



Curriculum Intent – MFL

At Birklands Primary School, we believe that developing:

- Independent learners
- Creative thinkers
- Socially confident and responsible citizens
- Cultural knowledge

will provide our pupils with the positive powers to make a difference in their lives and break the cycle of deprivation.

The impact of this is that through the teaching and learning of MFL we:

- foster an interest in learning other languages;
- develop an awareness that language has a structure and that the structure can differ from one language to another;
- create an awareness of cultural differences in another country;
- develop confidence in speaking and listening;
- prepare our children for opportunities for travel, study and work in other countries.

At Birklands, we believe pupils should understand, recognise and celebrate the different languages and cultures within our school. We want to develop children's curiosity and interest in the wider world and so use different international themes or foci throughout the year. We want children to understand the context and relevance of learning another language and to recognise why it is an important life skill. Research indicates the many cognitive benefits of learning a second language; people who speak more than one language have improved memory, problem-solving and critical thinking skills, enhanced concentration, the ability to multitask and are better listeners.

We teach French as a foreign language to all children in KS2 as a discrete lesson supported by the PlanIt scheme. French understanding and spoken language skills are reinforced during other times of the day, for example when responding to the register, writing the date on the board etc.

The Birklands School progression ladder for French sequences the learning of the language according to the 3 strands of:

- oracy
- literacy
- intercultural understanding

Each strand has objectives identified by year group so that there is clear progression and development of skills building on the previous year's learning for a spiral effect. In addition, a vocabulary bank lists the expectations for each year group.

Through the teaching of French, pupils should be taught how to:

- ask and answer questions;
- use correct pronunciation;
- memorise words;
- interpret meaning;
- understand basic grammar and structure of written and spoken language;
- use bilingual dictionaries;

- work in pairs and groups and communicate together.

Exposure to vocabulary must play a central part in the teaching of French and can be done through the introduction of new vocabulary each week which is then revisited regularly. Vocabulary should be accessible to pupils through word banks, displays and frequent use of French words within the lesson and at other informal opportunities.

Children are informally assessed to check their skills and understanding and to identify the next steps in learning. This is done during lessons, using questioning, as well as retrieval quizzes to check recall and understanding of prior learning.

Attainment and progress are measured against the objectives of the 3 strands of learning outlined in the Birklands progression ladder (oracy, literacy and intercultural understanding) for the specific year group being taught.



Birklands Primary School MFL – French - Progression Ladder



Overview - years 3, 4, 5 and 6 at a glance

Strand	Year 3	Year 4	Year 5	Year 6
Oracy	<ul style="list-style-type: none"> • Enjoy listening to and speaking in the language • Listen and respond to familiar spoken words, phrases and sentences • Communicate with others using simple words and phrases and short sentences • Understand conventions such as taking turns to speak, valuing the contribution of others • Use correct pronunciation in spoken work 	<ul style="list-style-type: none"> • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions • Memorise and present a short text 	<ul style="list-style-type: none"> • Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts • Understand and express simple opinions • Listen attentively and understand more complex phrases and sentences • Prepare a short presentation on a familiar topic 	<ul style="list-style-type: none"> • Understand the main points and simple opinions in a spoken story, song or passage • Perform to an audience • Understand longer and more complex phrases or sentences • Use spoken language confidently to initiate and sustain conversations and to tell stories
Literacy	<ul style="list-style-type: none"> • Recognise and understand some familiar words and phrases in written form • Read aloud in chorus, with confidence and enjoyment, from a known text • Write some familiar simple words using a model • Write some familiar words from memory 	<ul style="list-style-type: none"> • Read and understand familiar written phrases • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help 	<ul style="list-style-type: none"> • Re-read frequently a variety of short texts • Make simple sentences and short texts • Write words, phrases and short sentences, using a reference source 	<ul style="list-style-type: none"> • Read and understand the main points and some detail from a short written passage • Identify different text types and read short, authentic texts for enjoyment or information • Match sound to sentences and paragraphs • Write sentences on a range of topics using a model
Intercultural Understanding	<ul style="list-style-type: none"> • Appreciate the diversity of languages spoken within their school • Talk about the similarities and differences of social conventions between different cultures • Identify the country or countries where the language is spoken • Have some contact with the country/countries • Recognise a children's song, rhyme or poem well known to native speakers 	<ul style="list-style-type: none"> • Talk about celebrations of which they have experience • Know about similar celebrations in other cultures • Compare aspects of everyday life at home and abroad • Identify similarities in traditional stories, building on relevant Y2/3 National Literacy Strategy Framework objectives 	<ul style="list-style-type: none"> • Compare symbols, objects or products which represent their own culture with those of another country • Look at further aspects of their everyday lives from the perspective of someone from another country • Recognise similarities and differences between places 	<ul style="list-style-type: none"> • Compare attitudes towards aspects of everyday life • Recognise and understand some of the differences between people • Present information about an aspect of culture