

English &
Languages



Deanwood Modern Foreign Languages

Curriculum 2023-24



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What Is The Purpose Of MFL Curriculum?

The English and languages curriculum is a core skill for all the children to achieve. We need the children to be confident communicators and readers as this unlocks so many other aspects of the curriculum and the further world. We aim for our children to be fluent readers who can comprehend and read with automaticity across a range of subjects and genres and in turn communicate effectively through both spoken and written word.

As such, English is not only taught discretely but is woven throughout all the curriculum areas. Children will be exposed to print and texts throughout all subjects and also use their communication skills to present and extend their learning.

English & Languages curriculum comprises of:

- Speaking & Listening
- Reading
- Writing
- Modern Foreign Languages

Deanwood School Values

Our English & Language Curriculum underpins our school values in the following way:

Happy Children enjoy speaking, reading and writing and take pleasure from these.

Successful The children leave Deanwood at the standard so they can succeed in the next stage of their education.

Safe Children are eloquent communicators and have a wide understanding of the world.

How Do We Teach MFL

To support the subject knowledge of French, the scheme 'Salut!' is used. In the scheme there are resources and presentations which can be used to support the teaching of French.

The Teaching of French follows a specific routemap which builds up the knowledge of their unit in small steps.

1. Reactivate prior learning

This is the opportunity for pupils to recall what they have learnt before. This can be a short warm up activity or game which encouraged the children to recall the learning, especially words which will support the new learning.

2. Present new vocab

The key words or phrases for the lesson will be taught to the children (*These are the yellow activities on the scheme*). This needs to be completed carefully with clear modelling following the 'I do – We do – You do' approach so that the pupils hear the vocabulary and have chance to practice these. This will be reading, listening and speaking through the use of Flash cards of the target words are to be used. The flashcards will then be placed onto the Learning Wall for future practice.

3. Song, Rhyme or story

To ensure that the vocabulary is heard and practiced, the children will listen and take part in song or story with the target vocabulary (*the purple activities*). This should be a fun and engaging part of the lesson and the children take part in the song or story.

4. Practice the vocab

To embed the new vocabulary, the children will take part in an activity focused on the key words of that lesson (*Green activities on the scheme*). The children will work in pairs or small groups in the activities and be based on using the key vocabulary.

5. Applying the knowledge

The final step is that children will independently apply the knowledge that they have developed in the lesson. This will be in a low threat approach, such as whiteboards.



Around the School Environment

For the pupils to retain the language, they need to see and hear French around the school. Wherever possible, we need to be using French with the pupil. Rooms and locations around the school will have dual language with French and English. Assemblies and signing assemblies can include French, such as 'Bonjour, tout le monde!' to greet the pupils.

Classroom Environment

To encourage the retention of previous learning, each classroom will have a Learning Wall of the vocabulary which have been taught. This will use the flashcards from the session and allow the pupils and staff to recap and practice the words learnt.

We want to develop a daily recall of the words taught over the term. This can take many forms; such as practising with the children as they are lining up; writing the vocab into their books; practicing as registration work etc. This does not need to be a formal 'lesson' but juts an opportunity for the pupils to use the target language.

Use of Visitors

To encourage the exposure to French, we will invite visitors, including parents, who speak French. We are able to use links to local secondary schools and their teacher and pupils to share more of the language and customs. Toward the end of the year, the children celebrate Language day chance to apply their learning from the year and engage in the Language.

How Do We Adapt Learning To Support Pupils In MFL?

Non-Negotiables that need to be in place in all lessons/classrooms when teaching history

1. Adaptive teaching approaches including scaffolded resources
2. Dual coded displays and table resources
3. Multiple ways of presenting work that isn't just written or spoken

Cognition and Learning

Subject Challenges

Age appropriate content for all children in the class

Gaps in knowledge and understanding (Covid19)

Accessing learning due to poor literacy skills

Children may struggle to remember information/facts/previous learning

Provision for SEND

Language key words displayed which uses dual coding to support understanding.

Appropriate use of subject materials such as video's, songs used to enhance understanding of different languages and cultures.

Ensure previous terms learning objectives are revisited in language lessons

Use of shorter/less complex sentences in resources given
Writing frames where possible

Dual coding on display

Lots of retrieval opportunities and reinforcement
Clear differentiation
Apply new vocab into lots of different contexts – pre teaching vocab

Communication and Interaction

Subject Challenges

Children may struggle to communicate and say new words in the chosen language

Language difficulties may make chn unable to access learning a new language

Provision for SEND

Visual cues
Visual words/ phrases
Minimise background noise
Child to face T to support lip reading
Write new vocabulary down
Dual coding
Language Buddies
Use of phonic skills such as Segmenting and Blending to support pronunciation.

Lots of reinforcement
Lots of repetition
Scaffold observational skills through careful questioning
Use of simple instructions
Step by step instructions
Careful and appropriate modelling to support understanding
Visual aids and dual coding
Video's of examples and practice at an age appropriate level in the new language – using YouTube videos to support

Physical and sensory

Subject Challenges

Children with visual impairment may find it difficult to see images and words in the target language

Recording of speaking in the new may be difficult

Children with fine motor difficulties may find it difficult write in the new language

Children who might not be able to touch or handle equipment needed to access a languages lesson

Provision for SEND

Ensure images are enlarged and accessible

Ensure chn are close to whiteboard/ sources
Use of non-reflective paper/photos/sources

Provide additional ways to record info(video/ICT etc)
Buddy system

Working in groups to support
Double holed scissors
Pencil grips and tripod pencils
Use of ICT to support access

Social Emotional and Mental Health

Subject Challenges

Chn may struggle to show understanding/tolerance of other cultures/ways of speaking

Chn may become frustrated/withdraw/aggressive in language lessons

Provision for SEND

Use of stories
Regular sessions
Feeling cards to support understanding of emotions.
Talking to children on 1-1 basis rather than a large group.
Opportunities to work in smaller groups

Children provided with a role which may not involve active participation eg recording, listening for good pronunciation etc
Use of ICT to support access to language lesson
Providing appropriate resources so that children can access the lesson eg fiddle toy or sensory jump bean sets to help with focus

How Is MFL Sequenced Throughout The School?

The language knowledge for the pupils is sequenced to build up not only in year but also in three key themes over each year.



Myself, Families & Home



School & Learning



Local Area & Culture

	Key Theme 1 Myself, Families & Home	Key Theme 2 School & Learning	Key Theme 3 Local Area & Culture
N	Know how to speak and listen to one another.		
R	Know about languages they and others speak at home and use some of the words.		
1	Know simple greetings such as 'bonjour' and 'au revoir' etc.		
2	Continue with greetings and know how to complete everyday task such as the register in French.		
3	Core Unit 1 Core Unit 3	C. At School	Core Unit 2 A. Animals B. Food
4	E. My Home G. Describing People H. The Body	D. Playtime I. Sport	F. My Town
5	J. On Holiday L. Hobbies	M. A School Trip	K. Eating Out N. Seasons O. The Environment
6	R. Family	S. A Weekend with Friends T. The Future U. Jobs	P. Actions Q. In France

How is MFL Sequenced Over The Year?

These are delivered in the following Terms.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 5
N	Know how to speak and listen to one another.					
R	Know about languages they and others speak at home and use some of the words.					
1	Know simple greetings such as 'bonjour' and 'au revoir' etc.					
2	Continue with greetings and know how to complete everyday task such as the register in French.					
3	Core Unit 1	Core Unit 2	Core Unit 3	A. Animals	B. Food	C. At School
4	D. Playtime	E. My Home	F. My Town	G. Describing People	H. The Body	I. Sport
5	J. On Holiday	K. Eating Out	L. Hobbies	M. A School Trip	N. Seasons	O. The Environment
6	P. Actions	Q. In France	R. Family	S. A Weekend with Friends	T. The Future	U. Jobs

Substantive (*Know...*) & Disciplinary (*Know how...*) MFL Knowledge

Assessment Question 1. What do the pupils need to learn? Assessment Question 2. What do the pupils understand?

YEAR 3 should be taught to

MFL. Listening.

- a. listen attentively to spoken language and show understanding by joining in and responding
 - i. Know some simple words and phrases.
 - ii. some simple instructions and follow them.
 - iii. Know how to recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'.
 - iv. Know some basic French adjectives.
 - v. know how to repeat some simple words and phrases.
- b. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
 - i. Know phonemes which are the same as, or different from, English phonemes.
 - ii. Know how to identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.
 - iii. Know how to join in with simple songs and rhymes.
 - iv. read and pronounce the most common letters and letter strings in French
 - v. read and pronounce familiar written words accurately, using my knowledge of French phonics.
- c. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
 - i. Know how to recognise a question.
 - ii. Know simple questions and respond to them
 - iii. I can recognise negatives.
 - iv. Know how to answer questions to give basic information using simple words and phrases.
 - v. Know how to say that I don't understand, or ask for a question to be repeated.
 - vi. Know how to ask for help using polite language
 - vii. Know how to ask and answer simple questions using short sentences

MFL. Speaking

- a. speak in sentences, using familiar vocabulary, phrases and basic language structures
 - i. Know some simple sentences from memory.
- b. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
 - v. Know how to say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.
 - vi. Know how to read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.
- c. present ideas and information orally to a range of audiences*
 - i. Know how to prepare and recite a few familiar sentences to my teacher.
 - ii. Know how to pronounce 'le'/'la' and 'un'/'une' clearly and accurately.
 - iii. Know how to talk about myself using some common verbs in the first person singular form.

MFL.3. Reading

- a. read carefully and show understanding of words, phrases and simple writing
 - i. Know how to give a spoken response to a simple written question.
 - ii. Know how to recognise and understand some individual written words, and match them to pictures.
 - iii. Know how to understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.
 - iv. Know how to write short, simple responses to spoken language using familiar words
 - v. know how to give a written response to a simple written question.
- b. appreciate stories, songs, poems and rhymes in the language
 - i. Know how to read a simple rhyme or poem, in chorus.
- c. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
 - i. Know how to respond appropriately to songs and rhymes, e.g. by performing a series of actions.
 - ii. Know whether nouns are singular or plural.

MFL. Writing

- a. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
 - i. Know how to write some familiar words from memory.
- b. describe people, places, things and actions orally* and in writing
 - i. Know how to introduce myself, giving my name and age, using short, simple sentences
 - ii. Know how to use some numbers, colours and simple describing words in spoken sentences.
 - iii. Know how to write some singular nouns with the correct article.

Vocabulary ?

YEAR 4 should be taught to

- i. Know how to pick out familiar words and phrases from spoken sentences.
- ii. Know how to write responses to spoken language using short phrases and simple sentences.
- iii. Know how to identify the gender of a noun from its article in spoken French.
- iv. Know that the structure of some French sentences differs from English
- i. I can use my knowledge of French phonics to help me spell familiar words.
- ii. Know how to identify the gender of a noun from its article in spoken French.

- i. Know how to ask for simple opinions, and give my own, e.g. likes and dislikes.
- ii. I can express my opinions using simple sentences.
- iii. Know who is being talked about in a sentence from the pronoun.

- i. Know how to say several sentences from memory.
- ii. Know the correct article most of the time to match the gender of the noun.
- iii. Know how to use either 'les' or 'des' with plural nouns.
- iv. Know how to use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives.
- i. Know how to say full sentences from memory, with accurate pronunciation, so that others can understand me.
- i. Know how to prepare and present a set of simple instructions to a group for them to follow, e.g. some directions.
- ii. Know how to describe things using simple adjectives.

- i. Know how to follow and understand a familiar written text, reading and listening at the same time.
- ii. Know the gender of a French noun from its article.
- iii. Know subject pronouns such as 'je', 'tu', 'il' and 'elle'.
- iv. I can recognise the first, second and third person singular forms of some common verbs in the present tense.
- v. I can recognise common sentence and word order patterns in French.

- i. Know familiar words and phrases in a spoken story or poem.
- ii. Know a simple finger rhyme or song from memory.
- iii. Know how to read a simple rhyme, song or story aloud to my class.
- iv. Know how to write sentences or phrases which summarise some of the content of stories, songs and poems.
- i. Know how to use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.
- ii. Know how to use a bilingual dictionary to find the French translation of English words

- i. I can write some phrases and simple sentences from memory.
- ii. can complete a written sentence by adding letters, words and phrases.
- iii. I can use the correct article most of the time to match the gender of the noun.
- iv. I can recognise the first, second and third person singular forms of some common verbs in the present tense.
- v. I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.

- i. Know how to say a few sentences to describe where I live.
- ii. Know how to say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.
- iii. Know how to give short descriptions of other people, including my family and friends.
- iv. I can write a few simple sentences about myself, including my name and age, from memory.
- v. I can write a few simple sentences to describe where I live, from memory.
- vi. I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.
- vii. I can write a few simple sentences about other people, including my family and friends, from memory.

Vocabulary ?

Year 5 should be taught to

MFL. Listening.

- a. listen attentively to spoken language and show understanding by joining in and responding
 - i. I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language
- b. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
 - i. I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.
 - ii. I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French.
 - iii. I can recognise and understand the difference between 'mon'/'ma'/'mes'.
- c. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
 - i. I can join in with a short, continuous conversation, including giving simple opinions.
 - ii. I can express my opinions using complex sentences.

MFL. Speaking

- a. speak in sentences, using familiar vocabulary, phrases and basic language structures
 - i. I can adapt familiar sentences by changing a few words.
 - ii. I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'.
 - iii. I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'
 - iv. I can use what I have learnt about the structure of French sentences to build new ones using the same model.
- b. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
 - i. can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.
- c. present ideas and information orally to a range of audiences*
 - i. I can prepare a short talk on a familiar subject and present it clearly and confidently.

MFL. Reading

- a. read carefully and show understanding of words, phrases and simple writing
 - i. I can understand the main points from a short written text, which contains some unfamiliar language.
 - ii. I can use either 'le'/'la' or 'un'/'une' appropriately.
 - iii. I can understand the difference between 'le'/'la' and 'un'/'une'.
 - iv. I can recognise the meaning of 'mon'/'ma'/'mes'.
 - v. I can recognise that some nouns have irregular plurals.
 - vi. I can recognise that adjectives' endings often change to match the noun they're describing.
- b. appreciate stories, songs, poems and rhymes in the language
 - i. I can understand the main points from a spoken story or poem, which contains some unfamiliar language.
 - ii. I can sing familiar songs clearly and confidently, with accurate pronunciation.
 - iii. I can read aloud a short story containing familiar language, clearly and with expression.

MFL. Writing

- a. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
 - i. I can write several sentences from memory.
 - ii. I can adapt familiar written sentences by changing a few words.
 - iii. can use the correct article to match the gender of a noun.
 - iv. I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'.
 - v. I can use some simple sentence structures that differ from English in my writing.
- b. Describe people, places, things and actions orally* and in writing
 - i. I can describe what other people do, or like doing.
 - ii. I can prepare and present a short talk about a place, person or thing.
 - iii. I can write several sentences from memory to describe what other people do, or like doing.
 - iv. I can write several sentences from memory to describe a place, person or thing.

Vocabulary

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Year 6 should be taught to

- i. I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.

- i. I can use familiar words and sentence structures to construct new sentences.
 - ii. I can use French articles confidently and accurately.
 - iii. I can recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations.
 - iv. I can talk about what I am going to do, using the future tense.
 - v. I can talk about what I have done, using the past tense.
- i. can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.
- i. I can use a range of spoken language confidently, using accurate pronunciation and intonation.
- i. I can develop a simple sketch or role-play and perform it to my class or an assembly.

- i. I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language
- ii. I can write the correct forms of some simple adjectives with a noun, using an example sentence.
- iii. I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense.
- iv. I can recognise that some verbs are irregular.
- v. I can understand the basic meanings of 'on' in French.
- vi. I can identify the future tense.
- vii. I can recognise the past tense of some common verbs.

- i. I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.
- ii. I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.

- i. I can use familiar words and sentence structures to write new sentences.
- ii. can write a short passage from memory, including longer or more complex sentences.
- iii. I can write the correct form of some irregular verbs in the first and third person singular.
- iv. I can write simple sentences using the future tense, with help.
- v. I can write simple sentences using the past tense, with help.
- vi. I can use the rules I know about building sentences in French to create new sentences using different vocabulary.

- i. I can construct a short text to describe a place, person or thing, using more complex sentences.

Vocabulary

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How Do We Assess In MFL?

Assessment Question 1. What do I need to teach?

Curriculum Overview

The previous years knowledge is outlined in this Curriculum Booklet. We look back at the units in the themes and so they are able to see the previous learning.

Previous Learning

Staff are able to look at the pupils' books and the Assessment information in Arbor to see which children had met the expected standard and which would need additional support.

Assessment Question 2. What do the pupils understand?

Use of Questioning

Use of questioning to check whole class understanding - Avoiding closed questions

- Probing questions – finding out what the child and unpicking their thoughts
- Prompting questions – help direct pupils and draw attention to specific aspects
- Promoting questions – open ended sparking discussion and allow to explore and deepen thinking

Live Feedback

All staff give in the moment marking/feedback is in the lesson when working with the child.

Whole Class Feedback sheets are used to track the pupils who require more support in the later sessions.

Marking and moving on comments

Marking and moving on comments in books – time given for children to respond (*Adults use a coloured pen, children respond in purple*).

Mini- Quizzes

Adults will use mini-quizzes at the end of a lesson or in a mini-plenary. These will be verbal or physically moving such as 'true or false' or 'point to the answer'

Key Performance Indicators

The staff will use the KPIs to ensure that the key Sticky

Assessment Question 3. What can the pupils apply?

End Unit Assessment

At the end of the unit, the pupils will be set a task to apply their knowledge from the unit, such as taking part in a role play; interaction or sharing their learning in some written way in line with the theme of the topic. The task will allow them to show the key knowledge which the children can apply. Staff will use the Key Performance Indicators (*KPI*) to assess the task and to The KPIs will be used to inform planning and future learning.

What Are The End Points For Each Year In MFL?

Assessment Question 3. What can the pupils apply?

	???	???	???	???
N				
R			R.1.	R.2.
1	1.1.	1.2.		1.3.
2	2.1.	2.2.	2.3.	2.4.
3	3.1.	3.2.	3.3.	3.4.
4	4.1.	4.2.		
5				
6				