



MFL at St Thomas's Primary School

<p>Intent</p>	<p>At St Thomas' CE Primary School, we believe that all children have the right to experience the rich educational, social and cultural benefits which come from learning a foreign language.</p> <p>Our aim is to ignite and develop a love of language learning in our pupils during their time with us, which will equip them to progress confidently to the next stage of their schooling and indeed throughout their whole lives.</p> <p>We strive to ensure that our Modern Languages curriculum is accessible to all, so that social disadvantages, ethnicity or disability do not impact any child's ability to thrive in their Modern Languages education. We aim to promote the development of a positive attitude to different cultures, a respect for oneself and tolerance of others.</p> <p>Through engaging and enjoyable activities, we provide the children with high quality listening, speaking, reading and writing experiences within our chosen language: French.</p> <p>At St Thomas' CE we embrace culture and diversity and are privileged to have children at our school who speak languages other than English. Each term we celebrate a different language that is spoken by children in our school, allowing all the school community to show respect for each other's languages and cultures.</p>
<p>Implement</p>	<p>High quality MFL teaching in primary school is our ultimate goal. In their study of languages, pupils will develop their understanding and awareness of vocabulary and opinions, manipulating language and developing accuracy in grammar and spelling by:</p> <ul style="list-style-type: none"> • learning languages on a 'loop'. Our series of lessons and units enable pupils to constantly revisit and build on prior knowledge, with each year group's knowledge building upon the previous learning. Recall is continuous so that knowledge is steadily built. • building knowledge effectively with a consistent approach to our lessons. We aim to develop listening, reading, speaking, and writing skills simultaneously; each sequence of lessons in KS2 will cover these four skills. • regular exposure to songs, poems, games and stories to create enthusiasm for language learning. • all lesson resources and planning materials are detailed and many include sound files to cater for the non-specialist. • our MFL webpage contains links to on-line games and songs which tie in with topics being covered in class and pupils are encouraged to access this at home. <p>Progression is carefully planned into our MFL curriculum. We evidence this in a number of ways including the following:</p> <ul style="list-style-type: none"> • Topic knowledge development with reference to key vocabulary • Skills progression • High Frequency words progression • Phonics and grammar progression • Language acquisition progression including creation of own original exchanges



MFL (French) - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map

Impact	Pupil dialogue and work in books shows a high standard of MFL teaching and learning. Pupils are able to talk with linguistic knowledge and vocabulary about the topics they have studied. They can make links and connections to what they have been taught previously and understand how their knowledge is building and progressing. Clear enthusiasm and enjoyment is visible in the lessons.
Context	<p align="center">“I come that they might have life and life in all its fullness.” The Gospel of John 10 v 10</p> <p>We provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are able to develop the skills they require to become successful in languages. We are committed to embedding a positive attitude to language learning amongst pupils and staff and developing an awareness and appreciation of cultural similarities and differences. With this in mind we aim to bring the world into the classroom by introducing an international dimension into the curriculum through reference to international events and through working with a partner school in France, thereby widening the linguistic cultural capital of our pupils.</p>

Learning and Growing in the Sight of God

Learning	Growing	Sight of God
At St Thomas' we have created a balance of knowledge and skills in each unit of study. Knowledge and therefore learning is built upon in each lesson, with regular opportunities given for knowledge retrieval. Children are given every chance of success in order to maximise motivation	At St Thomas' the children are encouraged to empathise with people in other countries, to explore different viewpoints and to grow their understanding of themselves and others.	Our church is at the centre of our community and our school. We link our Christian Values throughout our curriculum and work and learn together in the sight of God.

Substantive knowledge

Substantive Knowledge

Substantive knowledge is the carefully sequenced, factual knowledge that we learn through our curriculum; our life-long learning and other information that we learn alongside this. Substantive knowledge cannot be learnt in isolation, but requires prior knowledge that enables us to make sense of what we have learnt. We learn this through the sequencing of our lessons. Prior knowledge must be revisited and misconceptions actively diagnosed.

By substantive knowledge we mean the key content of each unit, for example key vocabulary to describe yourself physically.



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Disciplinary knowledge							
<p>Disciplinary Knowledge By disciplinary knowledge we mean the practical application of the linguistic skills necessary to use substantive knowledge effectively. Pupils will develop their independence as language learners. Pupils will develop general language learning skills eg looking for cognates in an unfamiliar text. Use of bilingual dictionaries and other translation tools begins in Y4 and continues into Y6.</p>							
Disciplinary Concepts							
YEAR GROUP (ref to NC)	Listening	Speaking	Reading/phonics	Writing	Grammar	Cultural understanding & enrichment	Knowledge about language and language learning strategies
Y2	Listen and respond to familiar spoken words and phrases	Communicate with others using simple words, phrases and short sentences Explore the patterns and sounds of language to help develop accurate pronunciation and intonation	Very little written French used in Y2; the emphasis is on listening and speaking	Very little written French used in Y2; the emphasis is on listening and speaking	Understand some basic grammar: • gender – masculine, feminine – nouns (singular) • word order of adjectives	appreciate stories, songs, poems and rhymes in the language; joining in songs to help remember key vocabulary; knowing some basic facts about France and French festivals	At this initial stage, children begin to foster their interest in the similarities and differences between languages and begin to think together about how they are learning the new language
Y3	Listen and respond to familiar spoken words and phrases	Communicate with others using simple words, phrases and short sentences Explore the patterns and sounds of language to help develop accurate pronunciation and intonation	Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links	Write some familiar simple words using a model and some from memory	Understand some basic grammar: • gender – masculine, feminine – nouns (singular) • word order of adjectives	appreciate stories, songs, poems and rhymes in the language; joining in songs to help remember key vocabulary; knowing some basic facts about France and French festivals; reading simple stories in French	



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Y4	Listen for specific phonemes, words and phrases	<p>Communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Read and understand familiar written words, phrases and short texts made of simple sentences</p> <p>Read a wider range of words, phrases and sentences aloud</p> <p>Follow text while listening and reading at the same time</p> <p>Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation</p>	<p>Write a short text using a model Write a few simple sentences from memory</p> <p>Apply phonic knowledge to support writing</p>	<p>Understand some basic, appropriate grammar: Possessive mon, ma and mes (my)</p> <p>Plurals, plural foods (with countable nouns eg apples) and singular foods with uncountable nouns Expressions with 'faire' and il y a Opinions je voudrais</p>	appreciate stories, songs, poems and rhymes in the language: reading simple stories in French	Children begin to recognise and apply some simple patterns. They begin to share their knowledge about language and develop some basic techniques for memorising and using language.
Y5	Listen attentively and understand more complex phrases and sentences	<p>Take part in short conversations using familiar structures and vocabulary</p> <p>Use simple conjunctions to build more complex sentences and present information to others</p> <p>Understand and express more complex opinions</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Read a variety of short simple texts in different formats and in different contexts</p> <p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</p>	<p>Write simple sentences and short texts using a model</p> <p>Use a dictionary to check the spelling of words</p>	Understand some basic, appropriate grammar: position and agreement of adjectives in gender and number	joining in songs to help remember key vocabulary ; learning about schools in France	Children become more aware of simple structures and conventions. They further develop their recognition of pattern and their ability to manipulate language.
Y6	Understand the main points and simple opinions in spoken	Use spoken language to initiate and sustain simple conversations on familiar topics and to	Read aloud from a text with good expression	Write sentences and construct short texts using a model.	Understand some basic, appropriate grammar: use of il y a, understanding how	joining in songs to help remember key vocabulary; writing to French penpals in partner school in Toulouse	Children become more confident users of language, reflecting on their

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	<p>sources e.g. story, song or passage</p> <p>Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions</p>	<p>describe incidents or tell stories from own experience</p>	<p>Read and understand the main points and some detail from a short written passage</p>	<p>Write a few sentences from memory, using knowledge of words, text and structure.</p>	<p>some key verbs work in the present tense</p>	<p>knowledge about language and using this to make meanings that matter to them. They develop greater independence in applying language learning strategies and in transferring language from one context to another</p>
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MFL (French) - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Basic conversation : greetings, saying your name Colours	Numbers to 10 Classroom instructions Christmas in France	French festivals Days and months Numbers to 20	Parts of the body 'Grand Monstre Vert' story	Farm animals	Sport Simple opinions
Year 3	Greetings & saying your name Saying how you feel Saying/writing the date	Numbers to 15 Saying your age	Using c'est to say what colour something is; asking what colour	School equipment Using French classroom language Describing pencil crayons	Pets, their names and ages	Learning how to describe the colours of animals through a story
Year 4	Saying own name and age Family Spelling using French alphabet	Months and birthdays Days and dates Numbers 0-31 La chenille qui fait des trous leading to dictionary work	Opinions of foods (countable nouns eg I like bananas)	Opinions of foods (uncountable nouns eg I love cheese)	Weather, compass points and towns in France	Buying ice creams
Year 5	Revision of personal information, pets, family Spelling using French alphabet	School subjects and opinions	Describing the planets	Describing hair and eyes, describing clothes	Telling the time Numbers to 60	Talking about sports you do and opinions of them
Year 6	Revision of personal information – building up knowledge and confidence Saying what we do in our spare time	Describing a town and saying what is/isn't there	Saying how we get around a town	Learning about France and other French-speaking countries	How to survive an imaginary trip to France	Revision and preparation for high school (content dependent on pupils' needs)

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Introductions in French	Counting in French	The French calendar	Simon says...	Le vieux Mcdonald a une ferme	Do you like sport?
St Thomas' Life Question	Can I make a positive impact wherever I go?	What do I have in common with people from different countries?	Why is it important to recognise other cultures?	Can I make a positive impact wherever I go?	What do I have in common with people from different countries?	Why is it important to recognise other cultures?
Substantive Concepts	Basic conversation : greetings, saying your name Colours	Numbers to 10 Classroom instructions Christmas in France	French festivals Days and months Numbers to 20	Parts of the body 'Grand Monstre Vert' story	Farm animals	Sport Simple opinions
Key Vocabulary	Comment tu t'appelles? Je m'appelle ça va? + 4 answers 11 colours: rouge, jaune, vert, bleu, noir, blanc, rose, marron, violet, gris, orange	numbers 0-10 quel âge as-tu? j'ai 6 ans levez-vous, asseyez-vous, silence, levez la main classroom items	12 months dates mon anniversaire est en... quelle est la date de ton anniversaire ?	8 parts of the body: Tete, epaules, genoux, pieds, yeux, nez, bouche oreilles touchez....	6 animal nouns : cochon, chien, chat, cheval, serpent, canard	opinions sports: le foot le rugby le tennis le badminton la gymnastique la natation le cyclisme l'équitation le basket
Experiential Knowledge Our Church Our Community Visits / Places / People	Look at France on map of world Look at French flag	Video of French classroom	Look at some French festivals			Tour de France and other sporting events referred to
Protected Characteristics						



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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Can I introduce myself in French?	Can I ask and answer about ages in French?	Can I use colours and deduce phonics rules to spell them correctly?	Can I name pencil case items in French?	Can I name some animals in French?	Can I use colour to describe animals correctly?
St Thomas' Life Question	Can I make a positive impact wherever I go?	What do I have in common with people from different countries?	Why is it important to recognise other cultures?	Can I make a positive impact wherever I go?	What do I have in common with people from different countries?	Why is it important to recognise other cultures?
Substantive Concepts	Greetings & saying your name Saying how you feel Saying/writing the date	Numbers to 15 Saying your age Christmas in France	Using c'est to say what colour something is; asking what colour Mardi Gras and Carnival in France	School equipment Using French classroom language Describing pencil crayons Easter in France	Pets, their names and ages	Learning how to describe the colours of animals through a story
Key Vocabulary (On Knowledge Organiser)	greetings names ça va? bien, très bien, mal, comme ci comme ça days and months in French	numbers 0-15 quel âge as-tu? J'ai...ans ans	colours : rouge, jaune, vert, bleu, noir, blanc, rose, marron, violet, gris, orange De quelle couleur est-ce? school equipment: crayon, stylo, règle , ciseaux, colle, trousse, gomme oui, non et teacher instructions in French: levez-vous, asseyez-vous etc		pet words : chien, chat, cheval, oiseau, lapin, poisson, souris, + mouton, serpent, vache numbers 1-15 As-tu un animal ? Il/elle s'appelle comment?	10 animals (2 fem) from 'Ours brun' story: ours brun - brown bear oiseau rouge - red bird canard jaune - yellow duck cheval bleu - blue horse grenouille verte - green frog chat violet - purple cat chien blanc - white dog mouton noir - black sheep poisson orange - orange fish + une institutrice - a primary school teacher des enfants - some children, par ici (receptive)

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<p>Experiential Knowledge Our Church Our Community Visits / Places / People</p>				<p>Video of French classroom Photos from Erasmus+ project</p>		
<p>Protected Characteristics</p>						

MFL (French) - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What can you say about yourself in French?	Can you use a bilingual dictionary?	Do you like fruits?	Do you like chocolate?	What's the weather like?	Can you buy an ice cream in French?
St Thomas' Life Question	Can I make a positive impact wherever I go?	What do I have in common with people from different countries?	Why is it important to recognise other cultures?	Can I make a positive impact wherever I go?	What do I have in common with people from different countries?	Why is it important to recognise other cultures?
Substantive Concepts	Saying own name and age Family Spelling using French alphabet	Months and birthdays Days and dates Numbers 0-31 La chenille qui fait des trous leading to dictionary work	Opinions of foods (countable nouns eg I like bananas)	Opinions of foods (uncountable nouns eg I love cheese)	Weather, compass points and towns in France	Buying ice creams
Key Vocabulary (On Knowledge Organiser)	Je m'appelle... J'ai 8/9 ans J'ai... un frère, une soeur Il/elle s'appelle Il/elle a ...ans Mon père, ma mère, mon oncle, ma tante, mes grands-parents Comment ça s'écrit ? French alphabet sounds	12 months, 7 days numbers 1-31 Quelle est la date de ton anniversaire ? Mon anniversaire est le... Quelle est la date aujourd'hui ?	foods and drinks with countable nouns: les ananas les bananes les pommes les oranges les poires les cerises les fraises les pêches les oignons les poivrons les carottes les pommes de terre faim/ soif 2 opinions: J'aime ... Je n'aime pas... Tu aimes...?	foods and drinks (uncountable nouns eg cheese): le jambon le fromage le chocolat le jus d'orange le coca la glace la pizza les bonbons les frites faim/soif 4 opinions: J'adore ...J'aime ... Je n'aime pas... Je déteste... et, mais	weather expressions: il fait chaud, il fait froid, il fait beau, il fait mauvais, il pleut, il neige, il y a du soleil, il y a du vent, il y a des nuages, il y a du brouillard compass points – nord, sud, est, ouest some main French towns Quel temps fait-il?	Opinions with ice cream flavours Buying an ice-cream – je voudrais une glace au chocolat etc C'est combien? 2 euros
Experiential Knowledge Our Church				Videos of French webcams etc looking at current weather in		

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Our Community Visits / Places / People				France. Also other French-speaking countries Photos from Erasmus+ project		
Protected Characteristics						

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Moi	What do you like at school?	Can you describe the planets in French?	Can you use adjectives correctly?	Can you tell the time in French?	What sports do you do?
St Thomas' Life Question	Can I make a positive impact wherever I go?	Why is it important to recognise other cultures?	What do I have in common with people from different countries?	Can I make a positive impact wherever I go?	What do I have in common with people from different countries?	Why is it important to recognise other cultures?
Substantive Concepts	Revision of personal information, pets, family Spelling using French alphabet	School subjects and opinions	Describing the planets	Describing hair and eyes, describing clothes	Telling the time Numbers to 60	Talking about sports you do and opinions of them
Key Vocabulary (On Knowledge Organiser)	Provide vocab as needed – all revision	Les matières - subjects le dessin, le français, la géographie, la musique, la lecture l'EPS (l'éducation physique et sportive) l'anglais, l'histoire les maths les sciences j'aime, mais et Je n'aime pas car c'est difficile facile intéressant utile nul super j'aime I like tu aimes you like il aime he likes elle aime she likes	Mercury Vénus La Terre Mars Jupiter Saturne Uranus Neptune Est une planète... Chaude, froide, rapide, lente, énorme, grande, petite, + colours (with fem ending) Près du Soleil loin du Soleil	un T-shirt un short un pantalon un pull une jupe une cravate une chemise des baskets/des tennis des chaussures + colours with 4 possible endings (mas sing, fem sing, masc pl, fem pl) Les yeux les cheveux blonds, châains, roux	numbers to 60 Quelle heure est-il? il est une heure, il est deux heures, etc, il est midi, il est minuit et demie et quart moins le quart	je joue au... tennis, basket, golf etc je fais du .. karaté, de la danse (according to pupils' interests)

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Experiential Knowledge Our Church Our Community Visits / Places / People		Video of French classroom Photos from Erasmus+ project	Video of solar system in French			Look at Tour de France and other sporting events happening this summer
Protected Characteristics						

MFL (French) - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Can you tell your penpal a bit about yourself in French?	What is Stockport like?	How do you get around town?	How many people in the world speak French?	How can you get by in France?	Are you ready for the next move?
St Thomas' Life Question	Can I make a positive impact wherever I go?	What do I have in common with people from different countries?	Why is it important to recognise other cultures?	Can I make a positive impact wherever I go?	What do I have in common with people from different countries?	Why is it important to recognise other cultures?
Substantive Concepts	Revision of personal information – building up knowledge and confidence Saying what we do in our spare time	Describing a town and saying what is/isn't there	Saying how we get around a town, opinions about town	Learning about France and other French-speaking countries	How to survive an imaginary trip to France	Revision and preparation for high school (content dependent on pupils' needs)
Key Vocabulary (On Knowledge Organiser)	Bringing together language covered previously eg: je m'appelle, j'ai ... ans j'habite à ... j'aime ... je n'aime pas... mon anniversaire est le... + asking questions Quel âge as-tu? Quelle est la date de ton anniversaire? As-tu des frères et soeurs? As-tu un animal?	Dans ma ville/ <i>In my town/</i> mon quartier <i>my neighbourhood</i> À Stockport il y a ...il n'y a pas de... mais un parc, un cinéma, un musée, un zoo, un café, un stade, un magasin, des magasins, une poste, une rivière, une gare, une église, une mosquée, une école, une maison, des maisons	J'aime ma ville Je n'aime pas ma ville car elle est... because it is... car elle n'est pas.. because it isn't petite grande bruyante calme jolie laide je vais à l'école/ en ville en bus/ en vélo / en trottinette	On parle français en... list the 27 countries with French as an official language	Bonjour, je voudrais... s'il vous plaît C'est combien? ... euros shops: le marché l'épicerie la boulangerie la boucherie la pharmacie la pâtisserie la poste la charcuterie la banque Au café: je voudrais un coca, un croissant, un café, un thé, un sandwich + others as appropriate Où est ...? svp + places in town (see Aut 2)	This will include verb work but mainly dictated by the class's needs. Some children will be going to do Spanish in Y7 so cover a few simple phrases to give them some confidence.

MFL (French) - Coverage Including Substantive Knowledge and Disciplinary Concepts Progression Map



Experiential Knowledge Our Church Our Community Visits / Places / People	Pen pal link with school in Toulouse – begins then continues throughout the year	Looking at Toulouse and comparing with Stockport		Understanding that French is spoken in lots of different countries. Why? Videos of these countries	Understanding about buying things in France including use of money	Reminders about language learning strategies which are transferable to other languages
Protected Characteristics	