

MFL Curriculum Intention

St. Matthew's C of E Primary School intends to use the scheme of learning (Language Angles), resources and teacher's knowledge to deliver engaging lessons. At St Matthew's we also strive to offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential. This will be achieved by encouraging high expectations and standards in children's learning of French. We will equip children with the language to be able to confidentially engage in a conversation in French by the time they reach Year 6 using eight key phrases and questions which will be embedded throughout their French learning in KS2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. In addition, children will create a bank of reference materials to help them with their spoken and written tasks throughout their French learning journey at St Matthew's. This bank will further support children's ability to recall and build on their previous knowledge during their time at St Matthew's.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

National Curriculum for MFL (Key Stage 2)

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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
- 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.

MFL Curriculum Implementation

All classes will have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Through the use of assessments, at the end of each unit taught, teachers will have knowledge of children's attainment in French. From this, teachers will be able to identify what works well for the children in their year group, and identify any improvements to benefit or extend children's learning of French.

The units to be taught in each year group have been selected to ensure progression is made each year. Each unit will be taught (as detailed below) using the lesson plans from Language Angels. For each lesson, teachers will select an appropriate resource to support children's learning and understanding or they will create their own resource if they deem it necessary. However, every lesson will not require evidence in books – speaking and listening during the lesson is evidence too therefore photos and short films can be uploaded to SeeSaw or to the French shared drive (year and class folders) as and when appropriate to do so.

Which units to teach at each stage of the academic year, will be reviewed annually as units are updated and added to the scheme. Nevertheless, lessons offering appropriate levels of challenge will be taught at all times to ensure pupils learn effectively and continuously build their knowledge of French whilst developing enthusiasm for the Francophone culture.

Language Angels organise their content into the following categories:

- **Early Language** units are entry level units and are most appropriate for Year 3 pupils or pupils with little or no previous foreign language learning.
- **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are most suitable for Years 4-5 pupils or pupils with embedded basic knowledge of the foreign language.
- **Progressive** and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning.

Grouping units into these categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Throughout their French learning journey at St-Matthew's, children will be taught how to listen and read longer pieces of text in French and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, word banks and other supportive resources.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading** and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. The **Progression Map** and **Grammar Grid** ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- **Early Learning** Units start with **nouns** and **articles** and **1st person singular of high frequency verbs**.
- **Intermediate** units move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation**.
- **Progressive** units end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation**.

Grammar is integrated and taught discreetly throughout all appropriate units. Throughout children's French learning, specific **Grammar Explained** units will be taught to ensure pupils are exposed to all of the appropriate grammar knowledge.

The 'Progression Map' shows precisely how foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each year group and also how the level of learning and progression, of each pupil, is increased as they learn the French language at St-Matthew's

The school has a **unit planner** in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate songs, interactive materials or written tasks alongside speaking and listening tasks.
- Reading and writing activities will be offered in all units.
- Every unit will include a grammar concept which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. Over the course of a 6-week unit, we provide blocks of language knowledge and encourage pupils to build more complex and sophisticated language structures with them.

The MFL curriculum at St. Matthew's Primary School consists of a 30-minute lesson once a week. The lessons are taught by class teachers so that the learning can be followed up each week; providing the constant revision needed for effective language learning. Teachers plan their lessons using the Language Angels programme of study (see below) but can supplement this with their own ideas and experience and those of their colleagues. The lessons are designed to motivate, captivate and interest children in language learning with clear, achievable objectives and incorporating different learning styles. Teaching, resources and learning outcomes are differentiated to ensure all children are able to successfully complete the learning and develop their learning of the French language.

2025-26 (a)				
	Y3	Y4	Y5	Y6
Au1	<u>J'apprends le français</u> (I Am Learning French-KS2 <u>early language teaching</u>)	<u>La phonétique</u> (Phonics & Pronunciation KS2 <u>early language teaching</u>)	<u>La phonétique</u> (Phonics & Pronunciation KS2 <u>early language teaching</u>)	<u>Grammar</u> KS2 <u>extras/grammar</u>
Au2	<u>Les couleurs et les nombres</u> (Colours & Numbers- EYFS/KS1 <u>starting off</u>)	<u>Je me présente</u> (Presenting Myself-KS2 <u>early language teaching</u>)	<u>Traditions and celebrations</u> (KS2 <u>extras/ traditions and celebrations</u>)	<u>Regular verbs</u> KS2 <u>extras/ grammar</u>
Sp1	<u>Les fruits</u> (Fruits KS2 <u>early language teaching</u>)	<u>Ma famille</u> (My Family KS2 <u>intermediate teaching</u>)	<u>En classe</u> (In the Classroom KS2 <u>intermediate teaching</u>)	<u>Les vêtements</u> (Clothes-KS2 <u>intermediate teaching</u>)
Sp2	<u>La date</u> (The Date- KS2 <u>intermediate teaching</u>)	<u>As-tu un animal ?</u> (Do You Have a Pet? KS2 <u>intermediate teaching</u>)	<u>Je peux...</u> (I Am Able... KS2 <u>early language teaching</u>)	<u>Irregular verbs</u> KS2 <u>extras/ grammar (lessons 2 - 5)</u>
Su1	<u>Les saisons</u> (Seasons-KS2 <u>early language teaching</u>)	<u>Chez moi</u> (My Home KS2 <u>intermediate teaching</u>)	<u>Au salon de thé</u> (At the Tea Room KS2 <u>intermediate teaching</u>)	
Su2	<u>Lili et Nounours</u> (Lili and Teddy Bear EYFS/KS1 <u>moving on</u>)	<u>Petit Chaperon rouge</u> (Little Red Riding Hood KS2 <u>early language teaching</u>)	<u>Quel temps fait-il ?</u> (What Is the Weather? KS2 <u>intermediate teaching</u>)	<u>Literature lessons</u> KS2 <u>extras/language days and assemblies</u>

Expected sentences/ conversations by the end of each year group.			
Yr3	Y4	Y5	Y6
<p>To state, ask and respond to:</p> <ul style="list-style-type: none"> ▪ Hello how are you? ▪ My name is ____ ▪ Today is ____ ▪ My birthday is ____ 	<p>To state, ask and respond to: As year 3 plus...</p> <ul style="list-style-type: none"> ▪ I live in a ____ in the town. ▪ In my home I have ____ ▪ I do/do not have a pet. 	<p>To state, ask and respond to: As year 3 & 4 plus...</p> <ul style="list-style-type: none"> ▪ The weather is ____ ▪ In the classroom there is ____ ▪ I am able to ____ but I am unable to ____ 	<p>To state, ask and respond to: As year 3 ,4 & 5 plus...</p> <ul style="list-style-type: none"> ▪ I am wearing ____ ▪ My favourite colour is ____

MFL Curriculum Impact

As well as each subsequent lesson within a unit being progressive, the organisation of Language Angels units also directs, drives and facilitates progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as children move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the long-term planning documents to ensure the correct units are being taught to the correct classes at each stage of the academic year. Short-term planning is also provided by Language Angles in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson however teachers are urged to use their professional judgement to adapt planning and resources to meet the needs of the children whilst ensuring curriculum targets are met.

The opportunity to assess children's learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If children are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments (see example below) and intervention will be provided in the areas identified during subsequent lessons enabling teachers to address the language learning skills that need further embedding.

Name: Date: Class:

Unit: Je peux

Speaking Exercise

Can you say any of the following in French?

*to dance**to ride a bike**I am able to draw.**I am not able to swim.**I am able to jump but I am not able to ice-skate.***Reading Exercise**Can you draw a line from any of the following words to the correct picture?**Je ne peux pas jouer d'un instrument.****Je ne peux pas chanter.****Je peux cuisiner.****Je ne peux pas parler français.****Je peux patiner.****Listening Exercise**

From the PowerPoint slide, write the numbers that match the different phrases you hear spoken.

Writing Exercise

Can you write any of the following phrases in French?

to play an instrument

I am able to sing.

I am not able to dance.

I am able to ice-skate and

I am able to jump.

I am able to swim but I am not able to draw.

Word Bank

Je peux

je ne peux pas

danser

parler français

faire du vélo

chanter

dessiner

nager

cuisiner

sauter

mais

patiner

et

jouer d'un instrument

Year	Listening	Speaking	Reading	Writing	Grammar
3	<ul style="list-style-type: none"> Listen and respond to familiar spoken words and phrases. 	<ul style="list-style-type: none"> Communicate with others using simple words, phrases and short sentences. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. 	<ul style="list-style-type: none"> Recognise and understand some familiar written words and phrases. Show awareness of sound-spelling links. 	<ul style="list-style-type: none"> Write some familiar simple words using a model and some from memory. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine –nouns (singular) word order of adjectives. how to form the negative.
4	<ul style="list-style-type: none"> Listen for specific phonemes, words and phrases. 	<ul style="list-style-type: none"> Communicate by asking and answering a wider range of questions and presenting short pieces of information. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. 	<ul style="list-style-type: none"> Read and understand familiar written words, phrases and short texts made of simple sentences. Read a wider range of words, phrases and sentences aloud. Follow a text while listening and reading at the same time. Apply phonic knowledge to support reading, and read words, phrases and sentences aloud with increasingly accurate pronunciation. 	<ul style="list-style-type: none"> Write a short text using a model. Write a few simple sentences from memory. Apply phonic knowledge to support writing. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns. verbs - 1st, 2nd 3rd persons in questions and answers. how to form the negative.
5	<ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences. 	<ul style="list-style-type: none"> Take part in short conversations using familiar structures and vocabulary. Use simple conjunctions to build more complex sentences and present information to others. Understand and express more complex opinions. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine, neuter – adjectives, possessive pronouns. verbs – how to form the future tense, conjugation of present tense verbs.
6	<ul style="list-style-type: none"> Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage</i>. Understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions</i>. 	<ul style="list-style-type: none"> Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. Understand and begin to use the past tense to describe events. Present to an audience e.g. <i>role-play, presentation, performance</i>. 	<ul style="list-style-type: none"> Read aloud from a text with good expression. Read and understand the main points and some detail from a short written passage. 	<ul style="list-style-type: none"> Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure. 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> verbs – begin to use the past tense, reinforce understanding of future tense. adverbs. gender - nouns – masculine, feminine, neuter - and adjectives.