



MFL at the Unity Federation



Intent

Our Statement

At Unity Federation, we adopt Wittgenstein's adage, that 'the limits of our language are the limits of our world'. Learning to speak a foreign language should broaden our students' horizons and their consciousness. It should provide choices for future aspirations, whether it is to travel or live abroad, or to study languages in further education, eventually opening the door to areas of academia where the research is not primarily in English. The discipline also endows students with a conscious understanding of how languages work, supporting the learning of their native tongue, and of new languages encountered in Secondary education. Our intention is that all students will be able to communicate with confidence in a foreign language, expressing their thoughts and ideas and be able to respond to its speakers, in speech and in writing. Finally, we hope through the teaching of languages, to instil in our children an empathy, openness and curiosity for cultures, ways of thinking, beliefs and traditions other than their own, both in the U.K and abroad.



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Our Statement

At Unity Federation, we currently have a range of expertise in a range of languages, including French, Spanish, German, Greek and Latin. We believe in providing an immersive experience, where children have plenty of opportunity to encounter the language, rehearse it and then recall it appropriately in context. We use the national curriculum programmes of study, as well as the Primary Languages Strategy and Framework, to ensure a progression of skills across Key Stage 2, corresponding to the 'preliminary' and 'breakthrough' stages of the Languages Ladder. Children practise listening to the target language through songs, film and sound clips, orally rehearse phonics and sentence structures, read short extracts and also learn grammatical structures. Opportunities are provided to learn cooperatively, to practise asking and answering questions, building up elements that lead towards conversation. We fully imbed languages through the Chris Quigley curriculum, so that all children are inspired to be the best they can be, and are supported appropriately.



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IMPLEMENTATION *continued*

The Threshold Concepts

Our planning and assessment in MFL is structured around 4 main concepts

Listen

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

Read

Read carefully and show understanding of words, phrases and simple writing,

Appreciate stories, songs, poems and rhymes in the language

Write

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

Speak

Engage in conversations; ask and answer questions;

Express opinions and respond to those of others;

Speak in sentences, using familiar vocabulary, phrases and basic language structures



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IMPLEMENTATION *continued*

The Teaching and Learning

Our curriculum is split into three milestones, one for each of our three mixed age classes. Teachers, use the threshold concepts to plan suitably challenging learning for the children in their class.

Milestone 2

	Autumn	Spring	Summer
Year A	Bonjour Mon Corps	Ma Famille Encore!	Les Fetes On Mange
Year B	En Classe Les Animaux	Bon Anniversaire Quelle Heur est il?	Ou vas-tu Le cirque
Year C	Bonjour Mon Corps	Ma Famille Encore!	Les Fetes On Mange



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IMPLEMENTATION *continued*

The Teaching and Learning

Milestone 3

	Autumn	Spring	Summer
Year A	Bonjour Mon Corps	Ma Famille Encore!	Les Fetes On Mange
Year B	Salut/La Nouriture	En Vacances/Le weekend	Ma Journee/Le Sports
Year C	A lecole/ En ville	Chez Moi/Les Vetements	Les Transports/On va Faire la fete



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IMPACT

At the Unity Federation we know nothing is learned unless it rests in pupils' long-term memories.

This does not happen, and cannot be assessed, in the short term. So to measure the impact of our history curriculum we try to explore the answers to two main questions:

- How well are pupils coping with the curriculum content?
- How well are they retaining previously taught content?

We explore this through:

Assessing Learning:

Before, during and after lessons.
Using the assessment statements
for each milestone.

Monitoring:

Subject leadership monitoring
and Governor monitoring, fol-
lowing our monitoring schedule.



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IMPACT *continued*

Progression through the milestones

N.C.P.O.S	Milestone 2	Milestone 3
<p>Listen</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Listen and respond to simple rhymes stories and songs</p> <p>Listen and understand classroom language, instructions and praise words</p> <p>Identify specific sounds and phonemes</p> <p>Listen for specific words and phrases</p> <p>Listen to for the rhyme and rhythm of sounds/ phonemes</p> <p>Recognise commonly used rhyming sounds</p> <p>Use previous knowledge to determine meaning</p> <p>Recognise and respond to sound patterns and words</p>	<p>Listen attentively and understand more complex phrases and sentences</p> <p>Understand the main points in a spoken story, song or passage.</p> <p>Listen for clues to meaning ie key words, tone of voice</p>



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IMPACT *continued*

Progression through the milestones

N.C.P.O.S	Milestone 2	Milestone 3
<p>Read Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>Recognise some sounds/phonemes in written form</p> <p>Read and understand the main points in short written phrases</p> <p>Follow a short familiar text or traditional tale, listening and reading at the same time</p> <p>Use a translation dictionary or glossary to look up new words</p> <p>Recognise some familiar words in written form</p> <p>Use the context of what they read to infer meaning</p> <p>Compare the language with English</p> <p>Recognise that foreign language texts often have the same conventions in style and layout as English texts</p> <p>Apply phonic knowledge to support reading</p>	<p>Re-read frequently a variety of short texts</p> <p>Read and understand the main points, details and opinions from short passages and from longer texts</p> <p>Use context and previous knowledge to help understanding and reading skills</p> <p>Show confidence in reading aloud with increasing accuracy of pronunciation.</p> <p>Use dictionaries or word banks to support reading</p> <p>Identify text types and read for pleasure or information</p> <p>Use knowledge of word order and sentence construction to support comprehension</p> <p>Apply phonic knowledge to unknown words</p>



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IMPACT *continued*

Progression through the milestones

N.C.P.O.S	Milestone 2	Milestone 3
<p>Write</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing</p>	<p>Make links between phonemes, rhymes and spellings</p> <p>Experiment with writing simple words</p> <p>Write simple words, phrases using models and some words from memory</p> <p>Write sentences to express personal experiences and responses.</p> <p>Write short phrases from memory using phonic knowledge to support spelling</p> <p>Begin to understand some of the rules of word order.</p>	<p>Write simple sentences, dialogues or short passages, using the accumulated language and structures from a topic</p> <p>Manipulate language by changing an element in a spoken or written sentence</p> <p>Recognise and use negatives and verb inflections relating to person and number</p> <p>Apply knowledge of grammar and syntax when building sentences</p> <p>Write sentences on a range of topics using models</p> <p>Use previous knowledge of context words, sentence constructions and grammar to construct more extended pieces with support.</p> <p>Use knowledge of text types and conventions to produce whole texts, such as a letter.</p> <p>Evaluate work</p>



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IMPACT *continued*

Progression through the milestones

N.C.P.O.S	Milestone 2	Milestone 3
<p>Speak</p> <p>Engage in conversations; ask and answer questions;</p> <p>Express opinions and respond to those of others;</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally and in writing</p>	<p>Imitate pronunciation of sounds</p> <p>Understand the main points from spoken passages.</p> <p>Take part in simple discussions or communicative tasks using single words, phrases and short sentences</p> <p>Use question stems and negative forms in answers</p> <p>Practise speaking with a partner</p> <p>Ask and answer simple questions on several topics or interests</p> <p>Memorise and present a short spoken text</p> <p>Ask others to repeat words or phrases if necessary.</p> <p>Demonstrate a growing vocabulary</p>	<p>Give a short prepared talk that includes opinions.</p> <p>Prepare and practise a simple conversation reusing familiar vocabulary and structures</p> <p>Use spoken language to discuss recent experiences, future plans, everyday activities or interests.</p> <p>Vary language, integrating new vocabulary and produce extended responses.</p> <p>Develop accuracy in pronunciation and intonation and be understood with little or no difficulty.</p> <p>Ask for repetition and clarification</p> <p>Reflect on techniques for memorising language</p> <p>Adapt language from one topic to another</p>