



BECKINGHAM PRIMARY SCHOOL

# MFL CURRICULUM

ENSURING EVERY CHILD SUCCEEDS AND  
THRIVES, BECOMING A LIFE-LONG LEARNER  
PREPARED FOR THE WORLD OF TOMORROW

2022



## Aims

The National Curriculum for Modern Foreign Languages (MFL) aims to ensure that all pupils:

- 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 Languages – Key Stage 2.
- 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.

## Intent - What are we trying to achieve for our children in Modern Foreign Languages (MFL)?

- Design a curriculum with appropriate subject knowledge, skills and understanding through a 'balanced and broadly-based' curriculum, which promotes the moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.
- Design, and resource, a programme of work within the MFL curriculum, which enables pupils to explore the *cultural capital* of another country through its language and traditions.
- Create a MFL curriculum where our children are inquisitive and passionate about MFL.
- Children to develop learning and results in the acquisition of knowledge and skills to access the wider curriculum, enabling children to be enlightened and open to other cultures so that they can advance within our multicultural world.
- Children to develop a deep and meaningful understanding of foreign languages.
- Children to be able to express their ideas and thoughts confidently through language.
- Children to ask and respond to questions in another language (written and spoken).



- Knowledge will be linked throughout various subjects (Maths, English, Drama etc) starting with the basics.
- Provide practical activities and events so that children can explore the language.
- Provide reading opportunities so that our children have the chance to be able to decode and comprehend in a different language.
- Prepare children to be a global citizen now and in their future roles within a global community.
- Children will know more, remember more and understand more.

### **Implementation - How is the curriculum delivered?**

- Through steps of progression across year groups.
- By providing high quality CPD.
- Through books looks and observations to ensure that teaching and learning is evidenced.
- Whole class differentiation through questioning and differentiated Language Angels activities.
- Providing opportunities through cross-curricular links.
- Well-resourced and well-planned lessons.
- Monitoring and reflection against subject-specific skills defined in each year of study.
- MFL is taught for 30 minutes a week.

### **Impact - What difference is the curriculum making? How do you know whether pupils know what you think they know?**

- Making substantial progress in one language.
- Children understand the relevance of what they are learning in languages and how it relates to everyday life and travel.
- High expectations in the quality and presentation of work produced and books to be monitored and evaluated.
- A higher profile of MFL across the school.
- Children develop a thirst and interest for learning other languages.



# BPS MFL CURRICULUM



Skills	Milestone 1 Years 1 and 2 (Optional)	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Understand, read and respond to spoken and written language.	<ul style="list-style-type: none"><li>• Read out loud everyday words and phrases.</li><li>• Read and understand short written phrases.</li><li>• Read out loud familiar words and phrases.</li><li>• Use books or glossaries to find out the meanings of new words.</li></ul>	<ul style="list-style-type: none"><li>• To begin to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>• To listen attentively to spoken language and begin to show understanding of single words and small phrases by joining in and responding when items are repeated several times.</li><li>• Read and understand the main points in short written texts.</li><li>• Read short texts independently.</li><li>• Use a translation dictionary or glossary to look up new words.</li></ul>	<ul style="list-style-type: none"><li>• To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>• To listen attentively to spoken language and show understanding by joining in and responding.</li><li>• Read and understand the main points and some of the detail in short written texts.</li><li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li><li>• Read and understand the main points and opinions in written texts from various contexts, including present, past and future events.</li></ul>



## BPS MFL CURRICULUM



<p>Speak with increasing confidence, fluency and spontaneity.</p>	<ul style="list-style-type: none"><li>• Understand a range of spoken phrases.</li><li>• Understand standard language (sometimes asking for words or phrases to be repeated).</li><li>• Answer simple questions and give basic information.</li><li>• Give responses to questions about everyday events.</li><li>• Pronounce words showing a knowledge of sound patterns.</li></ul>	<ul style="list-style-type: none"><li>• To engage in conversations with support from a spoken model or visual clue; ask and answer questions with support from a visual clue; express simple opinions and respond to those of others; seek clarification and help.</li><li>• To speak in basic sentences, using familiar vocabulary, phrases and basic language structures.</li><li>• To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>• To present ideas and information orally to a range of audiences, starting with single words and building up to short phrases.</li><li>• To read carefully and show understanding of words, phrases and simple writing.</li><li>• To broaden their vocabulary (particularly common nouns) and develop their ability to understand new words that are introduced into familiar written material.</li><li>• Ask others to repeat words or phrases if necessary.</li><li>• Demonstrate a growing vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>• To speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>• To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>• To present ideas and information orally to a range of audiences.</li><li>• To read carefully and show understanding of words, phrases and simple writing.</li><li>• To 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>• Refer to recent experiences or future plans, everyday activities and interests.</li><li>• Vary language and produce extended responses.</li><li>• Be understood with little or no difficulty.</li></ul>
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# BPS MFL CURRICULUM



<p>Write at varying length, for different purposes and audiences.</p>	<ul style="list-style-type: none"> <li>• Write or copy everyday words correctly.</li> <li>• Write one or two short sentences.</li> <li>• Label items and choose appropriate words to complete short sentences.</li> <li>• Write short phrases used in everyday conversations correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To copy then begin to write simple words and short phrases from memory, and with support adapt these to create new sentences, to express ideas clearly.</li> <li>• To describe people, places, things and actions orally and in writing single words and short phrases.</li> <li>• To begin to 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> <li>• Write a few short sentences using familiar expressions.</li> <li>• Express personal experiences and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• To describe people, places, things and actions orally and in writing.</li> <li>• To 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> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Write short texts on familiar topics.</li> </ul>
<p>Discover and develop an appreciation of a range of writing in the language studied.</p>	<ul style="list-style-type: none"> <li>• To appreciate stories, songs, poems and rhymes in the language, joining in by making a physical response to the text when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To appreciate stories, songs, poems and rhymes in the language, joining in by making a physical response or showing a flashcard and by referring to the text when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To appreciate stories, songs, poems and rhymes in the language.</li> </ul>



## BPS MFL CURRICULUM



Understand the culture of the countries in which the language is spoken.

- Identify countries and communities where the language is spoken.
- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.
- Show awareness of the social conventions when speaking to someone.

- Describe with some interesting details some aspects of countries or communities where the language is spoken.
- Make comparisons between life in countries or communities where the language is spoken and this country.

- Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
- Describe, with interesting detail, some similarities and differences between the countries and communities where the language is spoken and this country.



KS1-KS2 Mixed Age Classes Unit Planner

	Year 1/2 CYCLE 1	Year 3/4 CYCLE 1	Year 5/6 CYCLE 1	Year 1/2 CYCLE 2	Year 3/4 CYCLE 2	Year 5/6 CYCLE 2
Autumn Term	Even Year			Odd Year		
Half Term 1	Colours & Numbers (E)	Phonics lessons 1&2 (C) I'm Learning Fr/ Sp/ It (E)	Phonics lesson 1&2 (C) The Weather (I)	Greetings (E)	Phonics lesson 1&2 (C) Shapes (E)	Phonics lesson 3&4 (C) The Date (I)
Half Term 2		Animals (E)	Family (I)		Musical Instruments (E)	My Home (I)
Spring Term						
Half Term 1	Nursery Rhymes (E)	I Can (E)	Pets (I)	Seasons (E)	Vegetables (E)	Clothes (I)
Half Term 2		Fruits (E)	Olympics (I)		Ancient Britain (E)	Planets (P)
Summer Term						
Half Term 1	Ice-Creams (E)	Presenting Myself (I)	At School (P)	Little Red Riding Hood (E)	In Class (I)	Regular Verbs (P) or Healthy Living (P)
Half Term 2		At The Weekend (P)	At The Weekend (P)		Habitat (I) or Goldilocks (I)	Me and the World (P)