

# MFL Curriculum Map



## Intent

Modern Foreign Languages (MFL) is an enjoyable subject to the pupils at Highfurlong, it gives pupils the opportunity to use their communications to play games, sing songs and learn language. The main language taught throughout the school is French. The idea of teaching and learning one main language allows for progression throughout school. MFL is an inclusive subject and can build upon the pupils communication targets. The sensory cohort of pupils learn through a tactile approach and gives them opportunity to use their AAC in a range of contexts, the pupils really enjoy exploring language through the use of puppets. French is taught through a kinesthetic approach including games, miming, role play and action songs. Listening, Responding and Speaking skills are emphasised throughout the learning of French. The National Curriculum states, 'A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.' At Highfurlong we ensure to give the pupils as many experiences of the world as possible.

## Implementation

The teaching and learning of MFL is part of one of our Thursday morning enrichment groups. Throughout the academic year all pupils will have experienced and engaged in a range of topic areas which are mapped out to build upon prior knowledge. Learning a new language can be challenging, therefore all lessons are differentiated to enable all students to take part in a range of activities. All lessons are adapted to suit both our academic and sensory learners, the outcomes of each lesson are planned separately and a variety of resources such as puppets, switches, objects of reference and communication boards are used to support the learning. Visual aids and tactile objects are vital such as objects for reference, flash cards, symbols, videos and photographs. New vocabulary will be supported with visuals displayed in the classroom and the use of symbols to relate English to the French language. Most importantly the lessons are fun and energetic to keep the pupils engaged and develop a positive attitude to the learning of French.

## Impact

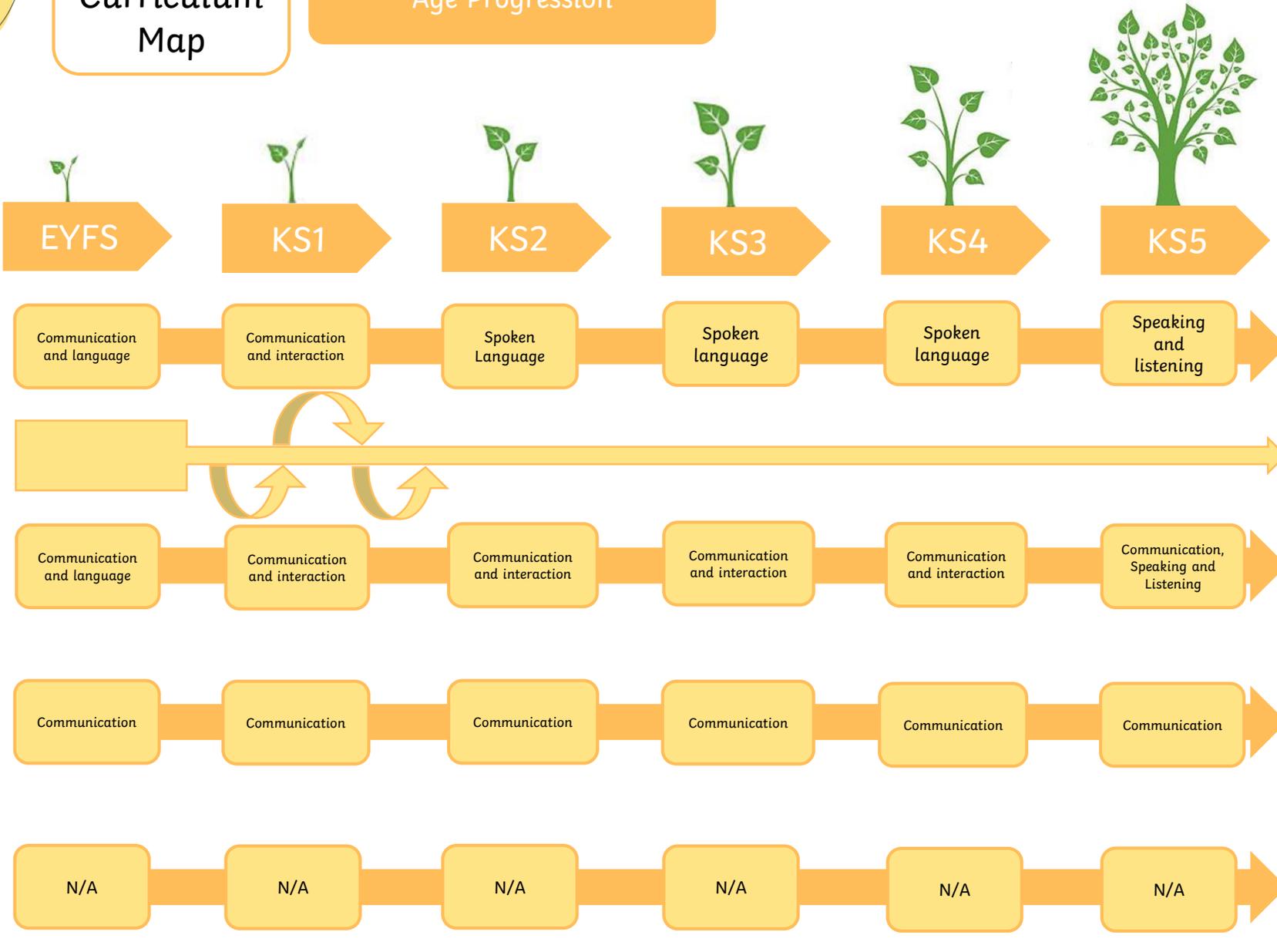
Throughout pupils' Highfurlong Journey the intent and implementation of MFL will extend their knowledge of how language works and explore the differences between French and English. Pupils can foster an interest in learning about language and help the pupils develop their awareness of cultural differences. Our main impact for all pupils will be to further develop their communication skills through speaking and listening and extending their progress to achieve their speech and language targets. A lesson focused on communication and language gives the pupils the encouragement to initiate communication and become more confident language users. Pupils following the engagement model will have the opportunity to progress in areas such as, initiation, realisation, exploration and anticipation. Pupils will be introduced to learning French in an enjoyable and fun approach and stimulate their curiosity about language.



# MFL Curriculum Map

## Age Progression

Teaching and learning coverage



Primary-

Key Stage 1

All about me/  
Celebrations

At School/  
Things to do

Our World/  
Food and Drink

Autumn

Spring

Summer

Academic

Understand and respond to spoken and written language from a variety of authentic sources. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Pupils to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Listen attentively to spoken language and show understanding by joining in and responding. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Books/ Vocab/  
reading links

Books/ Vocab/  
reading links

Books/ Vocab/  
reading links

Sensory

Pupils will engage with the French language by playing a variety of games, listening to songs and rhymes with recognisable tunes but with some French words included. Pupils to react to repetition with an intermittent heightened expressive response when involved in familiar routine during a french activity.

Pupils to use their preferred method of communication and AAC to express their opinions on activities they have engaged in. Pupils to appreciate stories, songs, poems and rhymes in the foreign language.

Pupils to develop their listening skills by focusing on the person that is communicating with them. Working on giving eye contact and turning their head towards an auditory sound. Pupils to watch faces intermittently during interactions when a familiar person talks to them.

Trips, events, visitors, school facilities etc

Primary-

Key Stage 2

All about me/  
Celebrations

At School/  
Things to do

Our World/  
Food and Drink

Autumn

Spring

Summer

Academic

Appreciate stories, songs, poems and rhymes in the language. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Describe people, places, things and actions orally\* and in writing. Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Describe people, places, things and actions orally and in writing. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Books/ Vocab/  
reading links

Books/ Vocab/  
reading links

Books/ Vocab/  
reading links

Sensory

Pupils to express themselves in a variety of forms to show their opinion. Pupils to copy facial expressions and show both a heightened and negative response to range of stimuli.

Pupils to initiate conversations in their preferred form of communication. Shows preferences by pointing/gesturing when provided with both a favoured and a disliked option

Engages in tactile activities by keeping their hand on/in a substance when being prompted to do so. Looks at a person/activity, maintaining eye contact when engaged by a member of staff.

Trips, events, visitors, school facilities etc

Key Stage 3

Key Stage 4  
and beyond

Family and Friends

Holidays and  
Travel

Education and  
the future

Autumn

Spring

Summer

Academic

Listen to a variety of forms of spoken language to obtain information and respond appropriately.  
speak coherently and confidently, with increasingly accurate pronunciation and intonation.

Transcribe words and short sentences that they hear with increasing accuracy. Initiate and develop conversations, coping with unfamiliar language and unexpected responses.

Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.

Books/ Vocab/  
reading links

Books/ Vocab/  
reading links

Books/ Vocab/  
reading links

Sensory

Pupils to engage in listening to a variety of sources of language. Pupils to listen and respond to questions in their preferred method of communication.

Pupils to listen and respond to a member of staff. Pupils will be given the opportunity to work alongside their peers and engage in conversations. Pupils to take part in role play and drama.

Pupils to engage in listening to a range of vocabulary and making choice using ACC or their preferred communication method. Pupils to echo some sound patterns either verbally or using body percussion.

Trips, events, visitors, school facilities etc