

# MFL: Curriculum development

---

## Section one

### Purpose:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. At WMAT, we aim to foster pupils' curiosity and deepen their understanding of the world. We strongly believe that languages are a skill for life, and something that pupils should enjoy and find rewarding. Through learning foreign language, students also develop literacy and oracy in their own language as well as resilience and problem-solving skills.

Language learning should provide the foundation for learning further languages. We hope to expand students' cultural knowledge whilst developing their language skills.

Through language learning, pupils gain a sound understanding of the structure of their **own** language, leading to effective communication in the foreign language. Students of all abilities can benefit from learning a foreign language, supporting and enhancing their literacy learning across the curriculum.

The MFL curriculum caters for students with varied previous language learning. It enables students to build upon prior knowledge or language learning skills.

Students are well-prepared at the end of each key stage to tackle the next steps in language learning but equally, should they choose not to continue their formal language learning, they are equipped with the skills and knowledge to use in the workplace or for leisure or to further their learning.

### Aims:

Underpinning the intent are key **substantive concepts** (do we want to add Key stages here?):

<b>Listening (comprehension)</b>	To be able to listen attentively and respond to familiar spoken words and phrases. To identify key points in a new context and understand simple facts and opinions, with increasing complexity, in spoken sources.
--------------------------------------	--

<b>Speaking (production)</b>	<p>To build up communication skills year on year until students are able to use spoken language, with increasingly accurate pronunciation and intonation</p> <p>To initiate and sustain conversations on familiar topics and to describe incidents based on their own experiences.</p> <p>To be able to read aloud from a given text with good expression.</p> <p>To understand and be able to use transactional language.</p> <p>To give a description e.g of a town, geographical features in a country.</p> <p>To seek clarification of meaning.</p>
<b>Reading (comprehension)</b>	<p>To read in groups, simple playscripts, poems etc.</p> <p>To read and understand the main points and key details from a short written passage.</p> <p>To read and understand increasingly detailed texts in terms of vocabulary and structure and length.</p>
<b>Writing (production) and Grammar</b>	<p>To write sentences and construct texts first by using a model and then from memory using knowledge of words, text and structure.</p> <p>To use adjectives to add interest and detail to a description.</p> <p>To understand the basic grammar appropriate to the language being studied; verbs – begin to use the past/future tense, adverbs.</p> <p>To be able to identify and manipulate tenses from a selection of sentences written in the present, past and future tense.</p>
<b>Independence - Using reference materials</b>	<p>To be able to use reference materials (eg dictionaries) in order to check, edit, improve and manipulate vocabulary.</p>
<b>Cultural Awareness and Understanding</b>	<p>To promote mutual respect for and tolerance of different cultures and those speaking other languages.</p> <p>To have an appreciation of the historical context of linguistic spread.</p>

**Disciplinary concepts:**

It becomes obvious that MFL is distinct from other subjects because it is not a discipline, there is nothing but 'substantive knowledge' to study and learn. This would change if we swapped out linguistics in favour of 'foreign language,' but that's not what we offer at school-level!

### Year 3:

#### Substantive Knowledge:

Listening	Speaking	Reading	Writing/Grammar
<p>Listen and respond to familiar spoken words and phrases.</p> <p>Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories.</p> <p>Recognise numbers 1-20 and begin to understand numbers from 20 – 31.</p> <p>Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action.</p> <p>To take part in class/group activities</p>	<p>Communicate with others using simple words, phrases and short sentences.</p> <p>Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</p> <p>Ask and answer simple questions about self, e.g. name and age, birthday.</p> <p>Express simple likes and dislikes e.g. food and drink.</p> <p>Demonstrating a developing vocabulary</p>	<p>Recognise and understand some familiar written words and phrases in short texts.</p> <p>Read short texts and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</p>	<p><b>Writing:</b> Write some familiar simple words using a model and some from memory.</p> <p>Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal or object or something drawn/made – e.g. a black cat. • Complete a simple gapped text such as a party invitation or passport. Begin to write a few familiar words from memory and know that all attempts will be valued.</p> <p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied.</p> <p>Begin to recognise the correct definite/indefinite to a series of</p>

			<p>familiar nouns (e.g. fruits and vegetables) with increasing accuracy.</p> <p>Use visual scaffolds to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat.</p> <p>Begin to understand how the negative is formed in the new language e.g. I don't like chocolate.</p>
--	--	--	---

**Suggested key topics or suitable scheme to cover the skills outlined above e.g Salut Sophie**

<p>Fruits/Foods</p> <p>A story in French: Hungry caterpillar/ La chenille qui faisait des trous</p> <p>Days of the week</p>	<p>Greetings (Unit 1 Light bulb languages)</p> <p>How are you?</p> <p>Numbers (1-10)</p> <p>Age</p> <p>Classroom Instructions</p> <p>Classroom Language</p> <p>Christmas</p>	<p>Where do you live?</p> <p>Rooms in the house</p> <p>Story: Le roi tete en l'air</p> <p>Numbers (11-31)</p>	<p>Where I live</p> <p>Animals (Brown bear/Ours Brun story)</p>	<p>Months of the year</p> <p>Writing the date</p> <p>Ice Creams and opinions</p>	<p>Body parts: Head, shoulders, knees and toes.</p> <p>French story: Le loup</p>
<p>Recap 1st and 3 persons of verb with 'Je mange' and 'il / elle mange'</p>	<p>Introduce concept of gender (e.g. Prenez un stylo / une feutre)</p> <p>Introduce concept of 'j'ai' with age as well as possession.</p>	<p>Adjectival agreement and position</p>	<p>Adjectival agreement and position 1st and 3rd persons of verb introduced ('J'habite and 'il / elle habite')</p>	<p>No capitalisation for months / days</p> <p>Use of 'à la', 'à l' and 'au' context of ice cream</p> <p>Giving opinions</p>	<p>Imperatives (listen for the 'ez' sound)</p>

## Key Vocabulary

Use words and phrases such as:

My name is

I am .... years old

I live

Numbers

Colours

Simple class instructions.

Like/dislike

### Year 4:

#### Substantive Knowledge:

Listening	Speaking	Reading	Writing/Grammar
<p>Listen for specific phonemes, words and phrases</p> <p>Pick out phonemes, words and phrases in songs, stories, rhymes and short texts.</p> <p>Understand higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time.</p> <p>Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole?</p> <p>Respond to a wider range of classroom instructions e.g. Open the window/door, I'd like 2 volunteers, put your hand up .....</p>	<p>Communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please, I don't understand.</p> <p>Express preference about what they like e.g. food, animals, colours</p>	<p>Read and understand familiar written words, phrases and short texts made of simple sentences and pick out key words or phrases.</p> <p>Read a wider range of words, phrases and sentences aloud. Follow text while listening and reading at the same time.</p> <p>Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris?</p> <p>Follow a text such as a song or poem whilst listening to it at the same time.</p> <p>With support, begin to link phrases to make a sentence e.g. When it rains, you need an umbrella.</p>	<p><b>Writing:</b> Write a few simple sentences using either a word bank or model to describe for example a sports star e.g. .... lives in London. She is 22 years old. She likes dancing. Experiment with writing new words.</p> <p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied: Begin to match correctly definite/indefinite article to singular and plural familiar nouns. Place familiar adjectives e.g. size and colour in correct order. Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions, Do you like cheese? Yes I like...</p>

		Use strategies to work out meaning of new words.	
--	--	--	--

**Suggested key topics or suitable scheme to cover the skills outlined above.**

Numbers up to 69 Birthdays Clothes and fashion show French story: Loup y es -tu?	Seasons (Unit 3 Light bulb) Weather (including Mr Wolf's week) Weather reports Christmas	Family Brothers and Sisters (Masculine and Feminine) Pets	Monsters and colours Recap of body parts Monster Story: A French story: Va-t'en-grand monstre vert	Growing things Jack and the Beanstalk Vegetables Likes/dislikes	Styles of music Song Musical Instruments French story: Le petit chaperon rouge (Little Red Riding Hood)
Recap adjectival position and agreement	Introduce concept 'il fait' for weather	Recap gender Negatives ('je n'ai pas de / il n'a pas de') Plurals Recap adjectival agreements		Recap opinions Recap adjectival position and agreement	Je joue Du/de la etc

**Key Vocabulary**

Use words and phrases such as:

**Year 5:  
Substantive Knowledge:**

Listening	Speaking	Reading	Writing/Grammar
<p>Listen attentively and understand more complex phrases.</p> <p>Identify key points in a new context e.g. a story, which contains familiar language. Understand higher numbers from 70 –100 with support e.g. in prices, numeracy activities. Follow instructions and directions e.g. a recipe or simple directions. Recognise letters of the alphabet when they hear them</p>	<p>Take part in short conversations using familiar structures and vocabulary.</p> <p>Seek help and clarification e.g. I don't understand, can you repeat that, how is that written?</p> <p>Give simple instructions and directions e.g. a recipe, directions to a place, the route to school ensuring comprehension of listeners.</p> <p>Begin to understand and express future intentions e.g. I am going swimming on Wednesday.</p> <p>Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk.</p> <p>With support refer to experiences or interests.</p>	<p>Read a variety of short simple texts in different formats and in different contexts Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud. Begin to pick out a range of facts and/or opinions from a short text.</p> <p>Begin to use a dictionary or glossary to work out the meaning of unfamiliar vocabulary.</p> <p>Practise reading aloud a poem to perform in assembly demonstrating increased confidence. Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary.</p>	<p><b>Writing:</b> Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words.</p> <p>Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet.</p> <p>Use simple conjunctions such as and, but, because to form more complex sentences. • Change elements in a given text e.g. ingredients, colour and size of a planet.</p> <p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied: gender – masculine, feminine, neuter.</p> <p>Begin to know how to form the near future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain. Begin to see how possessive articles e.g.</p>

			my, his, her change according to gender e.g. Jane is my sister. Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy.
--	--	--	--

**Suggested key topics or suitable scheme to cover the skills outlined above.**

<p>Recap number to 69 Numbers 70- 100 Hobbies (in infinitive with opinions / 'je sais') Recap opinion verbs</p> <p>Story: Antoine le paresseux</p>	<p>School and daily routines Travelling to school (Unit 5 Lightbulb)</p> <p>Revise classroom instructions</p> <p>Christmas vocabulary French Christmas songs</p>	<p>Les animaux Unusual animals/ pets Plurals Colours Agreement of colours and adjectives J'aime / je déteste/ J'adore/ je n'aime pas</p> <p>A story in French: Les Trois Cabris</p> <p>Spring Traditions Revision of weather</p>	<p>Décris-toi Hair Eyes Tall/short/medium sized Describing personality</p>	<p>Bon Appetit Monsieur Lapin? Food revision.</p> <p>Eric a faim (Unit 14)</p>	<p>Healthy Eating Café – ordering food (Unit 11 Lightbulb)</p>
<p>J'aime +infinitive Connectives (et and mais)</p>	<p>Opinions with 'parce que'</p>	<p>Recap adjectival agreements</p>	<p>Il y a / Il n'y a pas de Recap: Je suis / Je ne suis pas J'ai / Je n'ai pas de J'aime / Je n'aime pas Il / Elle a / Il / Elle n'a pas de... Il / Elle est / Il / Elle n'est pas...</p>	<p>Je voudrais + du /de la/des</p>	<p>Recap 'il y a'</p>

## Key Vocabulary

Use words and phrases such as:

**Year 6:**  
**Substantive Knowledge:**

Listening	Speaking	Reading	Writing/Grammar
<p>Understand the main points and simple opinions in spoken sources e.g. story, song or passage.</p> <p>Listen to longer texts. NB In Y6, children should be listening to texts read by people other than their teacher.</p> <p>Understand numbers in context e.g. the year, 24 hour clock, quantities.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience including some opinions.</p> <p>Understand and use numbers in context e.g. saying the year, 24-hour clock, quantities.</p> <p>Understand and use transactional language e.g. in a café.</p> <p>Give a description e.g. of a town, geographical features in a country</p> <p>Seek clarification of meaning How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more</p>	<p>Read aloud from a text with good expression and with confidence.</p> <p>Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town. Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts or simple newspaper article.</p> <p>Use the context of a sentence or translation dictionary to work out the meaning of new words.</p>	<p><b>Writing:</b> Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure. Use dictionaries to check spelling of words.</p> <p>Use adjectives to add interest and detail to a description.</p> <p>Use some simple adverbs to make sentences more interesting.</p> <p>Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email.</p> <p>Use knowledge of grammar to enhance or change the meaning of phrases.</p>

	<p>loudly/slowly? Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather. Express and justify opinions e.g. I like netball because it's fun.</p> <p>Be understood with little or no difficulty.</p>		<p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied: verbs –begin to use the past tense, reinforce understanding of future tense. Adverbs Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat. Identify tenses from a selection of sentences written in the present, past and future tense</p>
--	--	--	---

**Suggested key topics or suitable scheme that covers skills outlined above.**

<p>Les Planetes (Unit 12 ) as links with Year 6 Curriculum</p>	<p>My Day (daily routine) in 1st person) Recap time</p> <p>Write acrostic poems on a Christmas theme, using a model.</p>	<p>Mes Passions Likes and dislikes Giving opinions Sports and activities Free time and opinions</p>	<p>Les histoires</p> <p>A French story: J'aime</p> <p>Understanding a story: Les quatre amis</p> <p>Understanding a song</p>	<p>The French speaking world (links with Geography) French through film (French speaking Africa): Kirikou</p> <p>La belle Paris</p> <p>Paris and monuments</p>	<p>Au café Au snack bar A conversation at the café Buying an ice cream Opinions and food</p> <p>La Piece perdue</p>

	St. Nicholas & French Christmas traditions.				
Au = à +le Recap il y a	-er verbs in 1st person	Questioning (tu veux jouer au foot?)  Responding (oui, je veux... / non je ne veux pas)		Recognition of cognates Recap 'il y a' etc	J'aime / Je n'aime pas Je voudrais + du /de la/des

**Key Vocabulary**

Use words and phrases such as:

**Year 7:**

**Substantive Knowledge: (and do the same for Year 8 and Year 9?)**

**Listening**

**Speaking**

**Reading**

**Writing/Grammar**

--	--	--	--

### Key Grammar points

#### Year 7:

- Subject pronouns
- Indefinite article
- Use of numbers for age and date
- Definite article
- Avoir
- Adjectival agreement – m, f, pl
- Possessives, mon, ma, mes
- Plural nouns
- Etre
- Present tense er verbs
- Asking questions
- Difference tu / vous
- Opinions
- Imperative via classroom commands
- Intensifiers
- Conjunctions
- Faire
- Finite verb + infinitive – combining verbs
- Aller + infinitive for near future

**Year 8:**

- Position of adjectives
- Prepositions
- preposition d
- reflexive verbs

More to follow

**Year 9:**

**To be added**

**Add suggested key topics like in KS2?**