

MFL – One Voice

The Intention of the Languages Curriculum

The national curriculum for languages aims to ensure that all pupils:

- 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
- can 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

Programme of Study

Key Stage 2

- (L1) listen attentively to spoken language and show understanding by joining in and responding
(L2) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- (S1) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (S2) speak in sentences, using familiar vocabulary, phrases and basic language structures
(S3) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
(S4) present ideas and information orally to a range of audiences
- (R1) read carefully and show understanding of words, phrases and simple writing (R2) appreciate stories, songs, poems and rhymes in the language
(R3) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- (W1) write phrases from memory, and adapt these to create new sentences, to express ideas clearly (W2) describe people, places, things and actions orally and in writing
- (G1) 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.

Our Scheme - Language Angels

ACADEMIC TEACHING YEAR 1

Suggested KS2 Unit Planner (LIMITED / NO previous exposure to foreign language teaching and learning)

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1 (X) &  I Am Learning Fr/Sp/It (E) 	Phonetics 1-2 (X) &  Fruits (E)   	Phonetics 1-3 (X) &  Seasons (E)   	Phonetics 1-3 (X) &  Presenting Myself (I) 
Half Term 2	Animals (E) 	I Am Able ...(Fr)   I Know How...(It/Sp) (E)	Ice-Creams (E)   	My Family (I)  
Spring Term				
Half Term 1	Instruments (E) 	Vegetables (E)   	Presenting Myself (I) 	The Date (I)  
Half Term 2	I Am Able ...(Fr)   I Know How...(It/Sp) (E)	Presenting Myself (I) 	My Family (I)  	Do You Have a Pet? (I)  
Summer Term				
Half Term 1	Fruits (E)   	In the Classroom (I)  	At the Tea Room (Fr)   At the Café (Sp) At the Restaurant (It) (I)	My Home (I)   
Half Term 2	Ice-Creams (E)   	At the Tea Room (Fr)   At the Café (Sp) At the Restaurant (It) (I)	My Home (I)   	Clothes (I)   

An Example of Progression

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Understand a range of spoken phrases (plus build upon KS1):</p> <ul style="list-style-type: none"> • Basic information about myself (my name is /I am ... years old/I live in/emotions) • Please, Thank you and 'How are you' with reply. • Numbers 1-31 	<p>Understand and respond to a range of familiar spoken phrases (build upon previous)</p> <ul style="list-style-type: none"> • Opinions - I like/I dislike • Shopping lists (fruit, vegetables and other simple groceries) • Weather (it is sunny/it is raining) • Numbers 1-51 • Respond to a clear model of language • Numbers 1-51 	<p>Understand the main points from a spoken passage made up of familiar language</p> <ul style="list-style-type: none"> • Description of family (I have a brother or sister) • Descriptions of myself and others with link to colours (e.g. clothes, appearance) • Numbers 1- 71 • Christmas vocabulary 	<p>Understand the main points and some detail from a short, spoken passage</p> <ul style="list-style-type: none"> • Descriptions of the home (number of bedrooms, type of house, furniture in rooms) • Passages describing hobbies and weekend routines

Adaptive Teaching

Adaptive teaching is broken down into universal, targeted and individualised. In MFL, children are supported in a number of ways in order to help them learn.

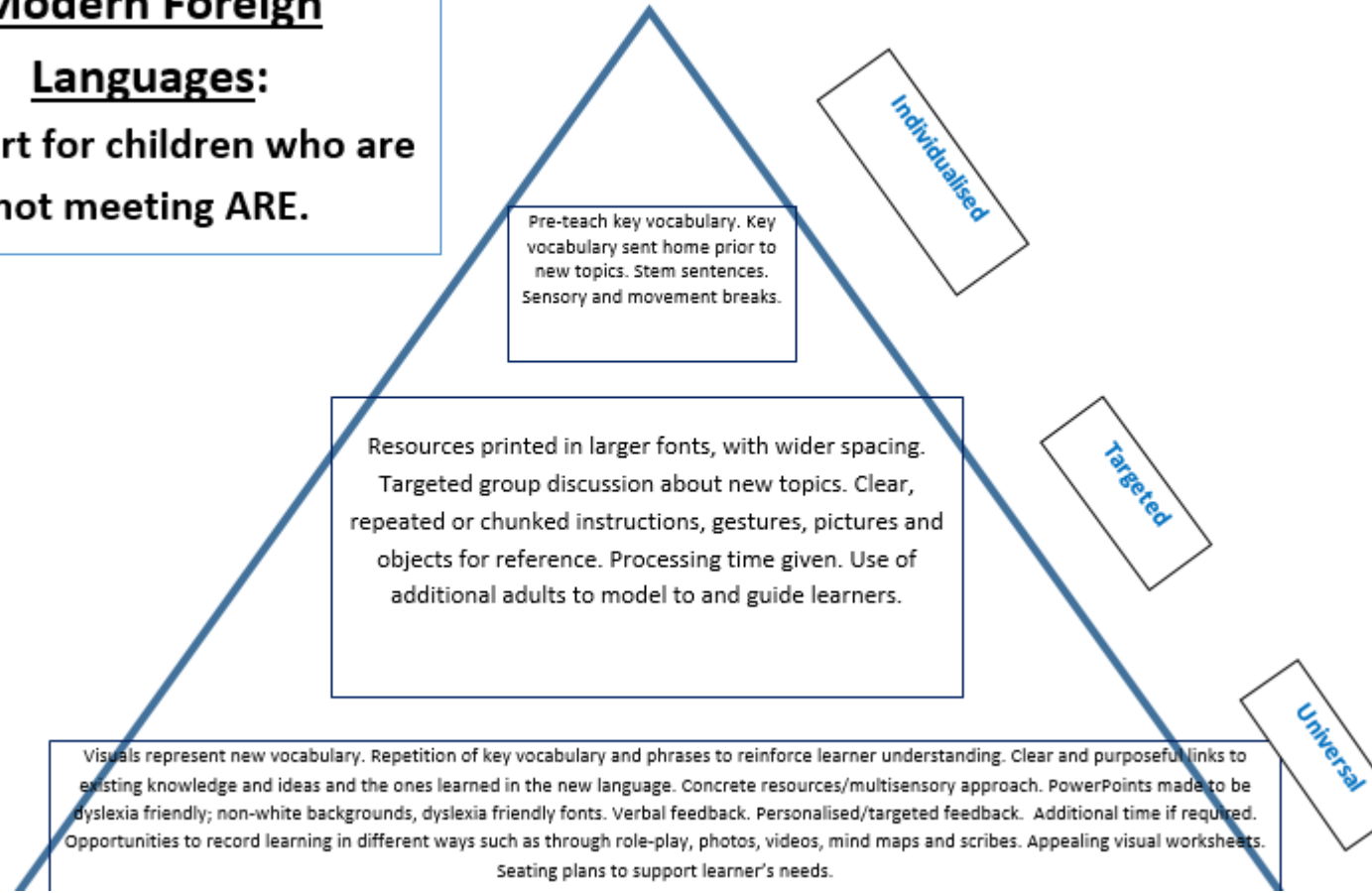
Challenge:

- Opportunity to provide higher level verbal and written responses

SEND & EAL: Differentiated activities

- Simplified versions of resources provided
- Songs and games - accessible to all children
- Significant proportion of non-written work

Modern Foreign Languages:
Support for children who are not meeting ARE.



Linking Learning and Remembering Learning

- Key areas build through the years on earlier learning: We've seen this with number and verbs but also for example, grammar.
 - Learn nouns - gender of nouns - adjectives - adjectives agreeing with noun gender.
- Spiral Curriculum: Some key areas are revisited and built upon adding new skills and / or vocabulary
- Sticky learning: songs and games add to reading and written work
- Revisiting and remembering more over time:
 - *Displays*: Pupil voice showed me that children could recall more vocabulary from words displayed in the classroom
 - *Day and date*: On the board each day and referred to
 - *End of session games*: Spanish word hangman



Examples of Work

Los - Numeros 1-10

¡Los Numeros!

Uno	Zero	✓
Cuatro	One	✓
Diez	Two	✓
Cinco	Three	✓
Nueve	Four	✓
Dos	Five	✓
Ocho	Six	✓
Tres	Seven	✓
Siete	Eight	✓
Seis	Nine	✓
Cero	Ten	✓

¿Cuántos años tienes?

Tengo diez años. ✓

Jueves 18th Mayo 2023

¿Cómo te llamas?



CITIES

1. Madrid
2. Barcelona
3. Málaga
4. Valencia
5. Sevilla
6. Alicante
7. Santander
8. Palma de Mallorca
9. La Coruña
10. Pamplona

EXTRA CHALLENGE

Can you label one of the seas around Spain?

Next Steps

2024 Monitoring:

Pupil voice and book flicks took place throughout the school year

- Teacher CPD:
- Continue to develop class teacher subject knowledge

New Scheme - Language Angels:

- To be implemented in all year groups

Formal assessment:

- Ensure that all classes complete the assessments in Summer 2

Improve resources:

- New dictionaries