



## **MFL scheme of work (from Sep 2020)**

**Christian values underpinning learning -** Love, respect, determination, creation, creativity and peace

### **Intent**

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics.

*“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”*  
National Curriculum 2014.

Our MFL curriculum has been developed because we believe that learning a new language:

- Is engaging and enjoyable
- Increases self-confidence as it provides an opportunity to perform
- The confidence to speak with good intonation and pronunciation.
- Improves the learners understanding of the English language
- Supports children to have a positive attitude towards other cultures, thinking globally
- Supports a growth mind-set and the development of critical thinking skills



## **Implementation**

### **KS1**

It is widely understood that learning languages at a young age is important because children are very receptive. Primary school children – particularly KS1 tend to be less self-conscious. A young child’s hearing is also akin to picking up tricky sounds that older children and adults find difficult. To teach MFL listening, repetition and oral practice will be the main teaching techniques. A range of games are used to engage the children – Simon says, lotto, matching for example. Songs and books will be widely used to support visual and oral learning. Classrooms will promote MFL everyday by greeting children in a range of languages, using display and using cross curricular references where suitable.

We have taken the decision to teach French in Y1/2 so that the children have a positive attitude to languages from a young age. We will be supported by a language expert – Gill Brook who will be teaching the pupils alongside staff.

### **KS2**

In KS2 we are introducing the study of Mandarin. This decision was made because Mandarin is the most commonly spoken language in the world and 5/6 of local transition secondary schools now teach Mandarin in KS3. To teach languages we will be working alongside experts who will support both pupils and teachers.

We will teach according to a spiralled model of learning, where language items are taught in mind of students prior learning and in a way that fosters creativity in drawing on experience from their daily lives. Cross-curricular links are planned for in addition to regular revision of language learned with the class teacher throughout the week outside of weekly Mandarin lessons with a native speaker.

Along with speaking, reading, listening and writing, the curriculum includes culture as a “skill” which is deemed as equally as important. Language items are taught in conjunction with key cultural festivals throughout the year and nuances expounded upon in order for students to better understand the history of the language in terms of how it has developed and is therefore presently structured. A China Day is held annually which exposes students to the school of further aspects of Chinese culture.



A “Growth Mindset” is essential for learning a language such as Chinese and we encourage staff as well as pupils to embrace the challenges that come with learning the language. It is expected that the enjoyment that naturally comes as a result of challenge and competition will cultivate resilience and an overall positive attitude towards learning.

The 2014 National Curriculum states, “teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.” The foundations of Chinese are multifaceted, thus in order to achieve this aim, we ensure students begin their learning journey at a measured pace so what they are learning can effectively be retained in their long-term memory (LTM). In doing so, we aim to “develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases” due to the tonal aspect of the language and in mastering the romanised version of the language known as “-pinyin-”, which serves as a pronunciation guide (though not replacement) for Chinese characters. Additionally, knowledge of pinyin is the gateway to being able to type Chinese on a computer or mobile device. This will enable pupils to “write phrases from memory, and adapt these to create new sentences, to express ideas clearly”. Pupils will also be taught to write by hand, but with a measured approach, so that students are able to apply the rules of the writing system consistently which in turn facilitates muscle memory.

It is our intent that pupils will be inspired by learning a foreign language such as Mandarin Chinese. We will aspire for them to be creative with ways of memorising language items and encourage them to use what they have learned in and outside of lessons. Pupils will be taught to take risks and be resourceful in order to make progress in the language. Through regular comparison between their own language and culture and that of Chinese, they will develop a more critical understanding of the world and their daily lives.

Children will leave St Blaise ready for Secondary school with the skills and knowledge to excel in Modern Languages curriculums after having nurtured a unique sense of confidence in their ability to learn and apply the knowledge of Chinese they have learned.

Our partnership with the Swire Chinese Language Centre Oxford ensures that our curriculum is designed in a way that is accessible to all learners. This is reflected in their mission statement: “raising aspirations by enabling schools to build long-term sustainable Chinese courses to all learners across Oxfordshire and neighbouring counties” (<https://www.swirecentreoxford.org/our-centre>).

In addition to the weekly lessons we will also offer a language club at different times throughout the year. We will celebrate festivals i.e. Chinese New Year, every third year will have a cultural week so that we can look at a range of languages, traditions and increase global awareness.



It is hoped that the teaching of MFL will not only benefit the children but also staff and parents who have very mixed experiences. By engaging adults in the learning process we hope that this will provide good role modelling but will also promote learning together and the need for lifelong learning.

Year group	Areas and ways of learning -	Dedicated time	Teacher
Reception	Greetings, language based picture books and participation in whole school events	Non specific	Class teacher
Y1	<b>French</b> – taught once a week by Volunteer Gill Brook with follow up session by the class teacher. Use of picture books/ songs / games	20 mins +10mins	Gill Brook and Class teacher
Y2	<b>French</b> – taught once a week by Volunteer Gill Brook with follow up session by the class teacher. Use of picture books/ songs / games	20 mins +10mins	Gill Brook and Class teacher
Y3/4	<b>*Mandarin</b> – taught once a week by a Mandarin teacher	60 mins per week	Mandarin teacher / supported by class teacher
Y5/6	<b>Mandarin</b> – taught once a week by a Mandarin teacher	60 mins per week	Mandarin teacher / supported by class teacher

\*KS2 – sample annual plan - plans will be developed with the SWIRE centre and will vary depending on children’s exposure to Mandarin

<https://www.swirecentreoxford.org/primary>



### Overview of the KS2 scheme

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3/4 A	Introduction to Chinese Language and Culture	The Chinese Writing System. Christmas in China.	The Chinese Pronunciation System (pinyin)	Chinese Maths	Dates and Days	Review
Y3/4 B	Happy Birthday!	History of Chinese Characters	Chinese Poetry	Family and Friends	Describing People and Animals	Review
Y5/6 A	Telephone	Time for school!	Countries, nationalities and international cuisine	Going shopping and going to a restaurant	Going to China	YCT level 1
Y5/6 B	Chinese Olympics/sport	Work and play	Using technology	Brushing up!	Building an e-folio	End of school performance

### Scheme of work

LO	KS1	KS 2
<b>To read fluently</b>	<p>Read out loud familiar words and phrases.</p> <p><b>I can read and understand single words</b> <b>I can read and understand short phrases</b></p>	<p>Read carefully and show understanding of words, phrases and simple writing</p> <p><b>I can read and understand single words with pinyin</b> <b>I can read and understand short phrases with pinyin</b> <b>I can read and understand sentences with pinyin</b> <b>I can read and understand a range of Chinese characters without pinyin</b></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>



		<p><b>I can be understood when reading aloud as to my developed pronunciation and intonation</b></p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. Including through writing using a dictionary</p> <p><b>I can read and understanding paragraphs and longer pieces of text within aid of a dictionary if needed</b></p>
<p><b>To write imaginatively</b></p>	<p>Write or copy everyday words correctly.</p> <p><b>I can write single words</b></p> <p><b>I can label a picture can copy a single word or phrase</b></p>	<p>Write phrases from memory and adapt these to create new sentences, to express ideas clearly</p> <p><b>I can write Chinese characters in a writing grid according to stroke order rules</b></p> <p><b>I can write longer sentences and phrased by typing Chines characters on a computer or device</b></p>
<p><b>LO – To speak confidently</b></p>	<p>*Answer simple questions and give basic information</p> <p><b>I can join in with songs and rhymes</b></p> <p><b>I can respond to a simple command</b></p> <p><b>I can answer with a single word</b></p> <p><b>I can name people/places/objects</b></p>	<p>Engage in conversations; ask and answer questions: express opinions and respond to those of others; seek clarification and help</p> <p><b>I can have a conversation in Mandarin</b></p> <p><b>I can ask and answer questions in Mandarin</b></p> <p><b>I can express my opinion by saying what I like and dislike and respond to others’ opinions in this way</b></p> <p><b>I can use phrases such as ‘what’s the meaning?’ In Mandarin ask for help</b></p> <p>Explore the patterns and sounds of language through songs and</p>



*Achieving together*

		<p>rhymes and link the spelling sound and meaning of words</p> <p><b>I can sing a number of Chinese songs from memory</b></p> <p><b>I can recite a Chinese poem</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p><b>I can speak in sentences</b></p> <p><b>I can say a number of familiar phrases</b></p> <p><b>I can use a number of basic language structures to make my sentences longer</b></p> <p>Present ideas and information orally to a range of audiences</p> <p><b>I am able to present ideas and information in Mandarin during lessons and/or in worship and gatherings</b></p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs: key features and patterns of the language: how to apply these for instance, to build sentences: for instance to build sentences: and how these differ from or are similar to English</p> <p><b>I can explain to someone how Mandarin as a language is different and similar to English</b></p> <p><b>I can translate sentences from Mandarin to English and vice-versa</b></p>
--	--	---



<p><b>LO – To understand the culture of the countries in which the language is spoken</b></p>	<p>*Identify countries and communities where the language is spoken.</p>	<p>Appropriate stories , songs, poems and rhymes in the language</p> <p><b>I understand and can explain about Chinese culture through stories, songs, poems and rhymes I have learned</b></p> <p><b>I can explain about Chinese culture through the Chinese characters I have learned</b></p>
---	--	---

**Impact**

Long term:

- That children’s experiences will support the acquisition of a new language
- That children will be able to communicate effectively to others – imparting their knowledge and enthusiasm
- That children will understand the world beyond
- That children will be able to build on their knowledge throughout their education then adult life – creating lifelong learners
- That most children will have an on-going interest and in some cases a passion for MFL

**Assessment in MFL:**

- In KS1 there will be no formal assessment
- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing history
- Displays and books – opportunity to practice skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents
- In KS2 – all of the above informal assessment will be used
- Assessment at all levels is measured by outcome, whereby all pupils may opt to be entered for the internationally accredited Youth Chinese Test (YCT) Level 1 examination after 3-5 years of study. For more information, please visit the website of the official governing body: [http://english.hanban.org/node\\_8001.htm](http://english.hanban.org/node_8001.htm)
- A complete vocabulary list for the YCT Level 1, which forms the core of the curriculum can be found in bilingual format here: <https://www.digmandarin.com/yct-1-vocabulary-list.html>





- Pupils that consistently demonstrate commitment to Mandarin may be entered for a higher-level qualification upon request.

#### Role of the co-ordinator:

- Celebrate successes
- Collate appropriate evidence over time – this should show that pupils know and remember more over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting