



## **MFL Subject Leaders' Sequence and Progression Document**

### **INTRODUCTION**

The purpose of this document is to outline the approach and method that has been adopted to implement the MFL curriculum at St. Andrew's. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's *Mission Statement*, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the MFL curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

### **AIMS**

- To ensure standards remain high and English and Math's is taught discretely
- To ensure reading remains a high priority
- To utilize the rich resource and history of our local community of Boothstown
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

### **LIFESKILLS WE DEVELOP**

- Resilience
- Assertiveness and confidence
- Self esteem
- Communication skills
- Social skills
- Coping skills
- Stress management
- Problem solving
- Emotional awareness

### **END POINTS IN THE CURRICULUM**

We want to foster pupils' curiosity and deepen their understanding of the world. Pupils should express their ideas and thoughts in another language and understand and respond to its speakers, both in speech and in writing.

## **INTENT**

- **Listening** Children will be able to: understand and respond to spoken and written language from a variety of authentic source.
- **Speaking** Children will be able to: 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.
- **Reading** Children will be able to: Understand the main points and opinions in written texts from various contexts.
- **Writing** Children will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Write paragraphs of three to four sentences about myself, about a story or a picture; a message containing three to four sentences; a postcard or greetings card

## **SEND Children**

- Mfl always taught to the top.
- SEND pupils monitored and tracked on pupil progress trackers

## **CULTURAL CAPITAL**

- Children discuss, research and learn about French culture, traditions, food and life. Learning about values and ethos from another country teaches children respect and understanding. In year 4 and 5 Summer Term children complete a French project on culture and tradition. Children also compare similarities and differences between England and a French town.

## **IMPLEMENTATION**

- As we acknowledge children's different learning styles, our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.
- Planning is built on each year with overlaps in learning
- The Salford MFL scheme is designed so that oracy, literacy and grammar are built on topic by topic year by year. We also plan quizzes at the end of each topic to ensure previous knowledge is embedded. These quizzes are referred back to so that children can build on previous knowledge.
- We use repetition and recall to ensure their knowledge sticks. Start and end of topic quizzes.
- Long Term plan checked regularly and updated if necessary.
- Children compare areas in France with Boothstown
- Landmarks, culture and foods are compared
- French project in summer 2-mainly in years 4, 5 and 6
- SL led staff meeting. I keep up with latest curriculum changes, ideas and new resources. I attend cluster meetings with school in Salford. I have attended MFL training in Liverpool.
- Staff add results to Target Tracker. I analyse results and look at Pupil premium and disadvantaged children to check they are expected. Teachers track children through quizzes in class and desktop assessments to correct misunderstanding. Children's misunderstandings met in interventions. Book scrutiny
- Revisiting the curriculum, referring back to prior learning, quizzes and visuals on the wall.

- Assessment informs future planning. Target Tracker assessment is analysed to ensure PP and disadvantages children are making the correct progress. Assessment ensures children are ready to progress to the next French topic.

### IMPACT

- Results show that at least 85% of children are expected or above in MFL. Children leave KS2 with good spoken, written and cultural knowledge of French.

MFL Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3		<b>Ourselves</b> This is me <b>Celebrations</b> Christmas items Colour		<b>School</b> Objects <b>Weather</b> Days & 5 weather conditions		<b>Hobbies</b> 5 Hobbies Opinion Conjunction - et <b>Holidays</b> 6 Food and drink Likes and dislikes
Y4	<b>Ourselves</b> My family 4 family members <b>Celebrations</b> Birthday items Size and colour		<b>School</b> 10 school subjects Likes and dislikes <b>Weather</b> Months & 5 weather conditions		<b>Hobbies</b> 9 hobbies Opinion Conjunction – et and mais <b>Holidays</b> 6 countries 6 modes of transport	
Y5		<b>Ourselves</b> My family 8 pet animals <b>Celebrations</b> Describing Christmas items Letter to FC	<b>School</b> 10 school subjects Write sentences Write a paragraph <b>Weather</b> Seasons 8 French towns/cities Weather Forecast		<b>Hobbies</b> 11 hobbies Express opinion using j’aime and je n’aime <b>Holidays</b> Clothing Follow instructions Climate	
Y6			<b>Ourselves</b> Information about family <b>Celebrations</b> Birthday activities invitations		<b>School</b> School life <b>Weather</b> Compass points 10 European countries and location Weather forecast	<b>Hobbies</b> Questions about when and where Write a paragraph <b>Holidays</b> Where I am going How I am getting there

National Curriculum Content - MFL				
KS2	Coverage	Autumn	Spring	Summer
	NC Skills	<p>Pupils should understand and respond to spoken and written language from a variety of authentic sources They should 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</p> <p>Pupils can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>They should discover and develop an appreciation of a range of writing in the language studied.</p>		
Y3	NC Content	<p>appreciate stories, songs, poems and rhymes in the language</p> <p>begin to recognise and pronounce sounds</p>	<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>use phrases to meet and greet</p> <p>explore numbers</p>	<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, particularly classroom commands and objects</p>
Y4	NC Content	<p>appreciate stories, songs, poems and rhymes in the language</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>present ideas and information orally to a range of audiences</p>
Y5	NC Content	<p>appreciate stories, songs, poems and rhymes in the language</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>read carefully and show understanding of words, phrases and simple writing</p>	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>present ideas and information orally to a range of audiences</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p>
Y6		<p>appreciate stories, songs, poems and rhymes in the language</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>read carefully and show understanding of words, phrases and simple writing</p>	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>present ideas and information orally to a range of audiences</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p>

Skills					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>MFL</b>					
<b>Understanding and responding</b>					
		<p>*Listen attentively to spoken language.</p> <p>*Understand and respond to simple commands, short statements and questions.</p>	<p>*Listen attentively to spoken language.</p> <p>*Appreciate and respond to simple songs, short stories, poems and rhymes.</p>	<p>*Listen attentively and respond to spoken language including stories, songs, poems and rhymes.</p>	<p>*Listen to and understand longer passages, stories and more complicated songs.</p> <p>*Understand and identify basic features of grammar such as noun gender, plurals</p>

		*Appreciate simple songs, poems and rhymes.			and conjugation of high frequency verbs.
<b>Speaking</b>					
		*Respond to questions with single words and phrases. *Use greetings and convey simple information with the aid of visual prompts if needed. *Practise correct pronunciation.	*Give simple responses to questions, speaking in sentences using visual aids if needed. *Describe places and objects, developing vocabulary and correct pronunciation and intonation *Express simple opinions [like/dislike].	*Read simple phrases and questions and answers. *Continue to add to list of written vocabulary.	*Write simple phrases and familiar words from memory.
<b>Reading</b>					
		*Read simple words and phrases with correct pronunciation when reading aloud. *Begin to list and learn key vocabulary from reading.	*Read simple phrases and questions and answers. *Continue to add to list of written vocabulary.	*Broaden sight vocabulary through reading simple story texts and descriptions of people and places.	*Read longer stories and descriptive passages with increasing fluency and accuracy. *Use dictionaries to understand new words.
<b>Writing</b>					
		*Develop basic written vocabulary from spoken words and phrases.	*Write simple phrases and familiar words from memory.	*Write simple sentences using visual aids and support where necessary. *Write words and phrases from memory.	*Write descriptions of people, places, things and actions, writing some words and phrases from memory. *Apply understanding of basic grammatical structures.