



Singleton Church of England Primary School

Modern Foreign Languages (MFL) Overview

“Passion for LearningPassion for life”

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.





INTENT

NATIONAL CURRICULUM

Purpose of study:

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.

Aims:

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

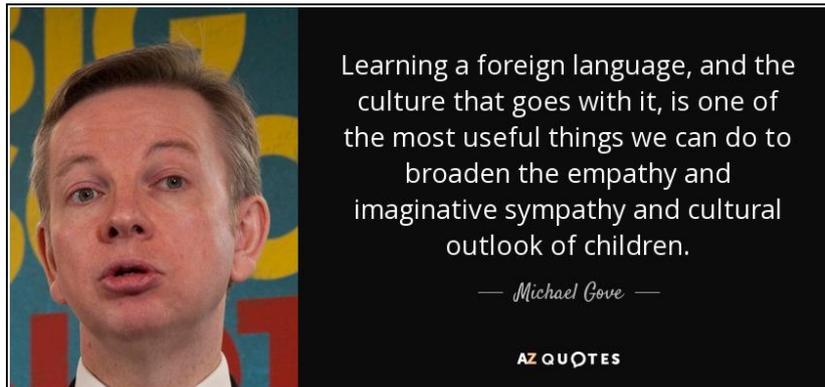
The aim of our bespoke curriculum is linked to our vision...

School Vision

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

At Singleton CE Primary School the intention of our French curriculum is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence, we strive to stimulate and encourage children's curiosity about language.

At Singleton we believe that the skills, knowledge and understanding gained through learning a new language make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community and learning another language can do a great deal to shape children's ideas in there are as well as giving them a new perspective on their own language.



Language teaching at Singleton intends to provide opportunities for our pupils to:

- Foster an interest in learning other languages
- Understand that language has a structure, and that the structure differs from one language to another
- Develop their awareness of cultural differences in other countries (British Values)
- Develop their speaking and listening skills.

National Curriculum 2014 states:

Key stage 2:

Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The 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. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language



- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages

IMPLEMENTATION

We use a scheme of work called Salut! This is a full set of teaching resources based around the interactive whiteboard (IWB). The resources are presented in a fun and friendly way, to help teachers deliver engaging French lessons to all their KS2 pupils. Salut! has been designed to be used by any teacher, whether they know some French, lots of it or none at all. There are audio recordings of all the French content, thus providing pupils with high quality learning opportunities and this means that teachers don't need any prior knowledge of the language.

The scheme of work is fully mapped to the KS2 Programme of Study for Foreign Languages. Each PoS is broken down into measurable Learning Objectives for each year. The scheme has been studied further to decide which topics our pupils should cover within our two-year rolling programme (Cycle A/B) these have been chosen with a trip to France in mind. What vocabulary would our pupils require if they were to visit France on holiday or on an exchange?

This scheme of work was also chosen as it provides pupils with exciting games, songs and stories which engage and inspire our pupils to learn. These interactive games help our pupils to build listening and reading skills.

At Singleton, French language learning happens in Year 3/4 and Year 5/6. Each class has a 30 minute French lesson which is taught on a weekly basis. 'Salut!' lessons are 60 minutes long so these are split over two weeks. At the beginning of each lesson the class teacher recaps the basics such as, greetings and numbers. There are many units to choose from within 'Salut!' We have selected units which best reflect the language needs of our pupils if they were to visit France or engage with a French speaking pen pal/friend.

At each stage, the teacher will refer to prior learning and carry out informal assessment of children's stage of development before moving on.

IMPACT

The intended impact of our French language curriculum is that the majority of children in each year group are working at or above the expected level for their age. At the end of each unit, the teacher will carry out assessment linked to the progression in skills document and the 'Salut!' I can statements.

By using the new scheme of work pupils are provided with engaging opportunities to become involved in the lesson with lesson formats appealing to **all** learning styles.



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Teachers are more confident in their delivery as the 'Salut!' scheme of work provides audio opportunities to ensure a quality listening experience for pupils which will enable them, in turn to speak with the correct pronunciation.

Middle leaders will have a secure understanding of their subject area and their extended impact in raising standards and contributing towards the whole school development.

Overall our intended impact is that our pupils are:

- Inspired by the Languages Curriculum and want to learn more.
- Able to show progression in their knowledge and skills and understanding in their workbooks.
- Able to discuss their learning and remember what they have learnt.
- Given the opportunity to learn about the country France and what it is like to live in this country.

We have developed our long-term plans which work on a two year rolling programme. With access to a range of units, we have selected those which will be most useful to our children, enabling them to use their language skills in familiar situations.

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	Unit A - Animals	Continue from Autumn 1	Unit B - Food	Continue from Spring 1	Unit C – At School	Continue from Summer 1
Year 5/6	Unit J – On Holiday	Continue from Autumn 1	Unit K – Eating Out	Continue from Spring 1	Unit L – Hobbies	Continue from Summer 1

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	<u>Unit E – My Home</u>	Continue from Autumn 1	<u>Unit F – My Town</u>	Continue from Spring 1	<u>Unit G – Describing People</u>	Continue from Summer 2
Year 5/6	<u>Unit Q – In France</u>	Continue from Autumn 1	<u>Unit S – A Weekend with Friends</u>	Continue from Spring 1	<u>Unit U - Jobs</u>	Continue from Summer 1



Progression in Skills Overview Grids (see separate documents)



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**Progression of Skills– Languages (French)
Lancashire KLIPS**

	EYFS	Y1/2	Y3/4	Y5/6
Listening	N/A	N/A	<ul style="list-style-type: none"> ▪ Listen attentively and understand instructions. ▪ Recognise and respond to sound patterns and words. ▪ Listen and respond to simple rhymes, stories and songs. ▪ Listen attentively and show understanding by joining in and responding. ▪ Listen for specific words and phrases. ▪ Listen for sounds rhyme and rhythm. ▪ Follow a short familiar text listening and reading at the same time. 	<ul style="list-style-type: none"> ▪ Follow a short familiar text listening and reading at the same time. ▪ Listen attentively and understand more complex phrases and sentences; join in to show understanding. ▪ Listen for gist. ▪ Understand longer and more complex phrases / sentences. ▪ Pick out main details from a story, poem, song, conversation or passage.
Speaking			<ul style="list-style-type: none"> ▪ Speak with increasing confidence. ▪ Perform simple communicative tasks using single words, phrases and short sentences. ▪ Make links between some phonemes, rhymes and spellings, and read aloud familiar words. ▪ Recognise questions and negatives and politeness conventions. ▪ Ask and answer questions on several topics. ▪ Imitate pronunciation and intonation so that others can understand. ▪ Memorise language and present ideas and information e.g. a short presentation about self / role play. 	<ul style="list-style-type: none"> ▪ Speak with increasing fluency. ▪ Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. ▪ Prepare a short presentation on a familiar topic. ▪ Understand and express simple opinions. ▪ Initiate and sustain conversations and tell stories. ▪ Speak in sentences using familiar vocabulary, phrases and basic language structures. ▪ Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. ▪ Speak with increasing spontaneity. ▪ Use repair strategies to keep a conversation going.
Reading			<ul style="list-style-type: none"> ▪ Respond to written language from a range of sources. ▪ Appreciate stories, songs and poems in the language. ▪ Recognise some familiar words in written form. ▪ Read and understand a range of familiar written phrases. ▪ Follow a short familiar text listening and reading at the same time. ▪ Make links between some phonemes, rhymes and spellings. ▪ Apply phonic knowledge of the foreign language in order to decode text. 	<ul style="list-style-type: none"> ▪ Read carefully and show understanding of words, phrases and simple writing. ▪ Re-read frequently a variety of short texts. ▪ Read and understand the main points and some detail from a short written passage. ▪ Identify different text types and read short, authentic texts for enjoyment or information. ▪ Match sound to sentences and paragraphs.



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		<ul style="list-style-type: none"> ▪ Read some familiar words and phrases aloud and pronounce them accurately. ▪ Begin to use a dictionary to look words up and find meaning. ▪ Use cognates and familiar language to help deduce meaning. 	<ul style="list-style-type: none"> ▪ Broaden vocabulary. ▪ Develop strategies for understanding new words in familiar material including using a dictionary. ▪ Apply phonic knowledge of the foreign language in order to decode text.
Writing		<ul style="list-style-type: none"> ▪ Experiment with the writing of simple words. ▪ Write simple words and phrases using a model. ▪ Write some phrases from memory. ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory. 	<ul style="list-style-type: none"> ▪ Write phrases from memory and adapt these to make new sentences. ▪ Express ideas clearly. ▪ to write words, short phrases and short sentences, using a reference. ▪ Be able to write at varying length, for different purposes and audiences. ▪ Write sentences on a range of topics using a model. ▪ Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy.
Grammar		<ul style="list-style-type: none"> ▪ Nouns. ▪ Gender. ▪ Singular and plural forms. ▪ Definite and indefinite article. ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy. ▪ Recognise different word classes e.g. nouns, verbs, adjectives. ▪ Personal pronouns I, you, it, they. ▪ Recognise and use high frequency verbs. ▪ Question words. ▪ Develop an awareness of the place of the adjective in the sentence. ▪ Develop an awareness of adjectival agreements. ▪ Simple adverbs of time (time phrases including O'clock) ▪ Develop an awareness of word order. ▪ Apply knowledge of language rules and conventions when building short sentences. 	<ul style="list-style-type: none"> ▪ Write phrases from memory and adapt these to make new sentences. ▪ Express ideas clearly. ▪ to write words, short phrases and short sentences, using a reference. ▪ Be able to write at varying length, for different purposes and audiences. ▪ Write sentences on a range of topics using a model. ▪ Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy.



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