

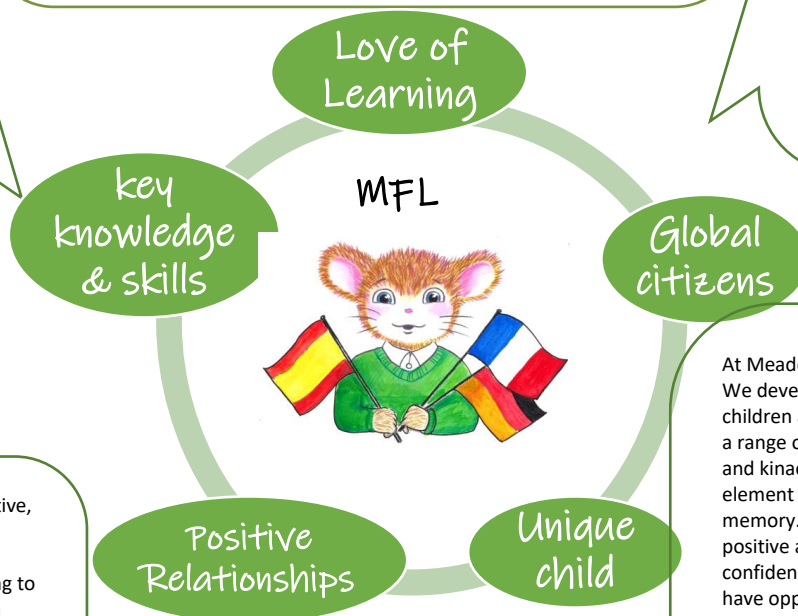
## MFL at Meadows First School (Vision and Ethos)

The 5 principles of our curriculum are: **Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens** We embed these 5 principles within our MFL Curriculum as follows:

We equip children with the language **skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in MFL across the school. Vocabulary development plays a vital role in this. We want children to be able to use foreign languages, focussing on French, as another means for communication and to use language skilfully. For example, children can use simple greetings, count to 30, know the names of some body parts, recognise some classroom instructions. Children enjoy singing French songs, playing counting games, learning new vocabulary and having conversations in French with each other. We believe that the learning of an additional language provides a valuable educational, social and cultural experience for pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. We emphasise listening, responding and speaking skills in KS2 with the addition of simple reading and writing skills.

Our **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in French. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. At Meadows we use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play, action songs and stories. We use puppets and soft toys to demonstrate the foreign language, and, whenever possible, we also invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of country. We use mime to accompany new vocabulary as this serves to demonstrate the language without the need for translation.

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the MFL curriculum- We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. E.g. Learning another language gives children an additional perspective on the world, encouraging them to understand their own cultures and those of others. At Meadows our vision is that children will develop their language learning skills and become all-round global citizens. We teach French as a modern foreign language in order to prepare our children for a rapidly changing world. Learning a foreign language prepares our children for life in modern Britain, in which work and activities increasingly involve using languages other than English. We intend that, through learning French, our pupils will be open minded and adventurous in all aspects of their learning and will develop an awareness of cultural diversity within societies.



The MFL curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together, supporting and encouraging each other and inspiring others to participate in conversations. For example, the children enjoy learning to have conversations in French with their classmates. They greet each other politely, ask and answer questions, express opinions and respond to those of others. We also encourage a growing interest in the wider world e.g. children will learn about similarities and differences between their lives and those of children in France. They will learn about the links between their local community and wider world global connections between peoples and countries and will recognise the value of listening to a range of different perspectives and viewpoints. They will develop a positivity and respect about the ways in which we are similar to others and also different.

At Meadows First School we can all become **French speakers!** We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the French curriculum. We support all of our children with a range of teaching methods that accommodate all needs. We use a multi-sensory and kinaesthetic approach to teaching French, i.e. we try to introduce a physical element into the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make. All of our children will have opportunities to express themselves in the French language. Children use meadows Mouse to develop lifelong learning habits to be;

- Enthusiastic:** to have a go and experience the French language by talking, listening, singing songs, playing games and joining in with activities.
- Determined:** We encourage a growth mindset, with high expectations, so children are proud to share their French language skills with their peers, teachers and at home.
- Focused:** We want them to have no ceiling to their achievements and to grow up wanting to speak French confidently with each other AND to use their language skills when visiting other countries.
- Organised:** We aim for our children to be independent and confident when speaking French, by encouraging good listening, good organisation and being proud of what they can achieve!

## MEADOWS FIRST SCHOOL LONG TERM PLAN - MFL

*Intent: With a focus on Meadows curriculum; Unique child; Positive relationships; Key knowledge and skills; Love of Learning; Global Citizens - children will learn 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
- be able to 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

		<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>	
<i>Implementation</i>		<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Rights Respecting</i>		<i>I have the right to Friends. Article 15</i>	<i>I have the right to be safe. Article 19.</i>	<i>I have the right to be listened to. Article 12:</i>	<i>I have the right to play and rest. Article 31</i>	<i>I have the right to water/ food. Article 24</i>	<i>The right to a good quality education. Article 28</i>
<b>Year 3</b>	<b>Theme</b>	<b>The Stone Age to Iron Age</b>	<b>I Can run Faster Than USAIN BOLT Happy, healthy bodies</b>	<b>FORCES + MAGNETS Light</b>	<b>Rocks and Soils Year 3 production</b>	<b>Life of Plants Romans vs Britain</b>	<b>Blue planet</b>
	<i>National Curriculum</i>	<i>Understand and respond to spoken and written language from a variety of authentic sources.</i>	<i>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.</i>	<i>Understand and respond to spoken and written language from a variety of authentic sources.</i>	<i>Understand and respond to spoken and written language from a variety of authentic sources. Discover and develop an appreciation of a range of writing in the language studied.</i>	<i>Understand and respond to spoken and written language from a variety of authentic sources. Be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</i>	<i>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. Discover and develop an appreciation</i>

							of a range of writing in the language studied
	<i>Skills</i>	<p>Understand simple classroom commands, e.g. Ecoutez, Regardez, Levez vous, Asseyez-vous.</p> <p>Understand short statements e.g. Bonjour, Au revoir, Ça va?</p> <p>Answer with a single word e.g. their name.</p> <p>Answer with a short phrase e.g. oui merci, non-merci, au revoir, déjeuner svp.</p> <p>Name and describe people e.g. Il/elle s'appelle.</p> <p>Read and understand a single word.</p> <p>Read with support, understand and respond to short phrases.</p> <p>Copy single words correctly e.g. words for colours, animals, body parts, months, days, numbers.</p>	<p>Understand simple classroom commands? e.g. Ecoutez, Regardez, Levez vous, Asseyez-vous.</p> <p>Understand simple questions e.g. Comment t'appelles tu? Le date est...?</p> <p>Understand clearly spoken speech with some help, e.g. gesture and repetition.</p> <p>Repeat and sing well-known French songs e.g. tête, épaules, genoux et pieds</p> <p>Listen to and repeat numbers to 30 (learn and recall numbers to 20).</p> <p>Listen to and join in with chants, rhymes and songs.</p> <p>Answer with a single word e.g. day, month.</p> <p>Give short and simple responses to what they see and hear e.g. including greetings, number responses, taught vocab, the date.</p> <p>Read aloud single words and phrases and respond to them.</p> <p>Copy single words correctly e.g. words for, body parts, months, days.</p>	<p>Understand clearly spoken speech with some help, e.g. gesture and repetition.</p> <p>Listen to and repeat numbers to 30 (learn and recall numbers to 20).</p> <p>Give short and simple responses to what they see and hear e.g. including greetings, number responses, taught vocab, colours, the date.</p> <p>Read with support, understand and respond to short phrases.</p> <p>Use books, the internet, dictionaries, leaflets to find the meanings of new words (including calendars).</p> <p>Copy single words correctly e.g. words for months, days, numbers.</p> <p>Choose the right words to complete a simple phrase.</p> <p>Copy a short familiar phrase.</p>	<p>Understand short statements e.g. Bonjour, Au revoir, Ça va?</p> <p>Understand simple questions e.g. Comment t'appelles tu? Quel age as tu? Quel couleur? Le date est...?</p> <p>Listen to and join in with chants, rhymes and songs.</p> <p>Answer with a single word e.g. their name, their age, colours, day, month.</p> <p>Give short and simple responses to what they see and hear e.g. including greetings, number responses, taught vocab, the date.</p> <p>Name and describe people e.g. Il/elle s'appelle; il a sept ans.</p> <p>Read aloud single words and phrases and respond to them.</p> <p>Copy single words correctly e.g. words for months, days, numbers.</p> <p>Choose the right words to complete a short sentence (cloze text)</p>	<p>Understand simple classroom commands? e.g. Ecoutez, Regardez, Levez vous, Asseyez-vous.</p> <p>Understand short statements e.g. Bonjour, Au revoir, Ça va?</p> <p>Understand clearly spoken speech with some help, e.g. gesture and repetition</p> <p>listen to and join in with chants, rhymes and songs (Simon dit que le jeu).</p> <p>Answer with a short phrase e.g. oui merci, non-merci, au revoir, déjeuner svp.</p> <p>Give short and simple responses to what they see and hear e.g. including greetings, number responses, taught vocab, colours, the date.</p> <p>Name and describe people e.g. Il/elle s'appelle.../Il est... using adjectives; il a sept ans.</p> <p>Use books, the internet, dictionaries, leaflets to find the meanings of new words (classroom vocabulary).</p> <p>Copy a short familiar phrase.</p>	<p>Understand simple questions e.g. Comment t'appelles tu? Quel age as tu? Quel couleur? Le date est...?</p> <p>Answer with a single word e.g. their name, their age, colours, day, month.</p> <p>Give short and simple responses to what they see and hear e.g. including greetings, taught vocab.</p> <p>Read aloud single words and phrases and respond to them.</p> <p>Use books, the internet, dictionaries, leaflets to find the meanings of new words.</p> <p>Label items with a single word.</p> <p>Copy a short familiar phrase.</p>

			<i>Label items with a single word.</i>			<i>Choose the right words to complete a short sentence (cloze text).</i>	
<b>Year 4</b>	<b>Theme</b>	<b>Were the Dark Ages Really Dark?</b>	<b>Switch it Off (energy) + The Iron Man</b>	<b>The Amazing Amazon</b>	<b>Beautiful Bromsgrove/ animals and habitats PGL</b>	<b>The Good the Bad and the Ugly States of matter</b>	<b>Where does my food go? Leavers</b>
	<b>National Curriculum</b>	<i>Understand and respond to spoken and written language from a variety of authentic sources.</i>	<i>Understand and respond to spoken and written language from a variety of authentic sources.</i>  <i>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.</i>	<i>Understand and respond to spoken and written language from a variety of authentic sources.</i>	<i>Understand and respond to spoken and written language from a variety of authentic sources.</i>  <i>Discover and develop an appreciation of a range of writing in the language studied.</i>	<i>Understand and respond to spoken and written language from a variety of authentic sources.</i>  <i>Be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</i>	<i>Understand and respond to spoken and written language from a variety of authentic sources.</i>  <i>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.</i>
	<b>Skills</b>	<i>Understand simple classroom commands? e.g. Ecoutez, Regardez, Levez vous, Asseyez-vous.</i>  <i>Understand short statements e.g. Bonjour, Au revoir, Ça va?</i>	<i>Understand simple questions e.g. Comment t'appelles tu? Quel age as tu? Le date est...?</i> <i>Understand clearly spoken speech with some help, e.g. gesture and repetition.</i> <i>Listen to and repeat numbers to 30 (learn and recall numbers to 20).</i>	<i>Understand short spoken phrases made up of familiar language.</i>  <i>Repeat and sing well-known French songs e.g. tête, épaules, genoux et pieds.</i>  <i>Name and describe people e.g. Il/elle</i>	<i>Understand a range of familiar statements already taught.</i>  <i>Understand instructions, messages and dialogues within short spoken phrases.</i>  <i>Use short phrases to give a personal</i>	<i>Understand short spoken phrases made up of familiar language.</i>  <i>Understand instructions, messages and dialogues within short spoken phrases.</i>  <i>Identify and note the main points and give a</i>	<i>Repeat and sing well-known French songs e.g. 'Quand je vais a l'école.'</i> <i>Name and describe places: La ville, le sale de classe, l'école etc.</i> <i>Use books, internet, dictionaries, etc. to find the meanings of new words.</i> <i>Write short phrases from memory, spelling is readily understandable.</i>

		<p><i>Understand simple questions e.g. Comment t'appelles tu? Quel couleur?</i></p> <p><i>Answer with a single word e.g. their name, their age, colours, day, month, yes, no.</i></p> <p><i>Give short and simple responses to what they see and hear e.g. including greetings, number responses, taught vocab, colours, the date.</i></p> <p><i>Name and describe simple classroom objects/colours e.g. un tapis bleu.</i></p> <p><i>Have a short conversation saying several things e.g. je m'appelle.</i></p> <p><i>Read and understand a single word e.g. language linked to colours, classroom objects.</i></p> <p><i>Use a dictionary or glossary to look up new words.</i></p>	<p><i>Listen to and join in with chants, rhymes and songs (Christmas songs).</i></p> <p><i>Understand a range of familiar questions.</i></p> <p><i>Have a short conversation saying several things e.g. je m'appelle; j'ai neuf ans.</i></p> <p><i>Read, understand and respond to short phrases.</i></p> <p><i>Read aloud single words and phrases and respond to them.</i></p> <p><i>Copy single words correctly e.g. words for colours, months, days, numbers.</i></p> <p><i>Choose the right words to complete a short sentence (cloze text).</i></p> <p><i>Copy a short familiar phrase.</i></p>	<p><i>s'appelle.../Il est... using adjectives; il a sept ans.</i></p> <p><i>Talk about their favourite clothes.</i></p> <p><i>Copy single words correctly e.g. words for colours, animals, body parts, months, days, numbers.</i></p> <p><i>Label items with a single word.</i></p> <p><i>Write 2-3 words or a short sentence on a familiar topic.</i></p>	<p><i>response j'aime/ mon ami aime.</i></p> <p><i>Talk about their favourite food, the weather, clothes.</i></p> <p><i>Read and understand a single word e.g. language linked to colours, classroom objects, places etc, presented in clear script in familiar context. May need visual cue (games/flashcards/labels)</i></p> <p><i>Read independently understand and respond to short phrases.</i></p> <p><i>Choose the right words to complete a simple phrase.</i></p> <p><i>Write simple opinions.</i></p>	<p><i>personal response on a short, spoken passage.</i></p> <p><i>Have a short conversation saying several things e.g. je m'appelle... j'habite a.... j'ai neuf ans; including visits, hobbies etc.</i></p> <p><i>Identify familiar words from a short, simple text and give a response.</i></p>	
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		<p><i>Copy single words correctly e.g. words for colours.</i></p> <p><i>Choose the right words to complete a simple phrase.</i></p>					
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**French Skills Progression**

**EYFS Year 1 Year 2**

*In Early Years and Key Stage 1 children are introduced to foreign languages such as French through greetings, e.g. answering the register with 'bonjour'. They learn that there are other languages in the world.*

**Overview of Key Stage 2 Objectives**

**Children can:**

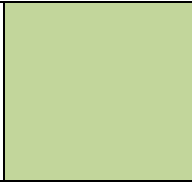
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

<b>Year 3 objectives</b>	<b>Year 3 skill/knowledge outcome</b>	<b>Year 4 objectives</b>	<b>Year 4 skill/knowledge outcome</b>
<b>Listening and Responding</b>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• understand simple classroom commands? e.g. Ecoutez, Regardez, Levez vous, Asseyez-vous</li> <li>• understand short statements e.g. Bonjour, Au revoir, Ça va?</li> <li>• understand simple questions e.g. Comment t'appelles tu? Quel age as tu? Quel couleur? Le date est...?</li> <li>• understand clearly spoken speech with some help, e.g. gesture and repetition.</li> <li>• repeat and sing well-known French songs e.g. tête, épaules, genoux et pieds</li> <li>• listen to and repeat numbers to 30 (learn and recall numbers to 20)</li> <li>• listen to and join in with chants, rhymes and songs</li> </ul> <p>May need items repeated.</p>	<b>Listening and Responding</b>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• understand simple classroom commands? e.g. Ecoutez, Regardez, Levez vous, Asseyez-vous</li> <li>• understand short statements e.g. Bonjour, Au revoir, Ça va?</li> <li>• understand simple questions e.g. Comment t'appelles tu? Quel age as tu? Quel couleur? Le date est...?</li> <li>• understand clearly spoken speech with some help, e.g. gesture and repetition.</li> <li>• repeat and sing well-known French songs e.g. tête, épaules, genoux et pieds</li> <li>• listen to and repeat numbers to 30 (learn and recall numbers to 20)</li> <li>• listen to and join in with chants, rhymes and songs</li> <li>• understand a range of familiar statements already taught</li> <li>• understand a range of familiar questions</li> <li>• understand short spoken phrases made up of familiar language</li> <li>• understand instructions, messages and dialogues within short spoken phrases</li> <li>• identify and note the main points and give a personal response on a short, spoken passage</li> </ul>



			<p>Passages spoken at near normal speed with no interference. May need short sections repeated. Short passages to retrieve information. May need items repeated.</p>
<p><b>Speaking</b></p>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• answer with a single word e.g. their name, their age, colours, day, month</li> <li>• answer with a short phrase e.g. oui merci, non-merci, au revoir, déjeuner svp,</li> <li>• give short and simple responses to what they see and hear e.g. including greetings, number responses, taught vocab, colours, the date</li> <li>• name and describe people e.g. Il/elle s'appelle.../Il est... using adjectives; il a sept ans</li> <li>• name and describe simple classroom objects/colours e.g. un tapis bleu</li> <li>• use (set) phrases</li> </ul> <p>Pronunciation may still be approximate and delivery hesitant. May need some considerable support from a spoken model and from visual cues, but their meaning is clear.</p>	<p><b>Speaking</b></p>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• answer with a single word e.g. their name, their age, colours, day, month, yes, no</li> <li>• give short and simple responses to what they see and hear e.g. including greetings, number responses, taught vocab, colours, the date</li> <li>• name and describe people e.g. Il/elle s'appelle.../Il est... using adjectives; il a sept ans</li> <li>• name and describe simple classroom objects/colours e.g. un tapis bleu</li> <li>• use (set) phrases</li> <li>• have a short conversation where they are saying several things e.g. je m'appelle... j'habite a.... j'ai neuf ans; including visits, hobbies etc</li> <li>• use short phrases to give a personal response j'aime/ mon ami aime... moi aussi</li> <li>• name and describe places: La ville, le sale de classe, l'école etc</li> <li>• talk about their favourite food, the weather, clothes</li> </ul> <p>Pronunciation may still be approximate and delivery hesitant. May need some considerable support from a spoken model and from visual cues, but their meaning is clear. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</p>
<p><b>Reading and responding</b></p>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• read and understand a single word e.g. Incidental language linked to colours, classroom objects, places etc, presented in clear script in familiar context. May need visual cue (games/flashcards/labels).</li> <li>• read with support, understand and respond to short phrases</li> <li>• read aloud single words and phrases and respond to them</li> <li>• use books, the internet, dictionaries, leaflets to find the meanings of new words</li> </ul>	<p><b>Reading and responding</b></p>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• read and understand a single word e.g. Incidental language linked to colours, classroom objects, places etc, presented in clear script in familiar context. May need visual cue (games/flashcards/labels).</li> <li>• read, understand and respond to short phrases</li> <li>• read aloud single words and phrases and respond to them</li> <li>• use books, the internet, dictionaries, leaflets to find the meanings of new words</li> <li>• identify familiar words from a short, simple text and give a response (e.g. true or false, multiple choice, answer simple retrieval questions)</li> <li>• read independently understand and respond to short phrases</li> <li>• use a dictionary or glossary to look up new words</li> </ul>
<p><b>Writing</b></p>	<p><b>Writing (pictures used to support) Children can:</b></p> <ul style="list-style-type: none"> <li>• copy single words correctly e.g. words for colours, animals, body parts, months, days, numbers</li> <li>• label items with a single word</li> <li>• choose the right words to complete a simple phrase</li> <li>• choose the right words to complete a short sentence (cloze text)</li> <li>• copy a short familiar phrase</li> </ul> <p>When they write familiar words from memory their spelling may be approximate.</p>	<p><b>Writing</b></p>	<p><b>Writing (pictures may need to be used to support) Children can:</b></p> <ul style="list-style-type: none"> <li>• copy single words correctly e.g. words for colours, animals, body parts, months, days, numbers</li> <li>• label items with a single word</li> <li>• choose the right words to complete a simple phrase</li> <li>• choose the right words to complete a short sentence (cloze text)</li> <li>• copy a short familiar phrase</li> <li>• write 2-3 words or a short sentence on a familiar topic</li> <li>• write simple opinions</li> <li>• write short phrases from memory, spelling is readily understandable</li> </ul>





*When they write familiar words from memory their spelling may be approximate.*