

# Oakdene Primary School



## MFL at Oakdene

Subject Leader: Mrs. E. Garton-Pope

### **Mission Statement**

**Oakdene – Growing and Learning Together**

The above statement is our Mission Statement which is what we are all aiming to achieve at Oakdene.

We will try to achieve this through our aims in everything we do at Oakdene.

The MFL curriculum is underpinned by the whole school Intent, Implementation and Impact statement.

(see separate Curriculum Statement document)

## **MFL at Oakdene**

We believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. Learning will enable pupils to make substantial progress in one language but the linguistic skills gained will assist and lay foundations for further language learning (for example, Spanish at high school). It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language, and make links with grammar learning in English. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

MFL enables our children to demonstrate our values of friendship and respect as they work together on speaking and listening, and honesty as they support each other with pronunciation and understanding. Our children will show determination to learn a different language and pride in their achievements as they demonstrate and self-assess their improvement and progress.

A range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing. Grammatical concepts are also built into the planning accumulatively as is an awareness of phonics. The activities are varied and consist of actions, rhymes, stories, song, drama, grammar games, video clips, word to sentence structure work, dictionary work, presentations and many more creative ways to learn, extend and embed the learning. Topics build through KS2, enabling children to use prior learning on topics such as colours, family and weather to progress and build more complex sentences in topics such as hobbies and clothing.

## **Curriculum and Coverage**

The MFL National Curriculum 2014 is followed at Oakdene Primary School.

As MFL is not a statutory requirement at KS1, our focus here is on embedding languages into daily school routines and exposing children regularly to the foreign language through simple rhymes, songs, stories and games to prepare them for a more structured approach to language learning in KS2.

In KS2 progression has been mapped out in our milestones progression document and topics of work have been created with activities developed to ensure that the milestones are met and that substantial progress is made across the key stage.

## MFL Topic Overview

<u>Term</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Autumn	<p><b>Je me présente</b></p> <ul style="list-style-type: none"> <li>ask and respond to questions about self (name, age, where live, how I am feeling)</li> <li>listen to a song and show understanding by joining in and responding (greeting songs)</li> <li>read and write words and short phrases to introduce myself</li> <li>learn a short French rhyme (deux petits oiseaux )</li> </ul>	<p><b>Les Dates</b></p> <ul style="list-style-type: none"> <li>read and sequence days of the week and months of the year.</li> <li>listen, respond and join in with a birthday song. (Quelle est la date de ton anniversaire? )</li> <li>give the date in French.</li> </ul>	<p><b>Les Animaux</b></p> <ul style="list-style-type: none"> <li>listen, understand and join in with a song about animals</li> <li>work with a partner to ask and respond to the question: 'Tu as un animal domestique?'</li> <li>read and understand a short letter/email where a penfriend introduces themselves</li> <li>write a short paragraph to introduce myself (giving at least 4 facts about myself)</li> </ul>	<p><b>Les Loisirs</b></p> <ul style="list-style-type: none"> <li>ask and answer questions on a range of topics</li> <li>extract information from a French song</li> <li>say which sports/hobbies I like and dislike, giving reasons to express my preferences.</li> <li>write a sentence about sports/hobbies I like and dislike and give reasons to express my opinion.</li> <li>use the immediate future tense</li> </ul>
Spring	<p><b>En classe</b></p> <ul style="list-style-type: none"> <li>understand some simple classroom instructional language.</li> <li>listen and respond to a song (about classroom objects)</li> <li>read and understand some classroom vocabulary</li> <li>identify masculine and feminine nouns</li> </ul>	<p><b>La Chenille qui fait des Trous</b></p> <ul style="list-style-type: none"> <li>follow a short story in French (The Very Hungry Caterpillar)</li> <li>use a bilingual dictionary to look up the meaning of unfamiliar words.</li> <li>express an opinion (about the fruits I like and dislike)</li> <li>learn a short rhyme (pomme, pêche, poire )</li> </ul>	<p><b>Le Petit Poisson Blanc</b></p> <ul style="list-style-type: none"> <li>listen and respond to a short story (Le Petit Poisson Blanc)</li> <li>apply correct word order and adjectival agreements (to describe an animal according to its colour)</li> <li>write a page for a class book in the style of 'Le Petit Poisson Blanc'</li> <li>Use a bilingual dictionary to broaden vocabulary.</li> </ul>	<p><b>Quel temps fait-il Berthe?</b></p> <ul style="list-style-type: none"> <li>listen and respond to a short story</li> <li>read and understand a description about what someone is wearing</li> <li>describe what someone is wearing</li> <li>describe myself (appearance: hair, eyes)</li> </ul>

<p>Summer</p>	<p><b>Les couleurs</b></p> <ul style="list-style-type: none"> <li>• explore language patterns and sounds (through a colour song).</li> <li>• apply correct word order of nouns and adjectives (describe a shape according to its size and colour)</li> <li>• express preferences (by asking and responding with a partner about our favourite colours)</li> </ul>	<p><b>Ma famille</b></p> <ul style="list-style-type: none"> <li>• listen and identify the names of some family members in a song.</li> <li>• ask and respond to the question : 'As tu des frères et des soeurs?'</li> <li>• engage in short conversations of one or two exchanges.</li> <li>• use a model to write a sentence to say how many brothers and sisters I have.</li> <li>• identify masculine and feminine possessive adjectives.</li> </ul>	<p><b>Il fait beau</b></p> <ul style="list-style-type: none"> <li>• listen and respond to weather phrases</li> <li>• work with a partner to ask and say what the weather is like in different towns</li> <li>• produce a weather report</li> <li>• read and understand numbers to 70</li> <li>• perform a role play at an ice cream stall</li> </ul>	<p><b>Je me présente[2]</b></p> <ul style="list-style-type: none"> <li>• read and understand a presentation about a person or fictional character.</li> <li>• plan and prepare a presentation about a person or fictional character drawing on all prior learning.</li> <li>• present my character to others orally and in writing.</li> </ul>
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OAKDENE MFL MILESTONES PROGRESSION DOCUMENT

Key Stage 2 NC	LKS2 MILESTONES	UKS2 MILESTONES
<i>LISTENING</i>		
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	<p>L1 I can listen to a French song and show understanding by joining in and responding. <i>(greeting songs, classroom objects song, birthdays song, family song)</i></p> <p>L2 I can explore basic language patterns and sounds. <i>(through songs, rhymes and stories)</i></p> <p>L3 I can listen and understand some simple words and phrases.</p> <p>L4 I can appreciate stories, songs, poems and rhymes in the language. <i>(eg: la chenille qui fait des trous story, deux petits oiseaux + pomme, pêche, poire rhymes)</i></p>	<p>L1 I can listen to a French song and extract information from it. <i>(animal songs, hobbies song)</i></p> <p>L2 I can recognise more advanced language patterns and sounds <i>(through songs, rhymes and stories)</i></p> <p>L3 I can listen and show understanding of longer sentences.</p> <p>L4 I can understand more stories, songs, poems and rhymes in the language. <i>(eg: Stories: Le Petit Poisson Blanc story, Quel Temps fait-il Berthe? + petit escargot rhyme)</i></p>
<i>SPEAKING</i>		
<ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>present ideas and information orally to a range of audiences</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>	<p>S1 I can ask and respond to questions about myself, including the question 'qu'est-ce que c'est?'. <i>(name, age, where I live, how I am feeling, when my birthday is, how many brothers and sisters I have).</i></p> <p>S2 I can engage in short conversations of one or two exchanges.</p> <p>S3 I can seek clarification and help with pronunciation and understanding.</p> <p>S4 I can express preferences and opinions. <i>(by asking and responding with a partner about our favourite colours/saying which fruits we like dislike).</i></p> <p>S5 I can learn a short French rhyme. <i>(deux petits oiseaux , pomme, pêche, poire )</i></p>	<p>S1 I can ask and respond to questions about myself and other topics. <i>(LKS2 topics + pets, hobbies, weather, clothes and descriptions)</i></p> <p>S2 I can engage in conversations of several exchanges or perform presentations and role plays. <i>(e.g. weather, clothes, hobbies)</i></p> <p>S3 I can develop accurate pronunciation by joining in reading a text out loud.</p> <p>S4 I can give reasons to express preferences and opinions. <i>(Which sports/hobbies I like/dislike, giving reasons to express my preferences using 'parce-que c'est...')</i></p> <p>S5 I can learn a short French rhyme and pronounce most words correctly. <i>(petit escargot)</i></p>

Key Stage 2 NC	LKS2 MILESTONES	UKS2 MILESTONES
<b>READING &amp; WRITING</b>		
<ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	<p>RW1 I can listen to a short story in French and follow the text as it is read. (<i>The Very Hungry Caterpillar</i>)</p> <p>RW2 I can read and sequence days of the week and months of the year.</p> <p>RW3 I can read and write (with a model) words and short phrases.</p> <p>RW4 I can use a model to write a sentence about myself or a topic.</p> <p>RW5 I can read classroom vocabulary, and write some short phrases from memory.</p>	<p>RW1 I can read and understand numbers, short descriptions, texts and presentations.</p> <p>RW2 I can create my own page for a class book or a double-page spread to demonstrate my learning.</p> <p>RW3 I can write sentences with more complicated grammatical structures.</p> <p>RW4 I can adapt a model to write a short paragraph about myself or a topic.</p> <p>RW5 I can write phrases from memory and use these to create my own sentences that make sense.</p>
Key Stage 2 NC	LKS2 MILESTONES	UKS2 MILESTONES
<b>GRAMMAR &amp; VOCABULARY</b>		
<ul style="list-style-type: none"> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p>GV1 I can use a bilingual dictionary to look up the meaning of unfamiliar words.</p> <p>GV2 I can apply correct word order of nouns and adjectives. (<i>describe a shape a shape according to its size and colour</i>)</p> <p>GV3 I can use the singular verb forms of regular 'er' verbs such as 'aimer' (<i>j'aime/tu aimes/il/elle aime</i>)</p> <p>GV4 I can use the singular forms of the irregular verb 'avoir'. (<i>J'ai/tu as/il/elle a</i>)</p> <p>GV5 I can apply 'ne.... pas' around verbs to make them negative.</p> <p>GV6 I can identify masculine and feminine nouns and possessive pronouns (<i>mon, ma mes</i>).</p>	<p>GV1 I can continue to use a bilingual dictionary to broaden vocabulary.</p> <p>GV2 I can apply correct word order of nouns and adjectives and apply adjectival agreements. (<i>to describe an animal according to its colour/to describe appearances and clothing</i>)</p> <p>GV3 I can continue to use the singular verb forms of regular 'er' verbs and apply correct verb endings when writing. (<i>je porte/tu portes/il/elle porte</i>)</p> <p>GV4 I can use the singular forms of the irregular verbs 'avoir' and 'être'. (<i>je suis.../ tu es/il/elle est...</i>)</p> <p>GV5 I can use co-ordinating and sub-ordinating conjunctions. (<i>'mais' and 'et'; 'parce-que' and 'quand'</i>)</p> <p>GV6 I can correctly use à la (f) and au (m).</p>

	GV7 I can recognise the imperative (vous) form of verbs. ( <i>levez-vous, asseyez-vous etc</i> ) and know when to use it.	GV7 I can use different verb forms, such as the first person conditional tense ( <i>je voudrais....</i> ) or future tense ( <i>Je vais + infinitive</i> )
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## **VOCABULARY & GLOSSARY**

noun – a word that refers to a person, place or thing

verb – a word used to describe an action

adjective -a word used to describe a noun

possessive adjective - they describe who the noun in a sentence belongs to

masculine – le/un words    feminine – la/une words

bilingual dictionary – two languages

cognate – a word related or connected to another word. A word with the same derivation as another/

conjugate – to give the different forms of a verb

adjectival agreements – this means that the adjective must agree with the noun in terms of whether it is masculine /feminine or singular/plural

infinitive – the basic form of a verb without specifying tense or person

tense – a term that refers to the time in which an action occurred.