



Introduction

MFL is a foundation subject in the National Curriculum. This policy outlines the intent of MFL at Ellingham and implementation is the responsibility of all teaching staff, overseen by the co-ordinator.

Intent

The intent of MFL at Ellingham is that by the time the children leave in Year 6, they are able to express some thoughts and ideas in French, as well as understand and respond to French speakers in both speech and writing. They will also have an appreciation and understanding of the culture in various French speaking countries. It is the intention that all children in KS2 will access quality teaching of French in order to adequately prepare them for KS3.

Our MFL curriculum is designed to progressively develop children's skills in languages, through regular taught lessons across KS2. Teachers will use the LGfL scheme, Rigolo, to deliver and assess French, which will also be supported with French songs, games and activities devised by the class teacher where appropriate. Where appropriate, French will be embedded in daily routines, such as the register, classroom instructions and cross-curricular e.g in Music/ Geography.

We also aim to foster an appreciation of other languages and cultures across the school by focusing on a range of countries in our topic lessons. As well as this, we provide opportunities to celebrate the languages spoken within our community through events such as 'International Week'.

Whole School Overview - Units

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Bonjour! Introducing yourself; nouns (musical instruments); number 1 - 10	En classe Classroom objects; colours; instructions; saying your age	Mon Corps Naming and describing parts of the body	Les Animaux Animals and pets; Numbers 11 – 20; describing someone	La Famille Family members; household items; the alphabet; prepositions <i>sur</i> and <i>dans</i>	Bon anniversaire Asking for and giving simple opinions about food; numbers 21 – 21; months of the year; dates and birthdays
4	Encore Describing people; adjectives;	Quelle heure est-il? Talking about activities; telling the time	Les fêtes Festivals and dates; number 31 – 60; giving and understanding instructions	Où vas-tu? Going to French cities; giving and understanding directions; weather	On mange! Shopping for food; activities at a party	Le cirque Different spoken languages; items of clothing
5	Salut Gustave! Greetings, personal information, brothers and sisters; using <i>avoir</i> and <i>être</i> in the 3 rd person	À l'école School subjects and timings; asking and saying the time	La nourriture Asking politely for and using the negative when expressing opinions about food; describing how to make a sandwich; healthy/unhealthy food	En ville Places; asking and giving directions; giving time and saying where you are going	En vacances Asking and saying where you're going on holiday; holiday activities and plans	Chez moi Rooms and places in the house; home based activities
6	Le week-end Activities; likes and dislikes	Les vêtements Clothes; opinions; prices	Ma journée Daily routine and details	Les transports Forms of transport, buying tickets at the station, planning a trip,	Le sport Talk about which sports you like, give opinions,	On va faire la fête Revision of transport, present and future tenses, descriptions of people, clothes, food

Whole School Overview – Skills and Knowledge Progression

There are no attainment targets; a programme of study states what must be covered over four years.

There is flexibility which allows schools to interpret the statements to fit in with their individual curriculum and approach.

Year group	Beginning of the Autumn term	By the end of the Summer term
3	Year 3 As children listen to sounds, words and phrases, they repeat and chorus, learning accurate pronunciation. They then gradually learn to link simple phonemes and spellings. They enjoy reading a few familiar words and phrases aloud and begin to write letters and familiar words. They also experiment with writing some familiar words from memory. Learn new vocabulary Understand words and simple phrases Be able to give yes/no answers to simple questions. To be able to express opinions	By the end of Year 3, children should be able to: <ul style="list-style-type: none"> • Recognise and understand some familiar words and phrases in written form • Read aloud in chorus, with confidence and enjoyment, from a known text • Write some familiar simple words using a model • Write some familiar words from memory. Non fiction texts, e.g. les couleurs
4	Year 4 Children develop their reading skills and learn to understand familiar written phrases in clear printed script. They link listening and reading, by reading short familiar stories, songs and poems while listening to them at the same time. They write familiar words and phrases using a model and begin to experiment with building short phrases from memory.	. By the end of Year 4, children should be able to: <ul style="list-style-type: none"> • Read and understand familiar written phrases • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help.
5	Year 5 Children revisit and consolidate vocabulary and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts. They learn to put familiar words into sentence order. They continue to develop their writing skills by using words and phrases to build sentences and short texts with support.	By the end of Year 5, children should be able to: <ul style="list-style-type: none"> • Read and understand some of the main points from a text • Understand how a simple sentence is written • Write words, phrases and a few sentences using a model. E.g. write up the conversation from the food likes and dislikes role-play

6	Year 6 Children read a variety of longer texts from different text types. They read aloud with confidence and enjoyment, and also enjoy reading short texts independently. They learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model.	By the end of Year 6, children should be able to: • Read aloud with confidence, enjoyment and expression, in chorus or individually • Read and understand the main points and some detail from a short written passage • Write several sentences from memory • Develop a short text using a model.e.g. write a report about favourite sporting activities.
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Planning, assessment and monitoring

The development of modern foreign language knowledge, understanding and skills are continually assessed through planning, teaching and reviewing.

- To ensure whole school consistency and progression, Ellingham will use 'Rigolo, as a basis for planning. This will be supplemented by other resources in order to personalise our lessons for the needs of all learners. This scheme is fully aligned with the aims of the National Curriculum 2014.
- Key skills are assessed by: Observing children at work, individually, in pairs, groups and whole class both written and orally.
- Reporting of children's progress in French occurs annually, with a written report at the end of the academic year but may also be discussed and reflected on at parents' evenings.

Additional Information –

International week will be added to the school calendar