



Sequence of Learning – MFL

Learning for the Head, Heart and Hand



At Lady Joanna Thornhill (Endowed) Primary School, we are committed to embedding a positive attitude to language learning. The aims of MFL teaching are: to foster an interest in language learning by introducing children to French in an inclusive way that is accessible to all pupils; to develop children's confidence in speaking in the target language by encouraging them to join in songs, rhymes stories and games, which enable them to practise the language in an enjoyable and non-threatening way; to help children to develop their awareness of cultural similarities and differences; to lay the foundations for future language study by pupils; and to support linguistic understanding of the first language.

Our sequence of learning follows our Head, Heart and Hand curriculum because Modern Foreign Language teaching is underpinned by an awareness, understanding and respect of different cultures, customs and traditions. We model how to develop a global understanding of the differences and similarities between people, places and nations; and appreciate and celebrate linguistic diversity within our class and the wider school community. Where possible, Lady J creates links with parents and the local community to learn about different cultures and traditions of which they have experience. We aim to develop international partnerships to grow in the children's understanding of cultural and linguistic differences and the importance of celebrating and respecting this diversity.

Not only does this demonstrate our Core Value of Compassion, this is also a reflection of the Heart learning, while solid understanding and application of the skills of Listening, Speaking, Reading, Writing and Grammar link to learning with the Head. Finally, pupils have many opportunities to learn MFL practically; through surveying peers, playing games and conducting role play, to name a few, which demonstrates our Core Value of Collaboration and learning with the Hand. Through our scheme of learning, pupils are continually showing Resilience and applying previous learning to help them understand new language content and demonstrate Curiosity in how to express themselves, as well as how to understand and connect with others.

Age-related Statutory Coverage

Early Learning Goal	Key Stage One	Key Stage Two
Descriptor of 'expected' in People and Communities : Children talk about past and present events in their own lives and in the lives of family members. They know that other children	Pupils should begin to: ▪ Foster an interest in learning another language.	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 the words.

don't always enjoy the same things and are sensitive to this. They know about similarities between themselves and others and among families, communities and traditions. Descriptor of 'exceeding' in People and Communities: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	▪ Understand that language has structure and that these differ from one language to another. ▪ Learn about other cultures and understand how these could be different or similar to their own. ▪ Develop their phonics knowledge and understanding in English to be able to 'tune' into language. ▪ Learn basic French vocabulary; for example: greetings, colours, classroom vocabulary and days of the week. ▪ Learn some basic songs in French to begin ▪ developing an understanding of French phonics and vocabulary. ▪ Listen to familiar stories in French for children to hear French in the narrative form.	▪ Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help. ▪ Speak in sentences using familiar vocabulary, phrases and basic language structures. ▪ Present ideas and information to a range of audiences. ▪ Appreciate stories, songs, poems and rhymes in the language. ▪ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ▪ Read carefully and show understanding of words, phrases and simple writing. ▪ Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary. ▪ Describe people, places, things and actions orally and in writing. ▪ Write words from memory and adapt these to create new sentences, to express ideas clearly. ▪ Understand basic grammar appropriate to the language being studied; key features and patterns of the language; and how to apply these, for instance, to build sentences, understand how these differ from or are similar to English. ▪ Develop a broad cultural understanding by learning about different cultures and traditions, and appreciate how these may be similar or different to their own.
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The Learning Journey – MFL



Learning for the Head, Heart and Hand



	Listening	Speaking	Reading	Writing	Grammar
Year 1	Appreciate and actively participate in traditional short stories and fairy tales.	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Be able to identify versions of the words I hear.	Consolidate letter formation skills by copying words in a foreign language from a model.	Start to understand that foreign languages can have different structures to English.
Year 2	Appreciate short stories and fairy tales and start to understand some of the familiar words in what we hear.	Learn to articulate key words introduced in the lesson and understand their meaning.	Being able to identify the written versions of a wider range of the words I hear.	Start to reproduce nouns and determiners/ articles from a model.	Start to understand that foreign languages can have different structures to English. E.g. Many nouns have a determiner/ article in foreign languages which we don't have in English.
Year 3	Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught.	Communicate with others using simple words and short phrases covered in the units.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understanding the meaning in English of short words I read in the foreign language.	Write familiar words and short phrases using a model or vocabulary list. E.g. 'I play the piano'. 'I like apples'.	Start to understand the concept of nouns gender and the use of articles. Use the first person singular version of high frequency verbs. E.g. 'I Like ...' 'I play ...' 'I am called ...'
Year 4	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative	Be able to tackle language with increased accuracy by applying knowledge learnt from 'Phonics lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown	Write short phrases based on familiar topics and begin to use connectives/ conjunctions and the negative form when appropriate. E.g. My name, where I live and my age.	Better understand the concept of gender and which articles to use for meaning. E.g. adjectival agreements when describing nationality, the negative form and possessive

		reply if and when required.	language using bilingual dictionaries.		adjectives. E.g. 'In my pencil case I have ..' or 'In my pencil case I do not have ...'
Year 5	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using decoding skills we have developed.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased confidence and spontaneity.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt in 'Phonics lessons 1 to 3'.	Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreements where required. Learn to manipulate the language and be able to substitute alternatives. E.g. My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Revision of gender and nouns and learn to use and recognise the terminology of articles. E.g. Definite, indefinite and partitive. Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation. E.G. 'I wear', 'he/she wears...' and also be able to describe clothes in terms of colour. E.g. 'My blue coat.'
Year 6	Listen to longer text and more authentic foreign language materials. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.	Learn to recall previously learnt language and recycle/ incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1-4' including an awareness of accent, silent letters etc. Decode unknown language using bilingual dictionaries.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives and conjunctions, adjectives and possessive adjectives. E.g. A presentation or description of a typical school day including subjects, time and opinions.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. E.g. which subjects I like at school and also which subjects I do not like. Become familiar with a wider range of connectives/ conjunctions – both regular and irregular. E.g. 'to go', 'to do', 'to have' and 'to be'.