

## Subject on a page- MFL

### 12 attainment targets:

- **Listen** attentively – show understanding by joining in and responding
- Explore patterns through songs, rhymes and sound-spelling links (**phonics**)
- Engage in **conversations**, ask and answer questions, express opinions, seek help
- **Speak** in sentences using familiar language
- Develop accurate **pronunciation** and intonation
- Present ideas orally
- **Read** carefully showing understanding of words, phrases and simple writing
- Appreciate **songs, stories, poems and rhymes**
- Broaden **vocabulary**, develop ability to understand new language incl. using a **dictionary**
- **Write** phrases from memory, create new sentences to express ideas
- Describe people, places, things and actions orally and in writing
- Understand basic **grammar**

**4 skills:** listening, speaking, reading, writing. a balance of all four should be aimed for eg. there won't be written work in books every lesson.

**3 pillars of progression:** VOCABULARY, PHONICS and GRAMMAR. Progression within all three pillars is written into the Primary Languages Network scheme of work

**Intercultural awareness, understanding and empathy** – these themes run through all of our teaching to enable us to provide (as cited in the Programme of Study) *a liberation from insularity and an opening to other cultures...foster[ing] curiosity and deepen[ing] understanding of the world. Language learning should provide the foundation for learning further languages, equipping pupils to study and work in other countries.*



**UK's influence and economy: the bigger picture**

Recent research by Cambridge University shows that an increase in secondary school pupils learning French, Spanish, Arabic or Mandarin could increase UK GDP by billions of pounds over 30 years.

### Intent

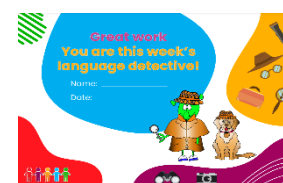
Guided by the statements from NC Programme of Study and attainment targets, we intend to deliver a robust MFL curriculum, engaging for *all* children including those with additional needs to enjoy, experience and learn from which builds on progress in vocabulary, phonics, grammar, culture and language learning skills.



### Implementation

Teacher or TA delivers consistent French lessons weekly of 30 mins with 5 min re-visits daily in between sessions. Each lesson includes recall/warm-up, new content, phonics focus, game/activity to practise and independent task. Use assessment clouds and knowledge organiser at the start of each topic to track language, phonics, grammar, cultural info taught. Nominate a couple of 'Language Ambassadors' each term/half-term to pick language detective of the week. Language detective skills include:

- Spotting cognates/near-cognates (the same/similar words in French and English)
- Skim and scan, use context, good guesses to work out new vocabulary
- Identify *false friends* (words which look like cognates but have other meanings)
- Memory hooks and recall skills
- Active listening; turn taking
- Taking a risk/ not afraid to make a mistake
- Metacognition (awareness of how we learn best)



### Impact

Quality MFL provision as well as a growth mindset for both pupils and staff leads to progress and enjoyment. Teachers more confident to deliver and upskilling offered as CPD. Opportunities for retention and recall helps learning stick (eg: using register time, repeating a game/song, using transition times, cross-curricular links, incidental language around school). Share and display work and photos including on Twitter. European Day of Languages – 26th Sept: celebration of *all* languages and a focus on heritage languages spoken.

**Thank you for all your hard work!**