



Modern Foreign Languages





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MFL vision

At Charlton Primary School we believe learning a foreign language enables our children to have an educational, social and cultural experience whilst at school. We have chosen to teach the children the French language through the scheme 'Language Angels', as our school is situated near the port of Dover and the English Channel, which links us very closely to France. Children learn the interpersonal skills of **listening**, **encouraging** others, **forgiveness** and **patience** when learning a new language and we feel this enables children to become better learners to enhance their memorization, grammar, sentence structure, ability to identify patterns, broaden vocabulary and enhance conversation skills. Through this skills base the children are then able to unitilize these into other subjects, including music, maths, English and reading.

We also like to link our learning of new languages to our Schools of Sanctuary Award as children are able to **think** about to those families seeking refuge, who learn English as their second language. Through this, our children are able to show a great level of emotional maturity to discuss the positives and challenges of learning new languages for those seeking refuge or migrating. We are also excited to link this to our UNICEF values, which allows children to think of their own and others' rights to learn in school and valuing the safe space they have to explore other languages.. Our curriculum learning is not limited to French, as during our Multicultural/Sanctuary week children learn basic vocabulary in other languages such as Polish, German and Swahili and this could be in the form of counting, colours and greetings.

Some of our staff at school also speak English as an additional language which allows them to **share** their experience and expertise with our children too. We use our curriculum to prepare children for their future and also their learning in KS3.

Throughout the school, pupils develop communication and literacy skills that help develop linguistic competence and explore how language works. They are able to make comparisons to French and English words and also raises awareness of our multicultural and multilingual world giving a great insight to different cultures, traditions and ways of life.

At Charlton, we listen attentively,

- Respond
- Explore patterns and sounds in language
- Enjoy rhymes and songs linked to learning the vocabulary,
- Engage in conversations
- Ask and answer simple questions
- Speak in sentences
- Develop accurate pronunciation and intonation



	Year 3	Year 4	Year 5	Year 6
Term 1	Phonetics 1 (X) & I Am Learning Fr/Sp/It (E)	Phonetics 1-2 (X) & Seasons (E)	Phonetics 1-3 (X) & My Family (I)	Phonetics 1-3 (X) & The Date (I)
Term 2	Animals (E)	Vegetables (E)	The Date (I)	Do You Have a Pet? (I)
Term 3	Instruments (E)	Presenting Myself (I)	What is the Weather? (I)	Clothes (I)
Term 4	I Am Able ... (Fr) I Know How To... (It/Sp) (E)	My Family (I)	Do You Have a Pet? (I)	At School (P)
Term 5	Fruits (E) or Vegetables (E)	In the Classroom (I)	My Home (I)	At the Weekend (P)
Term 6	Ice-Creams (E)	At the Tea Room	Habitats (I)	Vikings (P)

Charlton Church of England Primary School

French Curriculum Map 2023-24 (following Year 2 of Language Angels Progression Map)

E	Early Language
I	Intermediate
P	Progressive
X	Extra Teaching

The National Curriculum:

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 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 3
- 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.

Although there is no guidance for EYFS and KS1, we still provide opportunities for children to learn a new language by answering their names in a different language, be involved in a Multicultural Week where they learn about a culture different from their own and also link this learning to music, dance and food.

At Charlton, we use a variety of techniques to encourage the children to have an active engagement in the Modern foreign Language. These include: games, role-play and action songs. We use mime and actions to accompany new vocabulary as this serves to demonstrate the language without the need for translation and is a technique used for children with EAL.

We use multi-sensory and kinaesthetic approach to teaching e.g. we try to introduce a physical element into some of the games, rhymes and songs. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Modern Foreign Languages.

We build the children's confidence through the praise for any contribution they make.



Spirituality

Mirrors



- Enjoy learning about their own journey of learning a new language.
- Understand their own identity and what makes their culture and traditions special.
- Reflect on their own experiences with learning a new language.
- To think and reflect in awe about the changes in languages and the way colloquial terms are used.
- Investigate own morals and issues towards languages and how language is used.
- Learn about interpersonal skills and gestures that can be used as communication.
- Linked to their own morals and learning that their behaviour and language can be used in positive and negative ways.
- Express themselves creatively using another language.

Windows

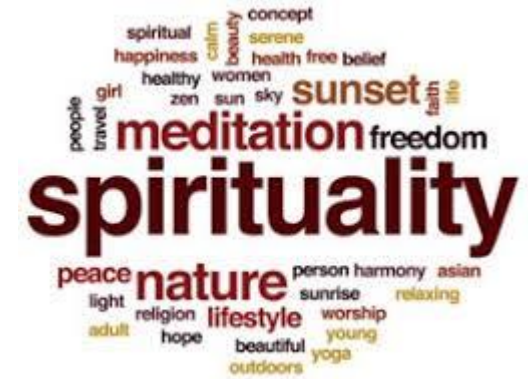


- Opportunities to look at and appreciate cultural influences outside of their environment.
- Explore and make links to how languages help bridge friendships.
- Instilling the importance of treating others with respect and ensuring pupils understand the negative effects that unkind language can have on others.

Doors



- Participate in cultural opportunities by being sympathetic within the community.
- Understand, accept, respect and celebrate diversity.
- Encouraging them to reflect on how developments in language have led to changes in every-day life.
- Allowing them to engage with cultural opportunities that may otherwise be unavailable to them from the confines of the classroom





Cognitive Load

Adapted from: 'Cognitive Load Theory: Research that teachers really need to understand'

We believe Cognitive Load Theory aim is to develop instructional techniques that fit within the characteristics of working memory in order to maximise learning.

Based on two principles:

1. There is a limit to how much **new** information the brain can hold. (**Working memory**—processing new information results in 'cognitive load' which can affect outcomes.)
2. There is no know limit to how much **stored** information that can be processed at one time. (**Long term memory**—stores information as schemas.)

Explicit instruction involves teachers clearly showing children what to do, rather than have them construct or discover it for themselves. To lessen cognitive load on working memory. This can be used for new information and learning. Independent learning also needs to be incorporated but with cognitive load managed through guidance, prior information, scaffolds and assistance if needed.

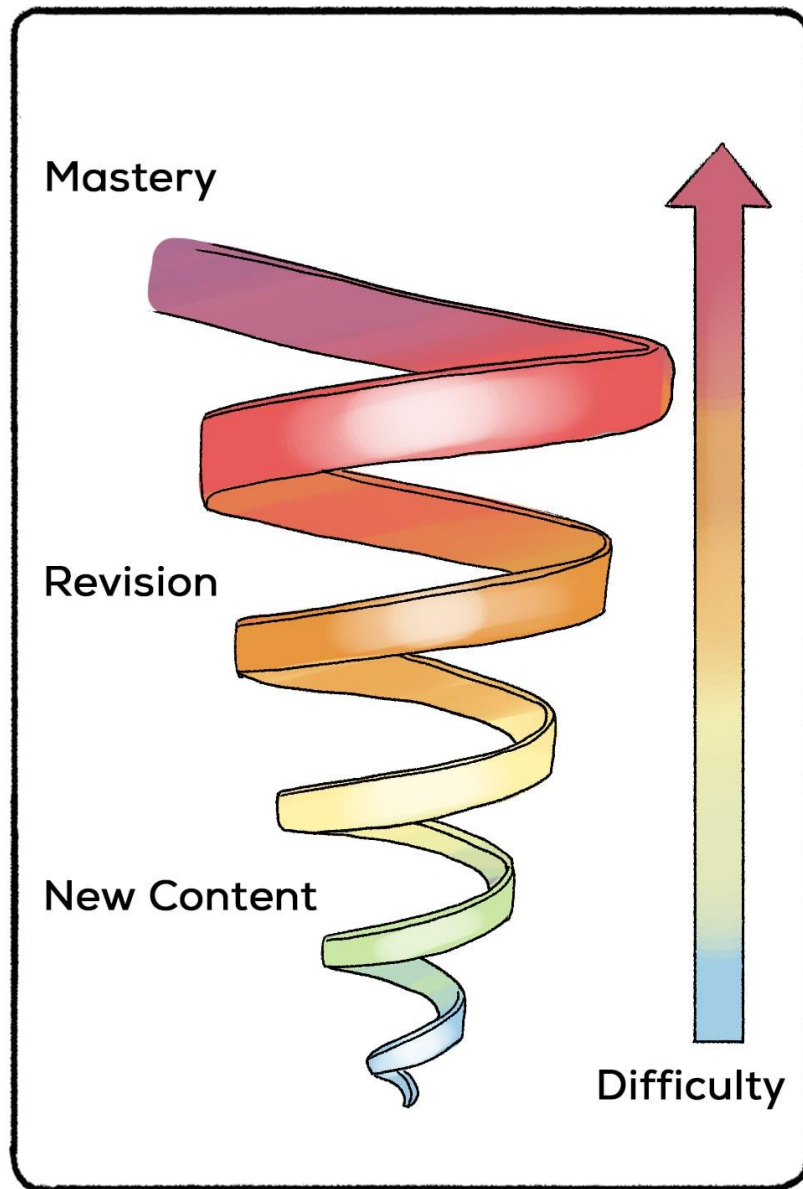
Long term memory relies on the formation of schemas where information can be processed automatically with minimal conscious effort. Automaticity happens after extensive practice. Thus reducing working memory load. If working memory is overloaded, there is greater risk that the content will not be understood, be confused and not stored into the long term memory. Ultimately, learning will be slowed down. Automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information.

There are 3 types of Cognitive load—Intrinsic, Extraneous and Germane

Intrinsic —difficulty of subject matter being learnt, it depends on the complexity of the material and the prior learning—i.e. different people will have different levels of cognitive load depending on their experiences and knowledge

Extraneous — how the subject matter is taught—we need to minimise extraneous cognitive load to free up working memory.

Germane—the load imposed on the working memory by the process of learning i.e. by transferring information into long-term memory through schema construction.



At Charlton C of E primary school, we use the Bruner method to teach our children Modern Foreign Languages. This which stems from Vygotskys notion of learning which requires adult intervention, allowing children to move out of their zone of proximal development. Children continuously revisit and extend their learning of MFL throughout their time at school. We believe this helps dimmish gaps in their learning as well as embed their learning for long term memory.



A response to the Curriculum Research Review:

(Porter et al 2022)

Creativity, challenge and culture in the languages classroom: a response to the Ofsted Curriculum Research Review

'We suggest that addressing creativity, challenge and culture in languages education is likely to result in inclusive educational experiences. The 'three Cs' are also likely to increase motivation and the development of metacognitive skills which could support wider learning and indeed lead to a long-term love of languages and language learning. Based on research evidence, it is our view that languages policy and pedagogy should be designed with this aim in mind, above other more immediate concerns such as uptake at the end of Key Stage 3. An imaginative, engaging and exploratory curriculum, supported by opportunities for teacher professional development, will likely solve the more instrumental concerns around progression and motivation. At the same time, using languages as a vehicle for the development of metacognition, metalinguistic awareness and social development will acknowledge the knowledge and skills that school-aged learners bring to the languages classroom and support the development of higher-order thinking skills

Therefore as a school, our next steps are to ensure that there is the three C's in our MFL curriculum.

- Creativity
- Challenge
- Culture



<u>EYFS</u>	<ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.• Make comments about what they have heard and ask questions to clarify their understanding.• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
<u>KS1</u>	<ul style="list-style-type: none">• 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• Can 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
<u>KS2</u>	<ul style="list-style-type: none">• 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



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| | <ul style="list-style-type: none">• Describe people, places, things and actions orally* and in writing Languages – key stage 2 3• 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. |
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Whole school enrichment opportunities

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Schools of Sanctuary assembly. Black History month.	Festival of lights – Lantern making – Kurdish stories being shared by Samphire. Christmas/ Nativity Holi Anti-Bullying Week	Multicultural songs in Singing assembly Chinese New Year celebrations Sanctuary Week (Multicultural Week)	Holi celebrations Easter celebrations Roma Day 8 th April	Parent invitation to speak languages.	Multicultural Festival Refugee week

Parental involvement

- Dojo
- Walk in Wednesday – once a month parents are invited to look at books and share in their child's learning
- Music assembly (Multicultural) invitation to parents.
- Sanctuary Week
- French Day



Key Stage Two

Year 3	Listening	Speaking	Reading	Writing
Year 3 Skills	<p>Understand simple classroom language.</p> <p>Understand a few familiar words and phrases.</p> <p>Understand short statements.</p> <p>Understand simple questions.</p> <p>Understand clearly spoken text.</p> <p>Understand a range of familiar statements, phrases and questions</p> <p>Understand short phrases made up of familiar language.</p> <p>Identify and note main points of a text and give a personal response.</p> <p>Understand instructions, messages and dialogues within short passages.</p>	<p>Answer with a single word. Answer with a short phrase.</p> <p>Say and repeat single words in short and simple phrases.</p> <p>Give short and simple answers to what I see and hear.</p> <p>Answer simple questions and give basic information.</p> <p>Use set phrases.</p> <p>Have a short conversation with 2-3 sentences.</p> <p>Ask and answer questions and talk about my interests.</p> <p>Use short phrases to give a personal response.</p>	<p>Read and understand single words.</p> <p>Recognise and read out a few familiar words and phrases.</p> <p>Understand short statements.</p> <p>Read aloud single words and phrases.</p> <p>Use books, bilingual dictionaries and glossaries to find the meaning of new words.</p> <p>Understand and read out familiar written phrases.</p> <p>Read and understand short texts using familiar language.</p> <p>Understand the main points from a short written text in a clear printed script.</p> <p>Identify and note main points of a text and give a personal response.</p>	<p>Copy single words correctly. Label items.</p> <p>Choose correct words to complete phrases/sentences.</p> <p>Copy short familiar phrases.</p> <p>Write or word process set phrases used in class.</p> <p>Write a few short sentences with support, using familiar expressions.</p> <p>Fill in the words in a simple form.</p> <p>Write what I like and dislike about a familiar topic.</p> <p>Use short phrases to give a personal response.</p> <p>Write 2-3 short sentences on a familiar topic.</p>
Year 3 substantive knowledge	<ul style="list-style-type: none">• To know the order of 1-10 and be able to say, read and write them.• To know how to say the days of the week• To know simple greetings informal and formal• Can answer their name and age• Name simple nouns• To use simple verbs• To know the alphabet and phonics sounds.			



Year 3 Disciplinary Knowledge	<ul style="list-style-type: none">• Understand numbers 1-10 (Gelman and Gallistel's counting principles) and be able to say, read and write them knowing the value of each.• To understanding the counting process and patterns in language when counting numbers.• Be familiar with the days of the week and be able to say them and recognise them in written form.• Use simple greetings (e.g. saying hello and goodbye, saying how they are).• Identifies informal and formal greetings used by friends and in school• Ask and answer simple questions about name and age.• To know a noun is a place, name or thing.• Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender). Use simple adjectives (e.g. colours).• To know a verb is a 'doing' thing- what you do.• Use some simple verbs in the first person "I" form (e.g. I am, I can and I play).• Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.
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Year 4	Listening	Speaking	Reading	Writing
Year 4 Skills	<ul style="list-style-type: none"> Understand a few familiar spoken words and phrases. Understand short statements and simple questions. Understand clearly spoken text. Understand a range of familiar statements and questions Understand short phrases made up of familiar language. Understand a range of familiar spoken phrases. Understand instructions, messages and dialogues within short passages. Identify and note the main points. Understand basic imperatives. 	<ul style="list-style-type: none"> Answer simple questions and give basic information. Give short and simple answers to what I see and hear. Answer simple questions and give basic information. Use set phrases. Have a short conversation with 3-4 sentences. Ask and answer questions on familiar topics. Use short phrases to provide information. 	<ul style="list-style-type: none"> Read and understand short texts using familiar language. Understand short statements. Read aloud single words and phrases. Use books, a bilingual dictionary and glossaries to find the meaning of new words. Understand and read out familiar written phrases. Read and understand short texts using familiar language. Understand the main points from a short written text in a clear printed script. Identify dates, including day and month. 	<ul style="list-style-type: none"> Write 3-4 sentences to a familiar topic. Choose correct words to complete phrases/sentences. Copy short familiar phrases. Write or word process set phrases used in class. Write sentences on the topic of family with more grammatical accuracy Write a few short sentences with support, using familiar expressions. Fill in the words in a simple form. Write dates accurately. Awareness of differences between French and English (use of capitals, word order...).
Year 4 Substantive knowledge	<ul style="list-style-type: none"> Knows how to say numbers 1-100. To use a wider range of vocabulary to ask questions in the classroom Communicate a wider range of nouns Using adjectives to describe people. Use the first person Write longer phrases 			
Year 4 Disciplinary Knowledge	<ul style="list-style-type: none"> Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities). To know the stable order of number and the patterns. Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.) To know basic question starters such as who, what, where, why, when. Understand and communicate using a wider range of familiar nouns, including the correct article (e.g. classroom items, family members, food and drink). Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live). Understand and use verbs in the first person "I" form (perhaps also have a look at a fully conjugated regular verb and show where the first person "I" form is). 			



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| | <ul style="list-style-type: none">• Write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article. (NB: Be careful if introducing adjectives at this early stage as in most languages these will have to agree with the gender of the noun. Adjectival agreement should be covered in year 5 and in more detail again in year 6 as it requires a certain amount of linguistic maturity from the pupils). |
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Year 5	Listening	Speaking	Reading	Writing
Year 5 Skills	<ul style="list-style-type: none"> Understand a few familiar spoken words and phrases. Answer simple questions and give basic information. Listen out for key words and retrieve information in longer recorded messages about the weather. Repeat words and/or sentences modelled by the teacher, showing understanding with an action. Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. Understand instructions, messages and dialogues within short passages. Understand the main points from a short spoken passage made up of familiar language. Show some understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. Understand longer passages made up of familiar language in simple sentences. Identify main points and give a personal response to a passage. 	<ul style="list-style-type: none"> Say and repeat single words in short and simple sentences. Answer simple questions and give basic information. Ask and answer questions in the present tense, take part in structured conversations and alter model phrases to suit purpose. Present language to different audiences. Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers. Recognise a familiar question and respond with a simple rehearsed response. Repeat and say familiar words and short simple phrases, using understandable pronunciation. Use short phrases to give a personal response. Hold a simple conversation of 4-5 exchanges. Ask and answer questions on the current topic. Produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. Engage in short scripted conversations. 	<ul style="list-style-type: none"> Recognise and read out a few familiar sentences. Retrieve information from factual text. Independently use a glossary or dictionary to look up new words. Read and understand short texts made up of familiar language. Identify and note main points and give a personal response. Read independently and begin to use knowledge and strategies to understand unfamiliar language. Read and show understanding of more complex written phrases. Understand a factual text and note some of the main points. Read short passages and answer questions on what I have read. 	<ul style="list-style-type: none"> Write short sentences with support, using familiar expressions, connectives and/or subordinate clauses Write paragraphs made up of at least 45 sentences, using connectives. Copy simple vocabulary and write words from memory with plausible spelling. With support, substitute one element in a simple phrase to vary the meaning. Write about what I like and dislike on familiar topics. Write sentences to a model, manipulating language. Write a paragraph of about 3-5 sentences on a familiar topic. Write sentences, adapting the language I have learned. Use a dictionary to find the meaning of unknown words and to translate own idea Write words, phrases and short paragraphs and edit them.



Year 5 substantive knowledge	<ul style="list-style-type: none">• Use their SPAG knowledge to highlight the correct spelling.• Know what to include in a simple instruction• To say, read and write the day, number and month of the year.• Take part in conversations and present information• Read longer passages of text
Year 5 Disciplinary Knowledge	<ul style="list-style-type: none">• Understand and use the alphabet to assist the correct spelling and pronunciation.• Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).• To understand the importance of giving precise instructions- linked to computing curriculum.• Be able to say, read and write the date, including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as numbers 1-31 should be familiar.• Take part in conversations and be able to make simple statements and present information (e.g. weather, the date, what they wear at different times of the year or on different occasions).• Understand and communicate simple descriptions orally and in writing (the weather, a person, a place).• Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read.• Be able to listen to longer passages of text and answer questions about the passage they have read (e.g. what the weather is like on different days or in different areas of the country).• Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in activities. This can be done using familiar verbs such as “to wear” to describe what they and others are wearing.• Study cross curricular topics and use their subject knowledge to allow themselves to be challenged by longer passages of unknown texts or language. They should be able to use the language learning skills they have learned to help them decode meaning and gist from more complex passages.



Year 6	Listening	Speaking	Reading	Writing
Year 6 Skills	<ul style="list-style-type: none">Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.Understand a short passage made up of familiar words and basic phrases.Understand longer passages made up of familiar language in simple sentences.Identify the main points from a recorded passage.Identify and note the main points and give a personal response to a passage.Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.Understand the main points from a short passage made up of familiar words and basic phrases	<ul style="list-style-type: none">Say and repeat phrases with accurate pronunciation, using simple sentences.Engage in short scripted conversations speaking in longer sentences, learning to use particular sentence structures more flexibly to create my own sentence.Ask and answer simple questions on a very familiar topic.Engage in short scripted conversations giving readily understandable information.Use my knowledge of grammar to adapt and substitute single words and phrases.Engage in short 3-4 exchanges scripted conversations made of familiar language.Speak in longer sentences, learning to use particular sentence structures more flexibly to create my own sentences.	<ul style="list-style-type: none">Read longer texts aloud, containing taught phrases and vocabulary.Understand a short text made up of short sentences with familiar language on a familiar topic.Use a dictionary or word list.Use a bilingual dictionary or glossary to check the meaning of new words.Read familiar sentences aloud, containing taught phrases and vocabulary.Practise reading longer texts aloud, containing taught phrases and vocabulary.Use context and other strategies to work out unfamiliar words.Read independently.	<ul style="list-style-type: none">Write words with accurate spelling from memory.Write a few short sentences to a model.Write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.Write a few short sentences with support, using familiar language.Adapt taught phrases to create new sentences.Write a short, simple paragraph from memory, using simple sentences from one familiar topic with reasonable spelling?Write a short text on a familiar topic, adapting language already learned.Write a short text on a familiar topic, using connectives and adapting language already learned, with reasonable spellings?



Year 6 Substantive knowledge	<ul style="list-style-type: none">• Know the sequence of numbers and to understand the patterns they make.• To express opinions orally• To understand and use transactional language• Add adjectives to language• To read/listen to longer passages of text• To understand a fully conjugated verb.
Year 6 Disciplinary Knowledge	<ul style="list-style-type: none">• Understand numbers 1-1000 and use them in context (date, age, prices). Identify and tell the time.• Understand, express and be able to justify opinions orally and in writing (School subjects they like and dislike, leisure activities and food). Be able to express a statement in the positive and negative form (e.g. I like/ I don't like cheese).• Understand and use transactional language (e.g. role play in the shops or a cafe).• Use adjectives to make their sentences more descriptive (colour, size) with correct agreement of gender and singular or plural. Use connectives for more complex sentence building (e.g. after, and, also, later on, finally).• Be able to read or listen to longer passages of text and answer questions about the passage they have just read (e.g. what people do to stay healthy).• Study cross curricular topics and use their subject knowledge to allow themselves to be challenged by longer passages of unknown texts or language. They should be able to use the language learning skills they have learned to help them decode meaning and gist from more complex passages.• Understand what a fully conjugated verb looks like and understand all the personal pronouns.
	<ul style="list-style-type: none">• Be able to identify the stem and the ending of a verb in the infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb.

Knowledge Organiser

MFL

Year 5 - Term 1

My Family

What I should already know:

- the letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Early Learning' units, in particular from 'Je me présente' (how to say your name, age, where you live and nationality and numbers 1-20).
- What a verb is in English and be already familiar with the French high frequency verbs in first person singular form: je suis (I am), j'ai (I have), j'habite (I live) and je m'appelle (I am called).

What I should know by the end of this topic:

- Remember the nouns for family members in French from memory.
- Describe our own or a fictitious family in French by name, age and relationship.
- Count up to 100 in French.
- Understand possessive adjectives better in French ('my' form only).

Key skills I will develop are:

- nouns and determiners for several family members in French.
- to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French.
- to answer the question 'As-tu des frères et sœurs?' (Do you have any brothers or sisters?).
- to introduce family members, learning to use 'l'elle s'appelle' (he/she is called).
- to use my knowledge of larger numbers to be able to describe the age of family members.





Vocabulary

The vocabulary section contains three cards:

- phonics**: Focuses on letter sounds. It lists 'l' (like 'lille'), 'in' (like 'in'), 'le' (like 'le'), and 'que' (like 'que'). It also mentions 'silent letters' and provides a note: 'Please use notes that correspond about letters in French. The numbers 1-20 are used in the word family.' It includes a small illustration of a family.
- numbers**: Focuses on numbers 1-20 in French. It lists 'un', 'deux', 'trois', 'quatre', 'cinq', 'six', 'sept', 'huit', 'neuf', 'dix', 'onze', 'douze', 'treize', 'quatorze', 'quinze', 'seize', 'dix-sept', 'dix-huit', 'dix-neuf', 'vingt'. It also includes a small illustration of a family.
- grammar**: Focuses on possessive adjectives. It lists 'mon frère', 'ma sœur', 'mes grands-parents', 'je', 'il/elle'. It includes a small illustration of a family.

This is an example of a Knowledge organiser we use as part of our MFL curriculum. This is a Year 5 example. Year groups 3-6 will have these at the beginning of their learning each term.

Assessment for MFL

MFL EXIT TICKET	
What I learnt in today's MFL lesson:	
<div></div>	
How I feel about this topic so far (circle the face).	  

We use exit tickets at the end of each lesson as we feel that this allows children to reflect upon their learning, reinforce their learning from the session and allows teachers to respond and bridge gaps of those learners that need additional support.

We also track children's learning every long term (term 2,4,6) whether they are working towards, expected or working at greater depth.

Effective formative assessment in lessons ensures that any misconceptions or challenges are addressed in the moment. Oddizzi allows teachers to set challenges too for those children who are working at greater depth



Inclusion

Possible challenges for learning	Recommendations
<ul style="list-style-type: none"> • Remembering instructions • Decoding information • Knowing nouns/adjectives/verbs SPAG focus • Taking longer to sequence sentences • Reading texts • Organization • Coordination • Concentration • Working and long -term memory • Social communication • Wellbeing and self esteem • Audio/ oral challenges • Sensory challenges • Over stimulation • Dysregulation • Difficulties with pronunciation 	<ul style="list-style-type: none"> • Dyslexia friendly fonts • Different ways to represent sentences such as objects or stickers. • Language through colour • Coloured overlays for screens • Simple instructions • Chunked information • Rosenshine's method of short and frequent inputs/check ins • Repetition • Look to evaluate children's responses and check-ins for wellbeing • Colour code sentences and sequences • Practical opportunities available – moving bodies for instructions for example. • Other ways to represent learning though physical objects • Ear defenders/ headphones • Mainstream core standards • Instruments adapted for users for example using paper to section the keyboard or vice versa. • Memory breaks • Having word mats available for communication (Knowledge Organisers) • Support 1:1 and available spaces to practise