

# Beaucroft School MFL Overview

**Rationale:** At Beaucroft School, it is our vision for every student to engage, enjoy and achieve, developing self-esteem and resilience in preparation for adulthood. We want our Beaucroft community to **THRIVE** and be **T**houghtful and caring **H**appy and Safe **R**esilient **I**ndependent **V**alued **E**mpowered.

At Beaucroft, we want our pupils to experience learning a foreign language as it will provide a valuable educational, social and cultural experience for our pupils. It will help them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives pupils a new perspective on the world, encouraging them to understand their own cultures and those of others.

We aim to foster pupils' curiosity and provide the foundation for future language study.

## Topic Knowledge

## Skills Progression

## Curriculum Sequence

All Pupils between and including Year 3 and Year 11 who are following our **semi-formal or formal** curriculum and are working at National Curriculum Level 1/Entry Level 1 in English, will have MFL included in their curriculum.

### Juniors

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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.

Vowels, greetings, numbers to 12, infinitive verbs, ages. Instructions, masculine and feminine verbs, Christmas songs, nouns, determiners, colours, describing, listening, nouns, days of the week, snacks, asking questions. Review greetings, numbers to 31, dates, seasons, birthdays, typical exclamations, using and applying dates, Christmas vocabulary, epiphany, shapes, combining colour and adjectives with shape, prepositions, facial features, parts of the body, family members, alphabet for spelling, asking questions, adjectives for hair and eyes, masculine and feminine language for hair and eyes, using and applying to describe families.

### Middle

### Seniors

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Reviewing classroom language, numbers , telling time, likes and dislikes, breakfast preferences, mealtimes, building sentences, sports, asking for and giving opinions about sports, talking about sports, expressions of frequency, pronouns, verb endings, faire, imperative verbs, likes and dislikes, musical preferences, new nouns, animals and instruments, asking questions, the verb 'jouer', new adjectives, using adjectives for preferences. Reviewing language, review months and seasons, weather phrases, seasonal vocabulary, geography of France and compass points, countries and flags, language and nationality, places to live, landmarks, poetry, French festivals, conversations, holiday vocabulary,