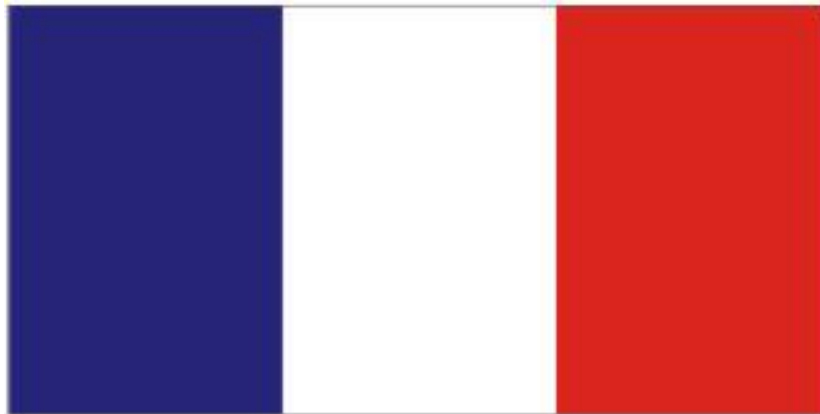


MFL at  
Almond Hill Junior School  
2024-2025



*"One language sets you in a corridor for life. Two languages open every door along the way."*

September 2024

**Curriculum development 2024-2025**

- Develop retrieval and 'sticky learning' within French lessons, outside use of Language Angels in line with whole school teaching and learning policy
- Develop assessment aligned with key milestones and established end points, in line with whole school teaching and learning policy

## Subject intent Statements

*By the end of KS2 children at Almond Hill will...*

- have the ability to listen attentively, show engagement and understanding by responding confidently to spoken language within a taught topic area. They will present information orally to an audience. Children will have developed a perseverance to demonstrate accurate pronunciation and intonation. They will have the opportunity to appreciate stories, songs, poems and rhymes in the language (**speaking and listening**).
- have an increased stamina for reading and writing. This will develop through KS2 from words to short phrases to sentences of varying length. Children will use their developed understanding of patterns and sounds together with school resources (including texts, dictionaries and working walls) to recognise when writing is in another language (**reading and writing**).
- have an open mind and appreciate French **culture** (or current MFL studied) and the differences between this and their own. Children will have an increasing awareness of current cultural climate. This includes principles and events of not only their own country and countries of languages studied but also **internationally** - of the wider world.
- the teaching will provide a balance of spoken and written language and will lay the foundations and curiosity for further language teaching and learning at Key Stage 3, including transferable skills to recognise patterns in phonics, pronunciation and grammar.

## Implementation

- Three units taught each year over 6 lessons each
- Two whole school events designed to promote languages enjoyment and immersion
- Displays and word banks in classrooms including current flashcards for the taught unit
- Books in the native language available in all classrooms
- Central French display with examples of lessons and outcomes

## Topics taught across the Key Stage

	Autumn	Spring	Summer
3	I am learning French  Event: Les Fruits	Les Animaux (Animals)	Je peux (I can...)  Story: Little Red Riding Hood
4	Je me présente (Presenting myself)  Event: Les Legumes	En Classe (In the Classroom)	La Date (The Date)  Story: Roule Galette
5	Quel temps fait-il? (What is the weather?)  Event: Au café	A L'école (At School)	Le Week-end (The Weekend)  Story: Goldilocks
6	Chez moi (My House)  Event: Healthy Eating	Les Jeux Olympiques (Olympic Games)	<i>Golden Threads Transition Project</i> Story: Puss in Boots

## Progression of skills

Year 3	Year 4	Year 5	Year 6
<p>Children will be able to recall taught vocabulary (noun – based) with increasingly improved language pronunciation beginning to acknowledge liaison</p> <p>They will read carefully and show understanding of words in written form</p> <p>They will understand basic grammar eg feminine, masculine and how to apply these, using verbs in the infinitive and that verbs can regular and irregular for instance, to build sentences; and how these differ from or are similar to English</p> <p>Children will listen attentively to spoken language and show understanding by joining in and responding</p> <p>Children will locate France, Paris and other locations on a map/atlas and identify cultural themes such as flags and anthems</p> <p>Children can discuss similarities and differences between England and foreign countries</p> <p>Children will match and write words</p>	<p>Children will be able to recall taught vocabulary with increasingly improved language pronunciation including impact of accents and link to some previously taught vocabulary</p> <p>They will read carefully and show understanding of words and phrases</p> <p>They will use and recognise basic grammar eg the conjugation of high-frequency verbs; gender and agreement; negative form</p> <p>Children continue to apply learnt vocabulary in varying conversational contexts including role play and link to some previously taught vocabulary</p> <p>They will speak in sentences, using familiar vocabulary, creating longer phrases using and &amp; but; basic language structures</p> <p>Children make international links through their exploration of foreign culture</p> <p>Children can discuss similarities and differences between England and foreign countries across greater contexts</p> <p>Writing phrases and making choices about words eg a noun and an adjective</p>	<p>Children will revise recall of taught vocabulary including nouns and verbs</p> <p>They will read carefully and show understanding of words, phrases and simple writing</p> <p>They will develop some understanding of basic grammar and key features and patterns of the language e.g cognates, adjectival agreement, regular irregular verbs, plural form of the verb</p> <p>Children will converse with confidence and accuracy in a range of contexts with guidance including giving descriptions</p> <p>Children continue to explore current cultural climate and can reflect on contexts with relevant detail</p> <p>Writing simple sentences and making choices about content</p>	<p>Children will revise recall of taught vocabulary including nouns and verbs and recycle these in new contexts</p> <p>They will read carefully and show increasing understanding using prior knowledge decoding longer texts using gist and cognates</p> <p>They continue to develop an understanding of basic grammar e.g. past tense verb endings, pronouns, prepositions and how to apply, for instance, to build sentences; and how these differ from or are similar to English</p> <p>Children will engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>Children continue to explore current cultural climate and can reflect on contexts with relevant detail links to Geography and PSHE</p> <p>Writing more complex sentences and making choices about content</p>