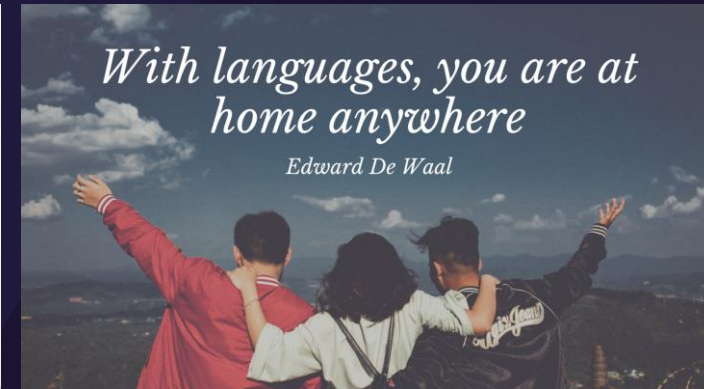
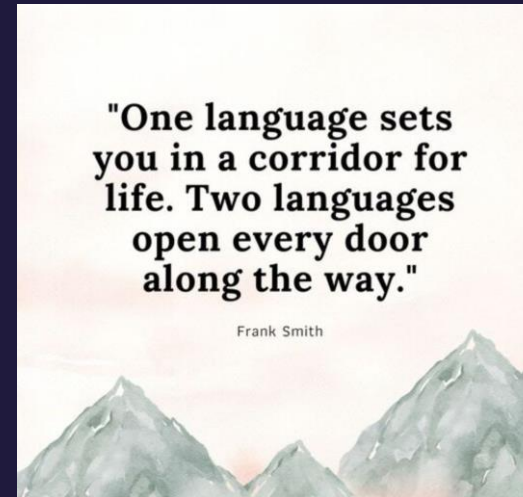
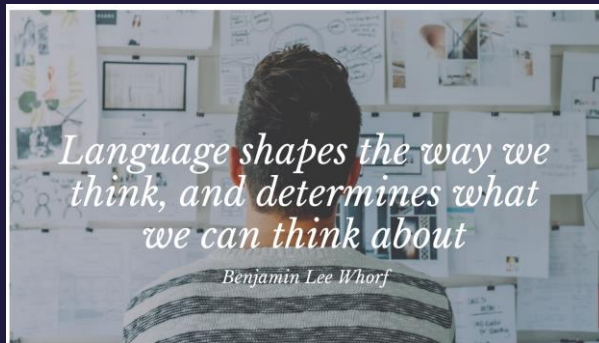




MFL Portfolio



This document is a work in progress and currently being developed further.

MFL Intent

The four key language learning skills; listening, speaking, reading and writing, will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

“You can never understand one language until you understand at least two”
Geoffrey Willans



MFL Implementation and Impact

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Using the 'Language Angels' scheme of work, units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'Language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (**speaking, listening, reading and writing**) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

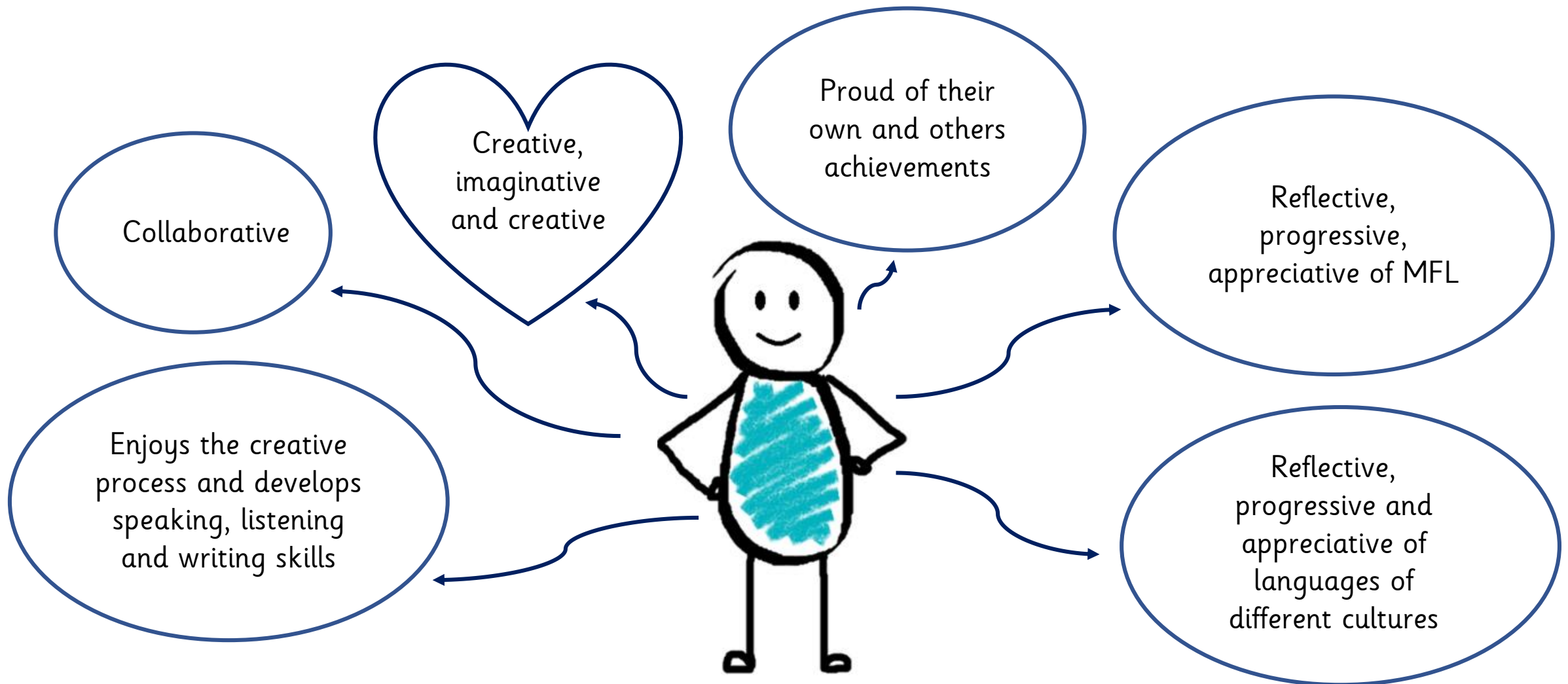
Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.





What a successful MFL student looks like:





SMSC and Global Citizenship in MFL:

	Spiritual development	Moral development	Social development	Cultural development
Definition	Explore beliefs and experiences; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect meaningfully on their own actions and the actions of others.	Recognise right and wrong; understand consequences; investigate moral and ethical issues, offer reasoned views.	Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.
Examples of SMSC in MFL	Pupils are taught to accept and embrace other languages and cultures through the teaching of MFL. In relation to this, pupils are educated on the religious beliefs and cultural traditions of the people in countries of the language they are learning, particularly in French (worldwide). Pupils are encouraged to be empathic to the cultures and beliefs of others and stereotypes challenged where necessary.	Stereotypes and intolerance are challenged through the teaching of language and culture. The MFL SoW covers many moral issues in a global society context, covering famous people (within a high moral context) to issues relating to the environment, equality of education within a global context, work opportunities, social mobility, travel as a means of exploring the world and the consequences of this.	Pupils are encouraged to work independently in lessons and proactively use the target language in classwork, whether through pair work, co-operative learning techniques or group work. Pupils are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Pupils are encouraged to experiment with language and learn from mistakes without seeing them as a barrier to learning and embrace others that try but fail. They are encouraged to use each other as a learning tool and develop social strategies for dealing with confrontational situations.	This is the 'bread and butter' of MFL teaching and learning. At all stages of MFL teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning, whether through lessons or international school trips. This is promoted through cross curricular activities / trips, covering historical, religious, geographical, social and ethical issues. Pupils are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant. Pupils are encouraged to discuss and challenge stereotypes within a national and international context. Media and new technology are encouraged to explore pupils' interest in language and culture in all aspects of their learning.



Equality and Diversity (including BV):

The MFL curriculum inspires students to explore culture and language as a means of discovering themselves, others, the world, and their role within the world. It strives to support all students to recognise their vital role within our world and, by exploring different languages and cultures, students experience the beauty of diversity and understand how diversity brightens our world. As international citizens and language learners, we continuously promote diversity, equality, and justice for all, ensuring that we seize every opportunity to create a safe space in which everybody recognises their value, feels comfortable to connect and collaborate with others, and can express their identity. Through this, we hope that everybody can confidently express their thoughts, feelings, and experiences so that we are a united and fair community that drives positive progress and enables everyone to thrive.

Some examples of how our MFL curriculum integrates Equality, Diversity and Inclusion may include:

- Celebration of diversity through events such as the European Day of Languages as our school grows
- Discussions about the evolutions of language and how language reflects different identities (such as subject pronouns in French)
- Study of authentic French sources that are written by diverse individuals and discuss equality, diversity, and inclusion.



Supporting children with SEND:

To overcome potential barriers within MFL, some pupils may need:

- Planning that supports individual needs including scaffolding to support them in achieving the lesson objective. Adjustments may need to be made to support learning
- Time for sensory exploration of materials, images and artefacts. Such as having the opportunity to learn about MFL through physical contact
- Tactile displays and clearly labelled resources
- Real objects related to the topic which they can explore using their senses, having time to examine the detail, bringing out ideas and feelings
- Encouragement through questioning to be creative and experiment with materials
- Visual pictures/images to support their learning of MFL and help to expand their vocabulary knowledge
- Different sized tools/mediums to create MFL, for example using ICT
- Specialist equipment, for example; long loop scissors, cutting tools and pencil grips
- To be provided with viewfinders and other templates to support learning
- A voice recording device to describe/explain their learning, or having their sentences scribed by an adult/peer
- Opportunity to explore and learn about MFL through stories, videos and role play
- Support from peers and adults



Examples of our MFL curriculum

Jevdi 29 Septembre

Nom: Martha INSTRUCTIONS: Circle the correct spelling of the phrase for each character.

 Je m'appelle Patrick.
J'a mappelle Patrick.
Je m'appelle Patrick.

 Je m'appelle Marie.
Je m'appelle Marie.
Je m'appelle Marie.

 Je m'appelle Cécile.
Je m'appelle Cécile.
Je m'appelle Cécile.

 J'e m'appelle Marc.
Je m'appelle Marc.
Je m'appelle Marc.

Et toi ? Comment tu t'appelles ? Martha



Nom: Martha INSTRUCTIONS: Separate out all of the words.

 je joue de la flûte à bec

 je joue du piano

 je joue de la guitare

 je joue du triangle

 je joue de la harpe

 je joue de la trompette

 je joue du violon

 je joue de la batterie

 je joue de la clarinette

 je joue des cymbales

We can name many objects in French, including animals, musical instruments and much more. We can put objects into simple sentences.



Introducing ourselves to new people in French and holding a simple conversation. Our lessons include both written and spoken French.

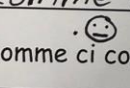
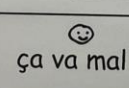
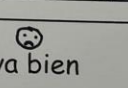
LANGUE ANGELS

Ça va?

Draw in how these people are feeling and write the matching phrase underneath each picture. The three phrases are provided in the box underneath to help you so use each one twice!

 ça va mal comme ci comme ça  ça va bien

 comme ci comme ça  ça va bien ça va mal

 comme ci comme ça  ça va mal  ça va bien



martha Je joue... Jeudi 2 février

du de la des

 du piano  de la harpe  des cymbales

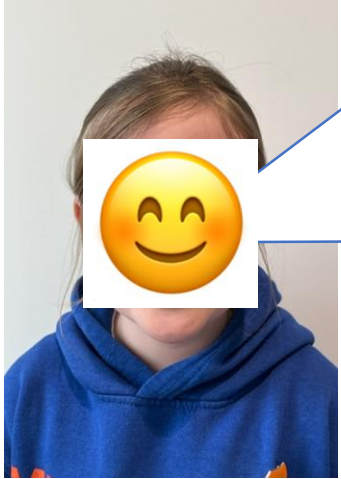
 du violon  de la trompette

 du triangle  de la guitare

 de la harpe  de la clarinette



What do pupils say?

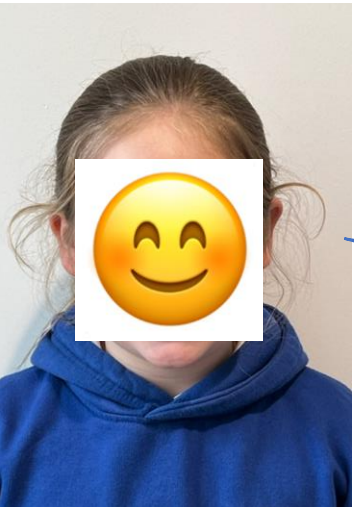
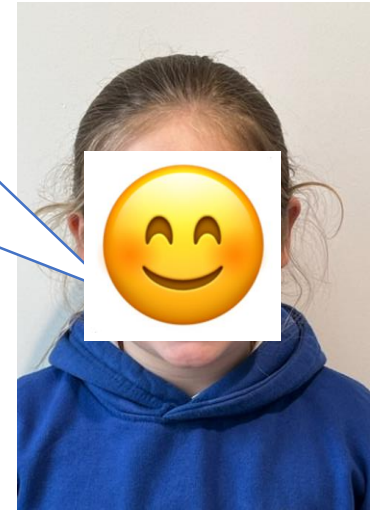


It's good that we are learning French, because if we ever go to live in France when we're older, we'll know how to speak it.



It is important because if a French person came to The Mease we would be able to have a conversation with them.

Our French lessons are good fun. I really like the challenge of learning something new.



It's useful because I'm going to Disney so I will be able to practice my French.

I like learning numbers and animals in French.



I'm excited to speak French when I go on holiday there next year.





How could I support my child at home?

- Encourage your child to watch TV shows or films in another language
- Get books, films and magazines from abroad if you go on holiday
- Download interactive language games for personal iPads or tablets
- Ask your child to say something in a foreign language every day
- Encourage your child to look for most popular singers and bands from other countries and play music from them at home



Useful websites and Apps:

1) French Clips – <https://www.bbc.co.uk/bitesize/subjects/zr8jmp3>

Collection of classroom clips for counting, playground games, food and drink, animals etc. Short clips 5 minutes each.

2) Rock and Learn – https://www.youtube.com/watch?v=uyHlcOX4FaE&list=PLjHgrj6tC7AYARa0e-9TWMEsObbiLBf5_&index=11&t=16s&spfreld

Learn French for Kids – Numbers, colours and more. Also more videos in playlist. 20 – 40 minutes.

3) Primary French Resources – http://www.primaryresources.co.uk/mfl/mfl_french.htm

Collection of French activities, games and resources. Numbers, letters, colours, weather, animals etc.

4) Numbers game – http://www.primaryresources.co.uk/mfl/flash/french_numbers.swf

French number game with audio options.

5) French Games – <https://www.french-games.net/frenchgames/sow-grow>

Selection of French games. More for children who can read.

6) BBC French – <http://www.bbc.co.uk/languages/french/talk/>

An introduction to French. Range of videos covering greetings, introductions, shopping etc.

7) French Stories – <https://www.thefrenchexperiment.com/stories>

Classic Traditional tales read out in French. – App available