✓
Spring 1: Going to market	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L6 ✓	L6 ✓	L5 ✓	L6 ✓	L6 ✓	L6 ✓
Spring 2: Clothes	L1 ✓	L1 ✓	L2 ✓	L2 ✓	L3 ✓	L4 ✓	L5 ✓	L5 ✓	L1 ✓	L6 ✓	L4 ✓	L2 ✓
Summer 1: Out of this world	L1 ✓	L3 ✓	L2 ✓	L2 ✓	L4 ✓	L3 ✓	L4 ✓	L4 ✓	L5 ✓	L6 ✓	L6 ✓	L3 ✓
Summer 2: Going to the seaside	L1 ✓	L2 ✓	L2 ✓	L3 ✓	L1 ✓	L4 ✓	L5 ✓	L5 ✓	L1 ✓	L4 ✓	L5 ✓	L3 ✓



## Stage 4 – Revisit and enhance

Listening	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
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: Revisiting me	L1 ✓	L1 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓
Autumn 1: Daily life of a superhero (including Time)	L3 ✓	L3 ✓	L6 ✓	L5 ✓	L3 ✓	L5 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓
Autumn 2: Homes and houses	L1 ✓	L2 ✓	L4 ✓	L4 ✓	L2 ✓	L4 ✓	L3 ✓	L6 ✓	L5 ✓	L4 ✓	L3 ✓	L6 ✓
Spring 1: Playing and enjoying sport	L1 ✓	L1 ✓	L2 ✓	L3 ✓	L5 ✓	L5 ✓	L1 ✓	L2 ✓	L1 ✓	L5 ✓	L5 ✓	L4 ✓
Spring 2: Funfair and favourites	L1 ✓	L2 ✓	L5 ✓	L3 ✓	L2 ✓	L4 ✓	L2 ✓	L6 ✓	L1 ✓	L4 ✓	L5 ✓	L3 ✓
Summer 1: Café culture (F, G) Tapas (S)	L4 ✓	L1 ✓	L6 ✓	L2 ✓	L3 ✓	L5 ✓	L5 ✓	L1 ✓	L2 ✓	L4 ✓	L5 ✓	L6 ✓
Summer 2: Performance Time	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L3 ✓	L1 ✓	L1 ✓	L5 ✓	L2 ✓	L4 ✓	L6 ✓

## 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.