

'Language is the roadmap of a culture. It tells you where people came from and where they're going...' Rita May Brown

MFL: Phase 5 (Y12 - 13) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> Literature in French is the same as English literature in terms of authorial intent and contextual influence. French speaking society has been shaped, socially and culturally, just like English speaking societies, and it continues to change. <p>Cultural Knowledge</p> <ul style="list-style-type: none"> Recent (20th century onwards) social trends in Francophone countries (family life, technology, voluntary work) Recent (20th century onwards) social issues in Francophone countries (diversity, socio-economic divisions, crime) Artistic culture in Francophone countries (pride in cultural heritage, music, cinema) Political culture in Francophone countries (teenagers and the right to vote, political engagement, demonstrations, strikes, immigration) <p>Linguistic knowledge</p> <ul style="list-style-type: none"> A firm understanding of grammatical systems and structures (recognition and production) including all tenses Knowledge of pronunciation, morphology and syntax 3000+ word vocabulary to include theme-specific vocabulary, adjectives and adverbs, connectives and conjunctions, time phrases, intensifiers, opinions and negative structures 	<p>Reading</p> <ul style="list-style-type: none"> Access a wide variety of texts using an ever increasing vocabulary Translate passages (minimum 100 words) into English Read and respond to a variety of extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts Infer meaning from complex written material, including factual and abstract content Understand the main points, gist and detail from written material <p>Listening</p> <ul style="list-style-type: none"> Understand and respond in French to a passages for a range of purposes at native speed Understand the main points, gist and detail from written material Infer meaning and from complex spoken material, including factual and abstract content <p>Writing</p> <ul style="list-style-type: none"> Translate accurately into French Respond to a variety of texts (as above) Demonstrate critical appreciation for form, context, purpose etc. Summarise information from written sources, reporting key points and subject matter in writing <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer questions, express thoughts and feelings, present viewpoints, develop arguments, persuade, and analyse and evaluate in speech, including interaction with speakers of French Use language spontaneously to initiate communication, justify complex points of view, disagree and challenge. Demonstrate appropriate linguistic knowledge

'The dictionary is based on the hypothesis – obviously an unproven one – that languages are made up of equivalent synonyms' Jorge Louis Borges

MFL: Phase 4 (Y9 - 11) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • Colloquial, idiomatic French exists and allows for more authentic communication. <p>Cultural Knowledge</p> <ul style="list-style-type: none"> • Pupils will be able to research and reference at least one representative of French expression from each medium (novel, poetry, play, non-fiction, music) <p>Linguistic knowledge</p> <ul style="list-style-type: none"> • Firm understanding of more complex grammatical systems and structures (recognition and production) to include all tenses • 2000+ word vocabulary across the 3 topics of Identity & Culture, Local and Global issues and School, Study & Work and adjectives and adverbs, connectives and conjunctions, time phrases, intensifiers, opinions and negative structures • More complex collocations where word for word translations don't always work (j'ai envie de = I have want of..., j'ai besoin de = I have need of, je viens de faire = I come from doing) • Range of communication strategies including: ignoring unneeded words, using context, using grammatical markers and categories, using social and cultural context • Conjugations of verbs including: imperfect, conditional, pluperfect, passive voice, perfect infinitive, present participle, subjunctive. 	<p>Reading</p> <ul style="list-style-type: none"> • Understand and respond (occasionally in French) to literary, complex or authentic texts, including abstract materials • Decode texts that are unfamiliar using comprehension strategies. • Translate small passages into English <p>Listening</p> <ul style="list-style-type: none"> • Understand and respond (occasionally in French) to passages at native speed • Decode passages that are unfamiliar using comprehension strategies • Identify overall message, key points, details and opinions, identifying tenses • Answer questions, extract information, evaluate and draw conclusions, involving complex language and abstract material <p>Writing</p> <ul style="list-style-type: none"> • Produce clear and coherent text of extended length to present descriptions, facts and express ideas and opinions, • Manipulate the language with increasing accuracy and fluency, • Demonstrate appropriate linguistic knowledge, • Translate short passages into French. <p>Speaking</p> <ul style="list-style-type: none"> • Communicate and interact effectively • Demonstrate appropriate linguistic knowledge, • Speak spontaneously, including responding to unexpected questions • Engage in a free-flowing conversation about, one of the topic areas, asking and answering more complex questions and exchanging opinions • Make accurate use of vocabulary and grammatical structures, using varied tenses • Use accurate pronunciation and intonation

The conquest of learning is achieved through the knowledge of languages.

Roger Beacon

MFL: Phase 3 (Y6 - 8) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none">• Learning other languages is vital in our global world, and it helps us to appreciate our own and other cultures.• No word exists in isolation – it is a part of speech, it has derivatives and they often behave in predictable ways (e.g. words ending in <i>-ment</i> are usually adverbs, nouns ending in <i>-ion</i> are always feminine).• Verbs come from the infinitive, and need to be conjugated.• Key collocations (word for word translations) don't always work (<i>j'ai treize ans</i> = I 'have' 13 years and <i>il fait chaud</i> = he does hot). <p>Cultural Knowledge</p> <ul style="list-style-type: none">• An awareness of at least 2 authors, playwrights, poets, musicians. <p>Linguistic knowledge</p> <ul style="list-style-type: none">• A developing understanding of basic grammatical systems and structures (recognition and production)• 1000+ word vocabulary to include theme-specific vocabulary, adjectives and adverbs, connectives and conjunctions, time phrases, intensifiers, opinions and negative structures	<p>Reading</p> <ul style="list-style-type: none">• Understand and respond (occasionally in French) to simple texts, occasionally authentic• Identify overall message, key points, details and opinions, identifying tenses• Decode texts that are unfamiliar using comprehension strategies• Translate sentences into English, demonstrating an understanding that sometimes word for word translations won't work <p>Listening</p> <ul style="list-style-type: none">• Understand and respond (occasionally in French) to passages at near native speed• Identify overall message, key points, details and opinions, identifying tenses• Decode passages that are unfamiliar using comprehension strategies• Answer questions, extract information, evaluate and draw conclusions, based on simple texts <p>Writing</p> <ul style="list-style-type: none">• Produce clear text to present descriptions, facts and varied time frames, and to express ideas and opinions• Demonstrate appropriate linguistic knowledge• Translate short sentences into French, demonstrating an awareness of grammar <p>Speaking</p> <ul style="list-style-type: none">• Communicate and interact effectively on a range of familiar topics• Speak spontaneously, responding to visual stimulus, unexpected questions• Asking and answering simple questions and exchange opinions• Attempt to make use of appropriate vocabulary and grammatical structures, making some reference to more than 1 time frame• Attempt to use accurate pronunciation and intonation

Those who know nothing of a foreign language know nothing of their own.
Goethe

MFL: Phase 2 (Y3 - 5) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • Other countries have their own media in their own language; it is not just translated from English. • No word is a new word (sound-spelling patterns). • There are multiple strategies that allow you to decode other languages. • Communication is key – find a way! (Writing & speaking strategies) • Nouns are split into categories of masculine/feminine. • Adjectives have to ‘agree’ with the noun they describe in number and in gender. <p>Cultural Knowledge</p> <ul style="list-style-type: none"> • French is spoken in countries other than France • An awareness of at least 1 author, playwright, poet, musician. <p>Linguistic knowledge</p> <ul style="list-style-type: none"> • A firm understanding of basic grammatical systems and structures (recognition and production) • 800+ word vocabulary to include theme-specific vocabulary, and some basic adjectives and adverbs, connectives and conjunctions, time phrases, intensifiers, opinions and negative structures 	<p>Reading</p> <ul style="list-style-type: none"> • Understand and respond (occasionally in French, with one word answers) to simple texts, occasionally authentic • Identify overall message, key points, details and opinions, identifying tenses • Decode simple sentences that are unfamiliar using comprehension strategies. • Translate sentences into English, demonstrating an understanding that sometimes word for word translations won’t work <p>Listening</p> <ul style="list-style-type: none"> • Understand and respond (occasionally in French) to passages at near native speed • Identify overall message, key points, details and opinions, identifying tenses • Decode passages that are unfamiliar using comprehension strategies • Answer questions, extract information, evaluate and draw conclusions, based on simple texts <p>Writing</p> <ul style="list-style-type: none"> • Produce clear text to present descriptions, facts and varied time frames, and to express ideas and opinions • Begin to use a range of subject specific vocabulary and adjectives and adverbs, connectives and conjunctions, time phrases, intensifiers, justified opinions and negative structures • Translate short sentences into French, demonstrating an awareness of grammatical accuracy <p>Speaking</p> <ul style="list-style-type: none"> • Communicate and interact effectively on a small range of parochial topics • Speak spontaneously, responding to visual stimulus, and unexpected questions • Asking and answering simple questions and exchange opinions • Attempt to make use of appropriate vocabulary and grammatical structures, making some reference to more than 1 time frame • Attempt to use accurate pronunciation and intonation

MFL: Phase 1 (N - 2) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • Other countries have their own languages. • Communication is key – find a way! (Writing & speaking strategies) <p>Cultural Knowledge</p> <ul style="list-style-type: none"> • French is spoken in countries other than France <p>Linguistic knowledge</p> <ul style="list-style-type: none"> • A firm understanding of basic grammatical systems and structures (recognition and production) • 200+ word vocabulary to include theme-specific vocabulary, and some basic adjectives and adverbs, connectives and conjunctions, time phrases, intensifiers, opinions and negative structures 	<p>Reading</p> <ul style="list-style-type: none"> • Understand and respond (occasionally in French, with one word answers) to simple texts • Identify overall message, key points, details and opinions • Translate simple sentences into English, demonstrating an understanding that sometimes word for word translations won't work <p>Listening</p> <ul style="list-style-type: none"> • Understand and respond (occasionally in French) to simple passages • Identify overall message, key points, details and opinions • Decode passages that are unfamiliar using comprehension strategies • Answer questions, extract information from simple texts <p>Writing</p> <ul style="list-style-type: none"> • Produce clear text to present descriptions, facts and to express ideas and opinions • Begin to use a range of subject specific vocabulary and adjectives and adverbs, connectives and conjunctions, time phrases, intensifiers, justified opinions and negative structures <p>Speaking</p> <ul style="list-style-type: none"> • Communicate and interact effectively on a small range of topics • Asking and answering simple questions and exchange opinions • Attempt to make use of appropriate vocabulary and grammatical structures • Attempt to use accurate pronunciation and intonation