

KS3 MFL

In learning a modern foreign language students will develop their knowledge and understanding of another language and culture. Students will develop an interest in learning other language. Students will develop their awareness of cultural differences in other countries and a greater understanding of cultural practices in this country. Students will develop their speaking and listening skills and gain a better understanding of the English language and its grammar system.

Students will know and understand how to:

- ask and answer basic questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand some basic grammar;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

RRS Articles: *This unit of work is linked to **Articles 29** of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment*

	<u>Progression step 1-3</u>	<u>Progression step 4-6</u>	<u>Progression step 7-8</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>
Key Learning Strand: Listening and responding							
<u>Subject specific knowledge</u> Listening and responding <u>What do pupils need to know?</u>	Students know how to respond to familiar activities and experiences.	Students identify sounds heard in the French language. Students associate actions with French words accompanied with gesture. Students are familiar with some rhymes and songs in the French language.	Students recognise some key words and phrases in the target language.	Students recognise a few familiar spoken words and phrases.	Students recognise a range of familiar spoken words and phrases.	Students recognise some familiar language in short spoken passages, repeated if necessary.	Students recognise most familiar language in short spoken passages, repeated if necessary

<p><u>Subject specific skills</u></p> <p>Listening and responding</p> <p><u>What do pupils need to be able to do?</u></p>	<p>Students encounter activities and experiences in the French language and with support respond appropriately.</p>	<p>Students attempt to repeat, copy or imitate some sounds heard in the target language.</p> <p>Students may perform familiar or simple actions on request using repetition, sign or gesture as prompts.</p> <p>Students listen and may respond to familiar rhymes and songs in a foreign language.</p>	<p>Students introduce themselves by name in response to a question in the French language.</p> <p>Students listen, attend to and follow familiar interactions in the French language.</p> <p>Students understand the English meaning of a few words presented in a familiar context with visual clues spoken in French.</p>	<p>Students understand speech spoken clearly, face to face or from a good-quality recording.</p> <p>With support such as gesture and repetition, students understand and respond to familiar words or short phrases.</p>	<p>Students understand a range of familiar phrases spoken clearly and repeated if needed.</p>	<p>Students understand the main points from short, spoken passages that use familiar language.</p> <p>Students identify and note personal responses to short spoken passages.</p>	<p>Students understand some detail from spoken passages that use familiar language in short simple sentences.</p>
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Key Learning Strand Speaking							
	<u>Progression step 3-4</u>	<u>Progression step 5-6</u>	<u>Progression step 7-8</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>
<p><u>Subject specific knowledge</u></p> <p>Speaking</p> <p><u>What do pupils need to know?</u></p>	<p>Students are familiar with when they are expected to respond to a familiar person, activity, object or word.</p> <p>Students remember learned responses over more extended periods.</p>	<p>Students recognise simple questions.</p>	<p>Students understand one or two simple classroom commands.</p>	<p>Students know the single words and short simple phrases to use in response to what they see and hear</p>	<p>Students know how to answer simple questions and provide basic information. They know how to respond to what they see and hear, and know some set phrases. Students are aware of the sound patterns of the French language</p>	<p>Students are familiar with the vocabulary and structure of simple question.</p> <p>Students recognise simple questions with the support of visual cues.</p>	<p>Students have a growing knowledge of the grammar of the French language.</p> <p>Students know which words they can substitute in a phrase or sentence.</p>
<p><u>Subject specific skills</u></p> <p>Speaking</p> <p><u>What do pupils need to be able to do?</u></p>	<p>Students begin to communicate intentionally in MFL sessions, seeking attention through eye contact, gesture or action.</p> <p>Students request events or activities, by using gesture or by pointing at</p>	<p>Students attempt one or two words in the French language in response to cues in a song or familiar phrase.</p> <p>Students respond to simple questions, requests or instructions about familiar events or</p>	<p>Students respond briefly to one or two simple classroom commands using single words, signs or symbols.</p> <p>With some support, students use a 1-3 word string for a purpose,</p>	<p>With visual clues and other support, students say single words and short simple phrases in response to what they see and hear.</p>	<p>Students answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of the sound patterns</p>	<p>Students ask and answer simple questions and talk about their interests.</p> <p>Students participate in brief prepared tasks, using visual or other clues to help them initiate and respond.</p>	<p>Students take part in simple conversations, supported by visual or other cues, and express their opinions.</p> <p>Students begin to use their knowledge of grammar to adapt and substitute single words and phrases.</p>

	<p>objects and people familiar to them in MFL sessions.</p> <p>Students follow the sequence of a familiar routine in MFL sessions and respond accordingly.</p>	<p>experiences possibly responding through vocalisation, sign or gesture.</p> <p>Pupils respond to others in a group using repetition, gesture, facial expression and/or intonation to enhance meaning.</p> <p>Pupils communicate positives and negatives in response to simple questions.</p>		<p>Students attempt to pronounce words correctly.</p>	<p>of the French language and their meaning is clear.</p>	<p>Students use short learned phrases to express personal responses.</p> <p>Students occasionally substitute items of vocabulary to vary questions or statements.</p>	<p>Students generally pronounce words accurately and they show some consistency in their intonation.</p>
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Key Learning Strand: Reading and responding

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<p><u>Subject specific knowledge</u></p> <p>Reading and responding</p> <p><u>What do pupils need to know?</u></p>		<p>Students recognise familiar words, actions or objects presented in the French language.</p>	<p>Students begin to recognise a number of key words.</p>	<p>Students recognise a few familiar words and phrases presented in clear script in a familiar context.</p>	<p>Students recognise familiar written phrases</p> <p>Students know that they can use books, glossaries or dictionaries to find out the meanings of new words.</p>	<p>Students are able to identify the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences.</p> <p>Students know how to use a bilingual dictionary or glossary to look up new words.</p>	<p>Students are able to identify some detail in short written texts in clear printed script made up of familiar language in simple sentences.</p> <p>Students know they can use context to work out the meaning of unfamiliar words</p>
<p><u>Subject specific skills</u></p> <p><u>Reading and responding</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p>Students begin to respond to options and choices with actions or gestures,</p> <p>Students show or give an object in response to a request written in the target language.</p>	<p>Students match and select symbols for familiar words, actions or objects presented in the French language.</p>	<p>With the support of visual cues if needed, students read out a few familiar words presented in clear script in a familiar context.</p>	<p>With the support of visual cues if needed, students read out a few familiar words and phrases presented in clear script in a familiar context.</p>	<p>Students understand familiar written phrases.</p> <p>Students match sound to print by reading aloud familiar words and phrases.</p> <p>Students use books, glossaries or dictionaries to find out the meanings of new words.</p>	<p>Students show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences.</p> <p>Students are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words</p>	<p>Students show that they understand the main points and some of the detail in short written texts from familiar contexts.</p> <p>When reading on their own, as well as using a bilingual dictionary or glossary, students begin to use context to work out the meaning of unfamiliar words</p>

Key Learning Theme: Writing

<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> <p><u>Writing</u></p>	<p>Students begin to recognise familiar words, symbols or objects presented in the French language.</p>	<p>Students recognise familiar words, symbols, actions or objects presented in the French language.</p>	<p>Students know how to write a number of key words.</p>	<p>Students know how to form letters used in the French alphabet.</p>	<p>Students know how to form a simple sentence in the French language.</p>	<p>Students have a repertoire of a key French phrases.</p>	<p>Students memorize an increasingly wide range of vocabulary.</p> <p>Students have a growing knowledge of the grammar of the French language.</p> <p>Students know how to use dictionaries or glossaries to check words they have learnt</p>
<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p> <p><u>Writing</u></p>	<p>Students begin to select a familiar word or symbol to answer questions or complete a statement target language.</p>	<p>Students match and select symbols for familiar words, actions or objects presented in the French language.</p>	<p>With some support, students use a 1-3 word string for a purpose,</p>	<p>Students write or copy simple words or symbols correctly.</p> <p>Students label items and select appropriate words to complete short phrases or sentences.</p>	<p>Students write one or two short sentences, following a model, and fill in the words on a simple form with spelling approximate to the correct form.</p> <p>Students label items and write familiar short phrases correctly.</p>	<p>Students write a few short sentences, with support, using expressions that they have already learnt.</p> <p>Students write personal responses to questions.</p> <p>Students write short phrases from memory and their spell words in a manner that is understandable.</p>	<p>Students write short texts on familiar topics, adapting language that they have already learnt.</p> <p>Students draw largely on memorised language.</p> <p>Students begin to use their knowledge of grammar to adapt and substitute single words and phrases.</p> <p>Students begin to use dictionaries or glossaries to check words they have learnt.</p>
<p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p>	<ul style="list-style-type: none"> • Watch & listen to rhymes and songs • Paired interviews / hot seating • Role play situations • Use ICT, sound buttons etc • Use French texts eg <i>Grand Monstre Vert, Couleurs</i> etc 						

Resources

Espresso -

Take 10 French Phonics

Take 10 French activities

Interactive Velcro family tree

Family members puppets

Interactive Velcro body and faces

Interactive dice & various themed inserts

Beret

Boules

French Games & activities

Role play café resources with red & white check tablecloth, till and Euros

Evidencing Work

Photographic & video evidence

Differentiated worksheets