

Our MFL Provision

Intent

At Plympton St Maurice Primary School, we want children to develop a positive attitude towards languages and cultures and to see the relevance of learning a language to become an informed global citizen. We hope that children will have a desire to learn more in the future as their interest and curiosity are sparked.

We follow the Rachel Hawkes scheme of work to develop all learners into competent and confident French linguists. Our intention is for every child to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Implementation

They will learn through fun, practical and explorative methods which will allow them to confidently have a go at the language. The curriculum is challenging and relevant with high expectations. We use songs, games, role play and poems in our language lessons for active engagement. Language learnings skills, phonics, vocabulary and grammar are taught progressively to ensure all learners develop as they move through Key Stage 2 but these are also revisited at regular intervals (3 weeks and 9 weeks later) to ensure knowledge is embedded. Language learning is made up of 4 strands: - speaking, listening, reading and writing. Children will have knowledge organisers to refer to for vocabulary and verb structure.

Knowledge strand	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Phonics	Recognition & Production (Sound (L) to print (W))	Learn the SSC and phonics key words and remember them. Match the French SSC heard to print and transcribe accurately the SSC known best. Enjoy listening to and joining in with simple songs and rhymes.	Link SSC to new words heard. Listen and transcribe SSC within single words with some success. Use sound-spelling links to follow when listening and reading. Enjoy listening to and joining in with simple songs and rhymes.	Learn about vowel combinations and stress patterns. Identify these when listening. Connect sound and spelling by transcribing a range of new words and parts of words. Enjoy listening to and joining in with songs and short poems.	Listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. Enjoy listening to and joining in with songs and short poems.

	Recognition & Production (Print (R) to sound (S))	Readily read aloud the SSC and phonics key words. Carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.	Read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. Pronunciation is usually comprehensible.	Read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, decode unfamiliar words using SSC knowledge.	Read familiar words and short sentences aloud with clear and comprehensible pronunciation. Read aloud single unknown words more readily.
Vocabulary	Understanding (Aural (L) / Written (R))	Understand around 100 words when listening and reading them as single items and in short sentences which describe people, places, things and actions.	Understand around 200 words when listening and reading them as single items and in short sentences which describe people, places, things and actions. Look words up in an alphabetical word list.	Understand around 300 words when listening and reading them as single items and in short and compound sentences which describe people, places, things and actions. Begin to use the words known in a sentence to work out likely meanings of single unknown words. Use a dictionary.	Understand around 400 words when listening and reading them as single items and in short and compound sentences which describe people, places, things and actions. Use the words known in a sentence to work out likely meanings of single unknown words. Use a dictionary.
	Production (Oral (S) / Written (W))	Use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	Use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures	Use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	Use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.
Grammar	Understanding (Aural (L) / Written (R))	Distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)			Distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)

	<p>Production (Oral (S) / Written (W))</p>	<p>To describe people, places, things and actions (in speaking and writing). Use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)</p>	<p>To describe people, places, things and actions (in speaking and writing). Use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)</p>
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Impact

Children will show their understanding throughout each unit through:

Speaking with increasing confidence and accuracy of pronunciation , demonstrating the phonemes they have learnt.

Understanding the vocabulary they hear and distinguishing between singular and plural articles and verbs.

Read and write words and phrases following the structures they have been taught.

They will demonstrate this through weekly lessons and assessments which are built in throughout the terms.

Pupil voice opportunities will be used for children to reflect upon their own learning and progress.