

Churnet View Middle School MFL Curriculum Intents.

The MFL curriculum at Churnet View has been developed to ensure all pupils have the opportunity to access learning another language. Learning another language will provide pupils with the culturally enriching opportunities which will help them understand their place in the multi-cultural society we live in by providing an opening into another culture. Our learning journeys are based around real world scenarios which are interesting and relatable to pupils allowing pupils to compare their learning with their own experiences of the world. Pupils are taught skills through speaking, listening, reading, writing and grammar to ensure they develop their linguistic competence alongside their grammar and vocabulary.

By the end of year 6

Our year 5 and 6 key stage 2 curriculum introduces and builds strong foundations of language learning Children will develop a love and interest in language acquisition and a developing knowledge of other cultures. This is achieved establishing a nurturing and 'safe to fail' learning environment where pupils a by following the requirements set out in the national curriculum. By the end of year 6 pupils should feel secure in understanding and responding to familiar spoken and written language though support will still need to be given at times. Spoken language will be with mostly accurate pronunciation and pupils will have a developing spontaneity to communicate what they want to say. All learning journeys are grounded in practical and relatable topics. Clear links are made with other subjects to promote transferable skills. As a result, pupils discover and see relevance in cultural comparisons, grammar skills and chosen vocabulary to develop a growing appreciation and confidence of the language studied.

Year 5: Throughout the year students will:

Understand and use a range of grammar skills, develop their vocabulary and apply their understanding through speaking, listening, reading and writing.

Grammar: Prepositional phrases, commonly used verbs and how their spelling changes, preferences/opinions/reasons, noun gender and adjectival use and agreement, common coordinating conjunctions, the word because, basic negatives

Vocabulary: Greetings and personal information, basic conversational phrases (including classroom language), places, directional language, free time activities, colours, basic descriptions of ourselves, basic opinions, numbers to 20, dates and seasons.

Speaking and Listening: Pupils will be introduced to basic pronunciation and phonics skills, simple conversations will be held and questions will be provided and answers heavily supported. Pupils will respond to short listening tasks containing familiar spoken language by native speakers.

Reading and Translation: Understanding and telling of a familiar story (A retelling of the Black Dog – English Link) Children will use their understanding of familiar language as well as that of cognates to translate simple phrases

By the end of year 8

Our years 7 and 8 key stage 3 curriculum builds upon the groundworks laid in key stage 2 and follows the requirements set out in the national curriculum and by the end of Y8 pupils will have taken steps towards being able and respond to a variety of authentically sourced spoken and written language. Pupils will have developed the confidence to communicate, in both oral and written form with increasing fluency and spontaneity, develop their understanding and use of key grammatical structures and develop appreciation for another culture All of these aims will help pupil's foster a love for learning languages which can be used as a solid foundation to build on further at the high school.

Year 7: Throughout the year students will:

Build on the foundations developed in key stage 2 to further expand their vocabulary and their understanding of grammar skills, Pupils will continue to apply their understanding through speaking, listening, reading and writing activities.

Grammar and Vocabulary:

Grammar: Noun gender, adjectival position and agreement, Composing questions, pronouns, cohesive devices, adverbials of place, adverbials of time, prepositions, first person reflexive phrases, negative language, opinions and reasons, conditional language, basic present, perfect and future tense skills.

Vocabulary: Describing ourselves and others, places in the town/ where we live, directions, school day, 12 hour time, opinion phrases, jobs and careers, healthy/unhealthy foods, healthy/unhealthy activities.

Linguistic Competence:

Speaking and Listening: Pupils will be confident in their pronunciation and understanding of phonics. Identification of silent letters, alternate sounds and accents will be more consistent. Simple conversations will be constructed independently with conversations increasingly becoming more spontaneous as question composition skills and use of conversational and cohesive language develops. Guidance on conversation structure will still need to be initially modelled.

<p>Pupils may start to use dictionaries to look up their own vocabulary but may need to be guided.</p> <p>Writing: Pupils will write in complete sentences. These will be heavily guided and may be simple in nature but most students will start to use simple conjunctions and other cohesive devices to add details to their sentences.</p> <p>Intercultural Understanding opportunities are planned throughout all lessons so that pupils learning is grounded and has real world relevance. Some of the opportunities for year 5 include: why we learn another language, comparisons of French texts to our own, traditional French songs, and a cultural comparison between sports and free time activities enjoyed by ourselves and our French peers.</p>	<p>Pupils will respond to longer native speaker listening tasks containing familiar cognate and non-cognate language and unfamiliar language.</p> <p>Reading and Translation: Pupils will read and understand texts of varying length and topic. They will apply and further develop translation skills developed in KS2 to translate sentences. Pupils will be able to answer comprehension questions in English and simple questions (containing familiar language) in French. Pupils will use dictionaries to look up their own vocabulary.</p> <p>Writing: Pupils will be guided to write longer quality responses applying their knowledge of grammar, vocabulary and cohesive devices. Over the course of the year pupils writing should be expected to become increasingly more independent.</p> <p>Intercultural Understanding opportunities are planned throughout all lessons so that pupils learning is grounded and has real world relevance. Some of the opportunities for year 7 include: Cultural study and comparison between Marseille and Leek, Cultural study and comparison between CVMS and comparable French Schools. Study and French cuisine and explore and compare to our own preferences. Compare our own free time activities to French peers.</p>
<p>Year 6: Throughout the year students will:</p> <p>Continue to develop their understanding and use of a range of grammar skills, continue to develop and broaden their vocabulary and apply their understanding through speaking, listening, reading and writing.</p> <p>Grammar: Adjectival agreement and position, noun gender, cohesive devices, pronouns, preferences, opinions and reasons, common coordinating conjunctions, the word because, common verbs and common irregular verbs, negatives.</p> <p>Vocabulary: Greetings, conversational phrases (including classroom language), Family and friends, the word have (avoir), Food and Drink, Countries and Nationalities. Basic descriptions of self and others, colours, common opinions and reasons.</p> <p>Speaking and Listening: Pupils will continue to develop and become more confident in their pronunciation and phonics. Pupils should be able to identify silent letters, and be increasingly aware of alternate sounds and accents. Simple conversations will be constructed using mostly given vocabulary. Pupils will respond to listening tasks containing familiar cognate and non-cognate language with increasing amounts of unfamiliar language, spoken by native speakers.</p> <p>Reading and Translation: Understanding and telling of a simple story (Les Amis de Berthe) Children will use their understanding of familiar non-cognate language as well as that of cognates to translate simple phrases</p>	<p>Year 8: Throughout the year students will:</p> <p>Look to develop confidence in recall and use of familiar and common language. Pupils should become more accurate with the use of grammar in their communications particularly in the use of tenses, cohesive devices and descriptions. Pupils will continue to apply their understanding through speaking, listening, reading and writing activities.</p> <p><u>Grammar and Vocabulary:</u></p> <p>Grammar: noun gender, adjectival agreement and position, present tense, perfect tense using avoir and être, near future tense, pronouns, reflexive language, negative phrases, conditional language, detailed/ personalised opinions and reasons.</p> <p>Vocabulary: Free time Activities, Jobs around the house, daily routine (outside of school), Jobs and careers, opinion and reason phrases, Paris (places, conversational phrases.) .</p> <p><u>Linguistic Competence:</u></p> <p>Speaking and Listening: Pupils will be confident in their pronunciation and understanding of phonics. Identification of silent letters, alternate sounds and accents will be more consistent and accurate. Simple conversations will be constructed independently and accurately with increasing spontaneity. Though in these circumstances some errors may occur and further support may be needed. Guidance on conversation structure will still need to be initially modelled. Pupils will respond to longer native speaker listening tasks containing familiar cognate and non-cognate language and unfamiliar language.</p>

<p>independently. Pupils will be able to answer simple comprehension questions. Pupils will use dictionaries to look up their own vocabulary.</p> <p>Writing: Pupils will write in complete sentences. These will be initially guided but will be increasingly independent. Pupils will use simple conjunctions and cohesive devices to meaningfully extend their sentences.</p> <p>Intercultural Understanding opportunities are planned throughout all lessons so that pupils learning is grounded and has real world relevance. Some of the opportunities for year 6 include: why we learn another language, comparisons of French texts to our English texts, Exploring French food and Drink, Discovering France and French speaking countries around the world.</p>	<p>Reading and Translation: Pupils will read and understand texts of varying length and topic. Pupils will be able to answer comprehension questions in English and in French but some misunderstandings may still occur. Pupils should be able to translate longer texts with increasing accuracy. Pupils will use dictionaries independently to look up their own vocabulary and to suggest alternatives..</p> <p>Writing: Pupils will be guided to write longer quality responses applying their knowledge of grammar, vocabulary and cohesive devices. For shorter writing, pupils are showing an increasing independence and can support themselves in correcting vocabulary choice and spelling when prompted.</p> <p>Intercultural Understanding opportunities are planned throughout all lessons so that pupils learning is grounded and has real world relevance. Some of the opportunities for year 8 include: Extreme sports and hobbies, cultural comparison of common daily routines and chores of French peers compared to our own, world of work and careers that value languages, Paris landmarks and relatable scenarios.</p>
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