

MFL Handbook



Our Rational and Ethos

At Perryfields, we believe that learning new languages opens the door to a world of opportunities for our students. Our vision is to inspire a love of language-learning by providing engaging and interactive lessons that build confidence and curiosity.

Learning a new language not only helps children communicate with people from different cultures but also strengthens important skills like problem solving, creativity and empathy. Children will develop a global perspective, preparing them to thrive in an increasingly connected world. Through collaborative and interactive activities, we aim to make learning a new language and exciting and rewarding experience for every child.

Aims and Objectives:

The teaching of MFL at Perryfields Primary School aims to enable children to:

- 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.

MFL Expectations:

At Perryfields, our Modern Foreign Language of choice is French. The teaching should focus on enabling pupils to make substantial progress in this language, however, learning of common vocabulary from other languages is valuable when appropriate.

The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

French lessons will be delivered on a weekly basis through 30-45 minute sessions using the 'Language Angels' scheme. Lessons should vary between spoken, written and auditory activities.

The correct vocabulary and pronunciation should be used by teachers and children encouraged to imitate. Vocabulary lists and teacher notes can be found on the Language Angels website.

MFL in KS1:

Though it is not compulsory for MFL to be taught in KS1, it is encouraged that the children are exposed to simple vocabulary such as the days of the week or greetings when answering the register. As well as this, each month, the children will be exposed to a 'Language of the month' where they will learn key words and phrases from a variety of languages.

MFL in KS2:

In KS2, the teaching of French 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 language will be taught using various methods: call and response, partnered talk, interactive games, music and song, written worksheets and more. Through this, children should achieve the following:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity
- 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.
- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Progression of Skills:

Set out here are the progression of skills from Y3 to Y6. To ensure continuity and progression for all pupils, the curriculum is carefully organised from Y3 to Y6 to build on prior learning. The MFL lead has ensured that each strand is broken down into each year group. The strands are:

- Speaking
- Reading
- Listening
- Writing
- Cultural Understanding

 Progression of skills in MFL

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	•	•	• Say and/or repeat a few words and short simple phrases • Know how to pronounce all the single letter sounds. • Be clearly understood.	• Answer simple questions and give basic information • Know how to pronounce some letter strings • Be clearly understood.	• Ask and answer simple questions • Know how to pronounce some letter strings	• Take part in a simple conversation. Express an opinion. • Know how to pronounce a range of letter strings. Begin to understand how accents change letter sounds. • Can substitute items of vocabulary to vary questions or statements. • Pronunciation is becoming more accurate and intonation is being developed.
Listening	•	•	• Understand a few familiar spoken words and phrases	• Understand a range of familiar spoken phrases	• Understand the main points from a spoken passage made up of familiar language	• Understand the main points and some of the detail from a short spoken passage
Reading	•	•	• Recognises and reads out a few familiar words or phrases • Use visual clues to help with reading.	• Understands some familiar written phrases • Use visual clues to help with reading.	• Understands the main point(s) from a short written text • Match sound to print by reading aloud familiar words and phrases. • Use bilingual dictionary to look up new words.	• Understand the main points and some of the detail from a short written text. • Begin to read independently. • Use a bilingual dictionary to look up new words.
Writing	•	•	• Write or copy simple words and/or symbols correctly • select appropriate words to complete short phrases or sentences.	• Write one or two short sentences with support • Begin to spell some commonly used words correctly.	• Write a few short sentences with support using already learnt • Use more accurate spelling of known words.	• Write a short text on a familiar topic, adapting language already learnt. • Spell commonly used words correctly.
Cultural Understanding	• Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own		• Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own. • Respect and understand cultural diversity.		• Respect and understand cultural diversity. • Talk about, discuss and present information about a particular country's culture.	

Planning:

Planning of MFL follows the 'Language Angels' scheme. Through engaging and useful units of work, the children move along the progression of skills through Early Language (E), Intermediate (I) and Progressive (P) teaching. Prior units can be revisited if revision is needed.

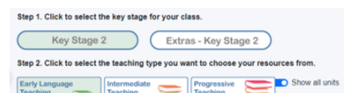
Some units of work are cross-curricular (Vikings, Romans, Planets) allowing the children to engage deeply with the lessons using their prior knowledge.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUT 1	I am learning French (E)	Presenting myself (I)	The date (I)	The date (I)
AUT 2	Animals (E)	Les Romans (I)	Les Planètes (P)	World War II (P)
SPRING 1	Instruments (E)	My family (I)	Do you have a pet? (I)	At school (P)
SPRING 2	I am able... (E)	In the classroom (I)	My Home (I)	Habitats (P)
SUMMER 1	Fruits and Vegetables (E)	At the tea room (I)	The Olympics (I)	At the weekend (P)
SUMMER 2	Seasons (E)	What is the weather? (I)	Clothes (I)	Around town (P)

E = Early Language Teaching

I = Intermediate Teaching

P = Progressive teaching



Assessment, Retrieval Practise and Knowledge Organisers

As there are 4 main areas of language-learning (speaking, listening, reading and writing) children will be assessed in a variety of both formative and summative assessments. For every unit of work, it is expected that children complete at least one assessed task in each of these areas. 'Language angels' provides differentiated resources in all four areas and attainment can be inputted on the system. The system will then generate the child's level (WTS, EXS, GDS) once all data is inputted.

The sequence of learning from Year 3 to Year 6 is designed so that children build upon prior knowledge and learning. Children begin by learning pronunciation and vocabulary, which gradually develops into phrases, sentences and short conversations. Teachers will assess pupils by their contribution to class discussions, their confidence in speaking and questioning.

Kahoot quizzes will also be used at the end of units to assess the retention of knowledge from that topic. The data can then be collated and added to the cohort KRC folder.

Website links to support MFL

<https://www.bbc.co.uk/bitesize/subjects/z39d7ty>

<https://www.thenational.academy/teachers/programmes/french-primary-ks2-l/units>