



EQUALS TRUST



MFL Curriculum



MFL Curriculum Statement

Intent – What do we want for our children as linguists?

At KPNS, we believe that a high-quality MFL education provides a liberation from insularity and provides an opening to other cultures. We have chosen to teach French as it provides a firm foundation in one of the core languages taught at our feeder secondary school; the ultimate aim being that pupils will feel willing and able to continue studying French beyond Key Stage 2. We want all our pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning an additional language will also offer our pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them.

At KPNS, we aim to:

- Offer a relevant, broad, vibrant and ambitious MFL curriculum that will inspire and excite our pupils.
- Teach through a variety of themes and topics so that pupils foster curiosity about other cultures and languages.
- Give children the knowledge and skills so they can understand and respond to spoken and written language.
- Provide the foundation for learning further languages beyond KS2 and equip pupils to study and work in other countries.
- Explore areas of French Culture and compare them to others that the children are familiar with.

Implementation – How will we carry out our vision?

The MFL curriculum is taught through the MFL planning scheme 'Language Angels' which is in line with the National Curriculum. This is used to aid teaching staff in their subject knowledge whilst providing quality, interactive resources. Teachers can adjust and change lessons to suit the needs of their classes, but the scheme provides a strong, progressive, basis of what is expected. French lessons will be taught through the four key language learning skills; listening, speaking, reading and writing. Phonics and grammar will be covered in an age-appropriate way across the primary phase.

Listening: Children will be taught to listen attentively to spoken language and show understanding by joining in and responding. They will explore the patterns and sounds of language through stories, songs and rhymes.

Speaking: Children will be taught to engage in conversations; ask and answer questions. Express opinions and respond to others. They will learn familiar vocabulary, phrases and basic language structures enabling them to speak in sentences.

Reading: Children will be taught to read carefully and show understanding of words, phrases and simple writing. They will develop accurate pronunciation and intonation when reading aloud.

Writing: Children will be taught to write words and phrases from memory and adapt these to create new sentences, to express ideas clearly.

Grammar: Children will be taught to understand the basic grammar appropriate to French.

Phonics: Children will be taught the sounds made in the French language and compare them to English and other languages the children are familiar.

Planning:

- At KPNS we use 'Language Angels' unit plans and resources to teach French from Years 3-6. All Language Angels materials have been written with alignment to the National Curriculum.
- Units are progressive and grow in complexity as the children move through school, building on prior knowledge and providing opportunity to regularly retrieve their acquired knowledge. Pupils will gradually understand more, say more and be able to write more.
- Knowledge organisers support teaching and learning and are structured around the knowledge and vocabulary the children should know and remember by the end of the unit.
- Pupil knowledge organisers help break the children's learning down into phonics, vocabulary and grammar.
- All planning (including teaching slides for each lesson) is accessed through teacher Language Angel logins on the portal.
- French Units in books must start with a topic cover (see below) and have unit pupil knowledge organizer flapped so that it can be accessed during the session for support.
- French working walls are used in every classroom to support children's retention of knowledge and to provide scaffolding for pupils during lessons.

Inclusion:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND, pupils with English as an additional language (EAL).

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Impact – How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using:

- AFL during lessons
- Spaced retrieval activities embedded into planning and practise (including low stakes quizzes).
- Assessments are provided at the end of every unit (in lesson 6). These are used to inform teachers of what the children know and can remember and will help teachers plan their next steps with cohorts, groups or individual children.

The Subject Leaders monitor the way their subject is taught throughout the school by looking at the intent, implementation and impact using:

- Planning scrutiny and book dips to evaluate the impact of what is known and remembered.
- Pupil interviews/Learning walks; assess impact of spaced retrieval, what is known and remembered.
- External and internal moderation within Equals Trust Groups for QA and to share best practise.
- SIL and Governor visits to monitor provisions and provide clear next steps.
- Planning and delivering CPD.

The Subject Leaders also have responsibility for resources, storage and management. All of the monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor monitoring visits
- Head Teacher reports
- The School Improvement Plan

Elements of our French Curriculum

Knowledge and Understanding

French speakers develop a knowledge and understanding of greetings, statements, questions, simple instructions, expression of preference. And how French language is organized. Our children develop an understanding of French life.

Application of new knowledge/ language

Listening

Speaking

Reading

Writing

French Culture

Grammar

Nouns

Adjectives

Verbs

Questions

Prepositions

Gender, singular & plural. Definite & indefinite articles.

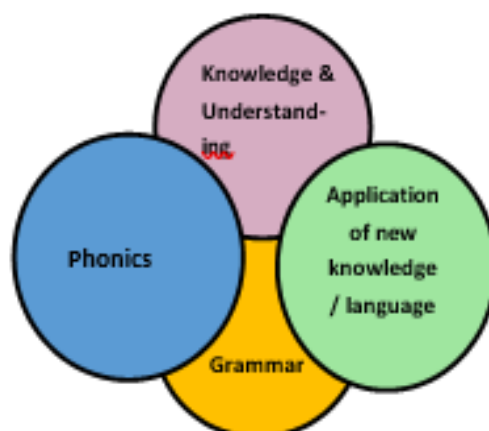
Including possessive adjectives; masculine, feminine & plural.

Including negative & imperative.

Inversion of verb & subject.

Phonic Focus

a/à e o é/er/ez è/ê i/y/ is u ai/ej oi ou uj au/eau an/en ain/in ien ion on un ç ch ll j r silent letters



These elements do not stand as isolated parts; a French speaker's thinking is often a combination of all or a number of them.

MFL (French) Overview- 23/24

	Autumn Term		Spring Term		Summer Term	
Year						
Year 3	Phonetics 1 (C) I am Learning French (E)		Phonetics 1 (C) Ice Creams (E)		Phonetics 1 (C) Fruit (E)	
Year 4		Phonetics 1 and 2 (C) Fruits (E)		Phonetics 1 and 2 (C) Instruments (E)		Phonetics 1 and 2 (C) Presenting Myself (I)
Year 5	Phonetics 1,2 and 3 (C) Ancient Britain (E)		Phonetics 1,2 and 3 (C) Presenting Myself (I)		Phonetics 1,2 and 3 (C) Family (I)	
Year 6		Phonetics 1,2,3 and 4 (C) Presenting Myself (I)		Phonetics 1,2,3 and 4 (C) Family (I)		Phonetics 1,2,3 and 4 (C) Do you have a pet? (I)

Key:

- C = Core Vocabulary Teaching Units
- E = Early Language Teaching Units
- I = Intermediate Teaching Units
- P = Progressive Teaching Units

*2023/24 will be the first year that any of the children will be learning French. At the end of the year (and the next 3 years after that), the LTP Overview will have to be adjusted to represent the accumulative experience and knowledge built through learning French. For example, when our current Year 3 pupils get to Year 6, they will be accessing mainly Progressive Teaching Units. Once a full cycle has been taught, the LTP will be set.

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. <u>EG</u> : 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <u>EG</u> : My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <u>EG</u> : My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <u>EG</u> : A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <u>EG</u> : 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (<u>EG</u> : 'the', 'a' or 'some'). Introduce simple adjectival agreement (<u>EG</u> : adjectival agreement when describing nationality), the negative form and possessive adjectives. <u>EG</u> : 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (<u>EG</u> : definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (<u>EG</u> : 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <u>EG</u> : 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (<u>EG</u> : which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <u>EG</u> : 'to go', 'to do', 'to have' and 'to be'.

KS2 Programme Of Study Requirement		Main Skill Focus	Early Language Units
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING	All units
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING	All unit (plus: Phonetics 1)
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING	All units
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING	All units
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING	All units (plus: Phonetics 1)
6	"Present ideas and information orally to a range of audiences."	SPEAKING	All units
7	"Read carefully and show understanding of words, phrases and simple writing."	READING	All units
8	"Appreciate stories, songs, poems and rhymes in the language."	READING	All units
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING	All units
10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING	All units
11	"Describe people, places, things and actions orally and in writing."	WRITING	Animals (THINGS), I Am Able.../I Know How...(ACTIONS), Ancient Britain (PEOPLE)
12	"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." *	GRAMMAR (GENDER & ARTICLES)	Animals, Instruments, Ancient Britain, Fruits, Vegetables, Shapes, Ice-cream, Seasons
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	I Am Learning..., Animals, Instruments, I Can..., Ancient Britain, Fruit, Vegetables, Ice-cream, Seasons
		GRAMMAR (POSSESSIVES)	
		GRAMMAR (ADJECTIVAL AGREEMENT)	
		GRAMMAR (USING THE NEGATIVE)	Fruit
		GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)	Seasons, Ice-creams
		GRAMMAR (OPINIONS)	Fruit, Seasons
		GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)	

KS2 Programme Of Study Requirement		Main Skill Focus	Early Language Units
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING	All units
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING	All units (Plus: Phonetics 2)
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING	All units
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING	All units
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING	All units (plus: Phonetics 2 + 3)
6	"Present ideas and information orally to a range of audiences."	SPEAKING	All units
7	"Read carefully and show understanding of words, phrases and simple writing."	READING	All units
8	"Appreciate stories, songs, poems and rhymes in the language."	READING	All units
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING	All units
10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING	All units
11	"Describe people, places, things and actions orally and in writing."	WRITING	Presenting Myself (PEOPLE), Family (PEOPLE), Tudors (PEOPLE), In The Classroom (THINGS), Pets (THINGS), The Weather (THINGS), Clothes (THINGS), Habitats (PEOPLE, PLACES & THINGS), Romans (PEOPLE, PLACES & THINGS), Olympics (PEOPLE, PLACES & THINGS), My Home (PLACES)
12	"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." *	GRAMMAR (GENDER & ARTICLES)	Family, At The Café, In The Classroom, Pets, Clothes, Olympics, My Home
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	Presenting Myself, Family, At the Café/Tea Room/Restaurant In The Classroom, Pets, Clothes, Olympics, Romans, My Home
		GRAMMAR (POSSESSIVES)	Family, In The Classroom, Clothes
		GRAMMAR (ADJECTIVAL AGREEMENT)	Presenting Myself, Clothes, My Family, Olympics
		GRAMMAR (USING THE NEGATIVE)	In The Classroom, Pets, Romans, My Home
		GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)	In The Classroom, Pets, My Home
		GRAMMAR (OPINIONS)	
		GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)	Clothes, Olympics, Habitats

KS2 Programme Of Study Requirement		Main Skill Focus	Early Language Units
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING	All units
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING	All units (except: World War 2, Me in the world)
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING	All units
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING	All units
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING	All units (plus: Phonetics 4)
6	"Present ideas and information orally to a range of audiences."	SPEAKING	All units
7	"Read carefully and show understanding of words, phrases and simple writing."	READING	All units
8	"Appreciate stories, songs, poems and rhymes in the language."	READING	All units (except: Me in the world)
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING	All units
10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING	All units
11	"Describe people, places, things and actions orally and in writing."	WRITING	At School(THINGS),Weekend Activities(THINGS & ACTIONS), World War II(THINGS & PLACES), Healthy Lifestyles(THINGS & ACTIONS),Planets(THINGS & PLACES),Habitats(PEOPLE, PLACES & THINGS),Me In The World(PEOPLE & PLACES),Vikings (PEOPLE,PLACES & THINGS
12	"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." *	GRAMMAR (GENDER & ARTICLES)	At School, Healthy Lifestyles
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	At School, Weekend, World War II, Healthy Lifestyles, Regular Verbs, Irregular Verbs, Me In The World
		GRAMMAR (POSSESSIVES)	Vikings
		GRAMMAR (ADJECTIVAL AGREEMENT)	At School, Planets, Vikings
		GRAMMAR (USING THE NEGATIVE)	At School, Weekend, Healthy Lifestyles
		GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)	All units
		GRAMMAR (OPINIONS)	At School, Weekend, Vikings
		GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)	At School, Habitats, Me in the world, Vikings

Example of a Teacher Knowledge Organiser



Language
French



Teaching Type:
Little Angels

Unit:
Les fruits

Unit Objective:

To say what fruit we like and do not like in French.

By the end of this unit we will be able to:

- Name, recognise and remember up to 10 fruits in French.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in French if they like a particular fruit.
- Say what fruits we like and dislike in French.

Skills we will develop:

Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion.

Activities we will complete:

A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like/I do not like' plus a particular fruit.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: **un** and **une**. Understanding that the plural definite article/determiner is **les** in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French.

It will help if we already know:

- No previous knowledge of the foreign language is required but the Little Angels 'Greetings' unit followed by the 'Colours & Numbers' unit and a variety of other units such as 'Transport', 'Under the Sea', 'Nursery Rhymes' and 'In the Jungle' is recommended prior to teaching this unit.



Phonics & pronunciation we will see:

Recommended phonics focus: CH OU ON OI



- **OI** sound in **poire**
- **Silent letters.** We will see that the letter 's' is not pronounced in **les** or the plural version of the fruits as final consonants are nearly always silent letters in French.
- **Liaison.** Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in **les** is pronounced in **les oranges** and **les abricots** as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **fraise, orange, poire, prune, cerise & abricot**. Made from the back of the mouth, not the front.

Vocabulary we will learn & revisit:

The nouns and determiners/articles for 10 common fruits in French. The language required to ask a question in French and how to answer the question in French (using the positive and negative form). This is all listed on the Vocabulary Sheet.

Example of a Pupil Knowledge Organiser



Nom: _____

Classe: _____

Les fruits

oi

sound in:
• poire



phonics

&

guttural
'r'

The 'r' sound in French is guttural made from the back of the throat like in the words 'fraise', 'orange' and 'cerise'.

silent
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les'. It will be pronounced almost like the 'leh' in English.

10 common fruit nouns with their determiner in French.



vocabulary

How to say the above fruits in both singular and plural form so I can say the fruits I like and those I do not like.



J'aime les pommes.

I like apples



Je n'aime pas les pommes.

I do not like apples.

grammar

Nouns in French can be masculine or feminine and singular or plural. This means that determiners can have different forms in French.

un

une

Singular determiner 'a'

les

Plural determiner 'the'

What I will learn:

- ☐ Objective 1: I will learn and become more familiar with 5 fruit nouns with their determiners in French.
- ☐ Objective 2: I will learn and become more familiar with 5 more fruit nouns with their determiners in French.
- ☐ Objective 3: I will learn how to move singular nouns to plural form in French.
- ☐ Objective 4: I will learn how to use the structure 'j'aime' (I like) with the fruit nouns.
- ☐ Objective 5: I will learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.

Les Fruits



une pomme



une banane



une poire



un ananas



un citron



une pêche



une orange

What do I already know about the Fruits in French?

Blank space for writing answers.



des raisins



une fraise