

## MFL

<p style="text-align: center;"><b>Vision and approach for MFL</b></p> <p>MFL at Swanmore Primary enables pupils to express their ideas in French and communicate for practical and creative purposes. The children acquire learning strategies for memorisation and retrieval as well as for listening, reading and understanding. They experience a progressive range of opportunities to hear, speak, read and write in French using knowledge of grammar and key language features.</p>	<p style="text-align: center;"><b>Key Concepts</b></p> <p>Vocabulary Grammar Speaking Listening Reading Writing</p>	<p style="text-align: center;"><b>Content and Sequencing</b></p> <p>Teaching of MFL begins in Key stage 2. In Year 3, the children begin to learn French with a focus on speaking and listening. By Year 6, the children are able to speak and write sentences creatively, demonstrating a knowledge of grammar, vocabulary and the language patterns of French, as they tackle more challenging language projects which consolidate their previous learning. They gain a grasp of the key sounds in French and their corresponding graphemes and apply this knowledge when speaking, listening, reading and writing</p>
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### Curriculum Drivers

Motivation	Reflection	Perseverance	Independence	Curiosity
<p>Motivation is shown through fun and interactive activities that make learning a new language enjoyable. Teachers often use songs, games, role-play, and storytelling to help pupils practise vocabulary and phrases in an engaging way. Visual aids, actions, and digital resources are also used to support understanding and keep lessons lively. By celebrating small successes and encouraging communication, pupils feel confident and motivated to take part and experiment with the new language.</p>	<p>Reflection is shown when pupils think about what new words and phrases they have learned and how well they can use them. Teachers often include activities where children review vocabulary, practise pronunciation, or discuss which parts of a lesson they found easy or challenging. Pupils may also use simple self-assessment tools, such as thumbs up or traffic light systems, to show their confidence. This helps them recognise their progress and identify areas they need to improve in their language learning.</p>	<p>Perseverance is shown when pupils keep practising new vocabulary and sentence structures even when they find them difficult. Children may need to repeat words, practise pronunciation, and revisit earlier learning to build confidence and accuracy. Teachers encourage this by using regular repetition, games, and supportive correction, helping pupils understand that making mistakes is part of learning a new language. Over time, pupils develop resilience and become more confident in using the language.</p>	<p>MFL teaching and learning deepens knowledge of key concepts so that learning is accessible and memorable through regular, bite size sessions. This allows children to build confidence and persevere with their learning.</p>	<p>MFL teaching and learning promotes a positive attitude to another culture supporting the children to develop respect towards difference and recognition of similarity.</p>

<b>Links with Mathematics and English</b>	<b>Progressive</b>	<b>Inclusive</b>
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<p>Opportunities to apply their English skills:</p> <ul style="list-style-type: none"> <li>➤ Using knowledge of sentence structures and grammar <ul style="list-style-type: none"> <li>➤ Use knowledge of phonics, spelling and vocabulary in English to make connections with French</li> </ul> </li> </ul> <p>Opportunities to apply their Mathematics skills:</p> <ul style="list-style-type: none"> <li>➤ Numbers and simple calculations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learning begins with a focus on listening and speaking progressing to reading and writing tasks and projects</li> <li>➤ Children can talk confidently about key vocabulary at each stage of their learning</li> <li>➤ There is evidence of children applying their understanding either through conversation, reciting rhymes and songs, or in written work</li> <li>➤ Increasingly challenging structures are used by the children when speaking and then writing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Opportunities to vary support are identified in lesson plans</li> <li>➤ Sound cards, word banks and flipcharts are used regularly in lessons to engage and enable access for all</li> <li>➤ Opportunities to learn through songs, rhymes and stories offer a variety of stimuli for learning in addition to conversation, reading and writing</li> <li>➤ Children have opportunities outside of lessons to consolidate and review their language learning</li> </ul>
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