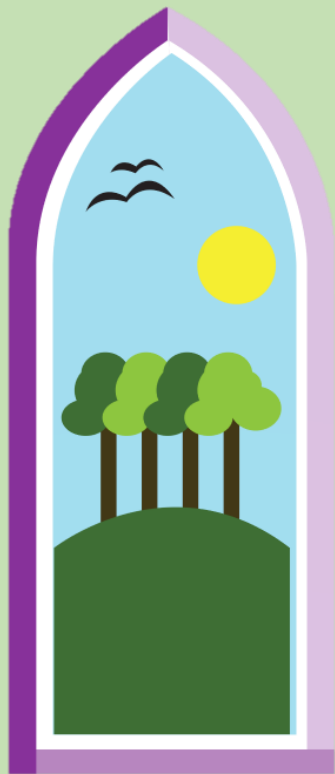




## Modern Foreign Languages



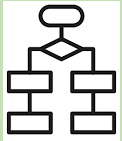
*Strength in difference, together we are one, together we fly high*

At Dunbury, we want to instil a love of language learning and an awareness of other cultures. We want our pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

Our vision of strength in difference, together we are one, together we fly high drives our French curriculum, aiming to develop a sense of how understanding similarity and difference in places and cultures brings communities together.



# MFL Structure



We organise our knowledge into key concepts



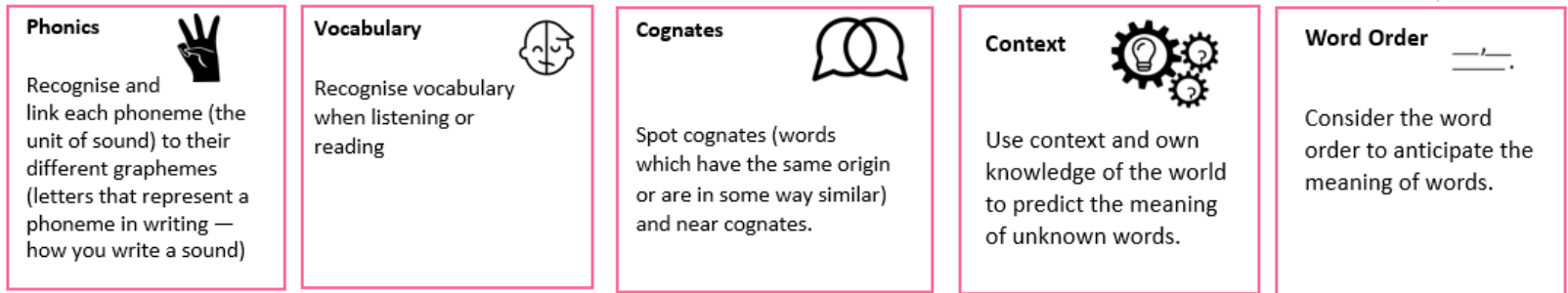
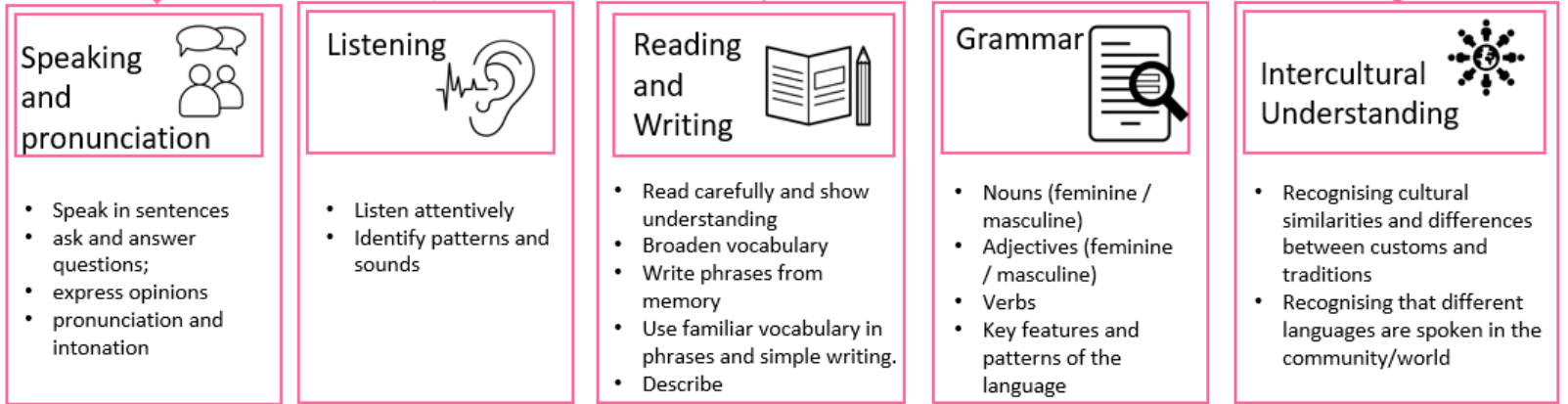
As linguists, we use these concepts to investigate.

Modern Foreign Languages

## French

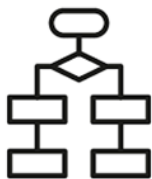


Language learning is the process by which we acquire the capacity to use language through speaking, listening, reading and writing.



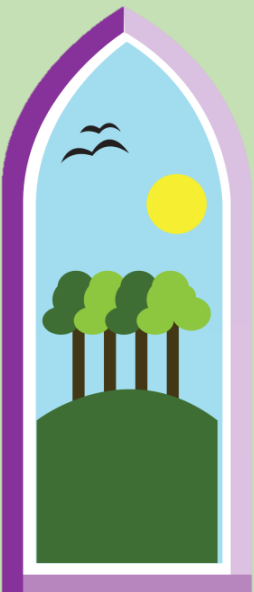







# MFL Concepts



## Key concepts

Key concepts support children in developing an understanding of their experience, a system of categorisation, and how they learn and use these systems. In this way, children build a schema of knowledge about some of the key themes through which they can reason and talk about the world and its diversity. Key concepts shape the overarching enquiry question for the spine. We have five main concepts in modern foreign languages which sub divide into further key concepts.



<b>Speaking and pronunciation</b> 	<b>Listening</b> 	<b>Reading and Writing</b> 	<b>Grammar</b> 	<b>Intercultural Understanding</b> 
<ul style="list-style-type: none"> <li>• <b>Engage in conversations;</b> ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• <b>Speak in sentences,</b> using familiar vocabulary, phrases.</li> <li>• Develop accurate <b>pronunciation and intonation</b> so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listen attentively</b> to spoken language and show understanding by joining in and responding.</li> <li>• Explore the <b>patterns and sounds</b> of languages through songs and rhymes and link to spelling, sound and meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> carefully and show <b>understanding</b> of words, phrases and simple writing.</li> <li>• <b>Broaden their vocabulary</b> and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• <b>Write phrases</b> from memory, and adapt these to create new sentences to express ideas clearly.</li> <li>• <b>Use familiar vocabulary</b> in phrases and simple writing.</li> <li>• <b>Describe</b> people, places and things and actions orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Feminine and masculine forms: nouns</li> <li>• Feminine and masculine forms: adjectives</li> <li>• Verbs (including conjugation and negation)</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising cultural similarities and differences between customs and traditions in France and England</li> <li>• Recognising that different languages are spoken in the community/world</li> </ul>



## MFL Concepts

### Disciplinary Concepts








Our curriculum is driven by curiosity, language and resilience. Pupils at Dunbury are encouraged to be curious about language and use the disciplinary concepts (working as a linguist) to support their approach, asking themselves: the main questions of:

- Which aspects of the language do I know?
- What can I draw on to search for meaning?

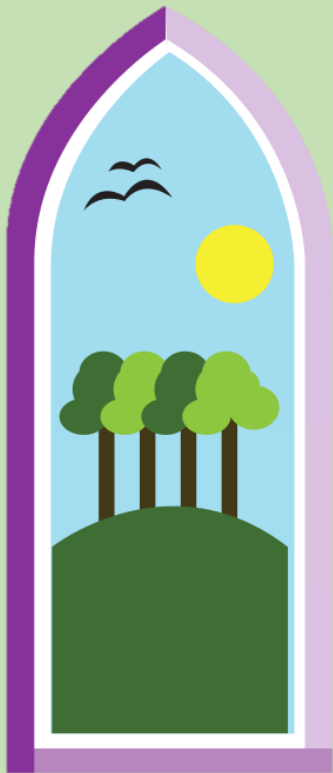
Supported further by asking:

- What vocabulary do I recognise?
- Are there cognates or near cognates?
- What is the context?
- How does the word order support my understanding?

<b>Phonics</b> 	<b>Vocabulary</b> 	<b>Cognates</b> 	<b>Context</b> 	<b>Word Order</b> 
Recognise and link each phoneme (the unit of sound) to their different graphemes (letters that represent a phoneme in writing — how you write a sound)	Recognise vocabulary when listening or reading	Spot cognates (words which have the same origin or are in some way similar) and near cognates.	Use context and own knowledge of the world to predict the meaning of unknown words.	Consider the word order to anticipate the meaning of words.



## MFL Progression



Children in Early Years and KS1 lay the first building blocks for learning a foreign language learning through investigating the underlying concepts and rules for effective communication both in spoken and written English. Children identify nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and build their understanding of their function in a sentence as the first steps toward developing confidence and fluency in developing their ability to communicate effectively in English as writers, readers, and speakers.



### **Novice**

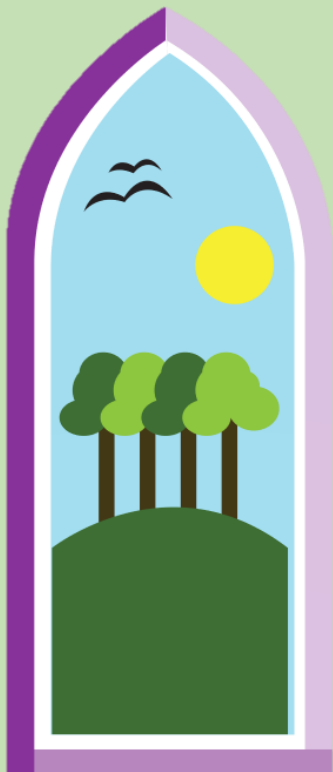
- listen attentively to spoken language and show understanding by joining in and responding in speech and in writing
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- understand basic grammar appropriate to the language being studied.

### **Expert**

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language
- develop a sound foundation of core grammar and vocabulary, including
  - identify and use tenses or other structures which convey the present, past, and future
  - manipulate a variety of key grammatical structures and patterns, including voices and moods
  - develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests
  - use accurate grammar, spelling and punctuation.







## MFL Implementation



### Planning:

Within the clear teaching sequence, individual lessons are designed around an enquiry question, which children are expected to be able to answer at the end of the lesson. Each lesson builds in small steps upon the previous, with prior learning referenced within the teaching sequence through a variety of means such as low stakes cumulative quizzing, structured talk and retrieval practice. This ensures that children are able to secure their learning in small steps, with teaching informed by continuous assessment of and for learning and misconceptions addressed at point in time. At the end of learning sequences, children use their accumulated knowledge to answer their key over arching enquiry question. Quizzes on essential knowledge are also sometimes used to support teacher understanding of their knowledge retention and to inform future planning.

Teachers plan lessons using a mastery teaching approach, driven by our curriculum drivers, following the sequence of learning indicated below:

Connect 	Curiosity 		Resilience 	Spoken Language 	
Activate prior learning	Learning questions shaped the disciplinary concept.	Explicit instruction and modelling by teacher.	Guided Practice so that all children can access independent practice	Independent practice with tasks that match the learning question. Structured in small steps	Structured reflection for children to talk about what they know and their developing schema.
Recalling previous pertinent knowledge and building blocks.	How does this new knowledge fit into my existing schema? How does it build to my final application questions?	What do I notice? How does this connect and build on my knowledge? What new vocabulary am I acquiring. What questions do I have? Do I feel confident enough to have a go?	How am I doing? How do I know? Are there sufficient models, examples and resources to help me have a go?	I can apply new learning through practicing what I was taught, shown or modelled.	I can talk about what I have learnt today, using new vocabulary and generalisations. I can talk about where my new knowledge fits into the spine and how it is building me within this discipline.



## MFL Impact

### **Vocabulary**

Vocabulary is an essential building block to enable children to access the curriculum; within French teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

### **Adaption for children with SEND**

Following the expectations laid out by the SEN Code of Practise, the following adaptations are made for individuals who need something that is addition to or different from others in the class. ([click here for document](#))

### **Impact**

At Dunbury, children's books show learning sequences that develop their linguistic and conceptual understanding through a variety of rich tasks that make them think hard. Recorded work evidences snapshots of the learning sequence, with rich vocabulary, guided and independent work. Independent work shows the children's understanding of the lesson question and gives a snapshot of their learning throughout the overall lesson. Learning sequences show that over time, children know more and can apply this knowledge across their wider learning in languages.

We use the laid out essential knowledge in the progression documents to set the standard that we expect children to reach by the end of EY, KS1, lower KS2 and upper KS2.

