

Singleton Church of England Primary School

MFL - French 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.



“With God all things are possible.”

Matthew 19:26

INTENT

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. 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 to communicate for practical purposes and learn new ways of thinking. Learning another language gives children a new and broader perspective on the world, encouraging them to develop an understanding of cultural difference. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries and read literature in the original language.

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

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

Kapow Primary's French scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future. Kapow Primary's French scheme of work supports pupils to meet the national curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for Languages).

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.

Nelson Mandela

teamjapanese.com

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

FLORA LEWIS

The Language Nook - The origin and spread of French and French

© The Language Nook - your notebook.com

Knowledge of languages is the doorway to wisdom.

Roger Bacon

teamjapanese.com

IMPLEMENTATION

French lessons are taught throughout KS2, teaching begins in our Year 3/4 class where children experience weekly lessons of 45mins.

The Kapow French scheme of work is designed with six strands that run throughout.

These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

Our National curriculum mapping shows which of our units cover each of the National curriculum attainment targets as well as each of the strands. Our Progression of skills and knowledge shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2. Through Kapow Primary's French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond. The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with

increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning. 3 Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils, retain their French learning, we provide information about how to incorporate French into the classroom environment every day in our 'During the week' sections. Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full languages curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression. Lessons include a section entitled, 'Teacher knowledge - language points' to explain key grammar and other details to the teacher before the lesson, together with a Key vocabulary and pronunciation presentation with sound files to demonstrate the correct pronunciation. Many of the other presentations included in the lessons also include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning.

We plan enrichment opportunities, such as our French Week to making learning real.

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.

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.

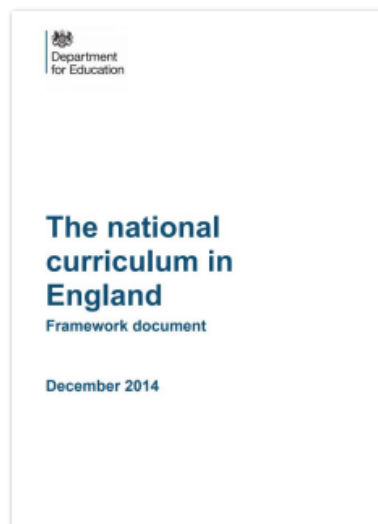
The impact of Kapow Primary's scheme can be monitored continuously through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is also available to record children's progress in each lesson to enable you to build a picture of their learning through each unit. After the implementation of Kapow Primary French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3. The expected impact of following the Kapow Primary French scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.



How does Kapow Primary help our school to meet the statutory guidance for Languages?

Our scheme of work fulfils the statutory requirements for Languages outlined in the **National Curriculum (2014)**



It is **compulsory** for schools to teach Languages at Key Stage 2 only, which is why our French scheme of work is designed to be taught from Year 3 onwards, to help your pupils to meet the end of Key Stage 2 Attainment targets.

A spiral curriculum

Kapow Primary's French scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit key vocabulary and grammar concepts again and again
- ✓ **Increasing depth:** Each time vocabulary or grammar learning is revisited, it is covered with greater depth
- ✓ **Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again



How does Kapow Primary's scheme of work align with the National Curriculum?

Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum Programme of Study 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.

We have identified these strands which run throughout our scheme of work:

Speaking and pronunciation

Listening

Reading and writing

Grammar

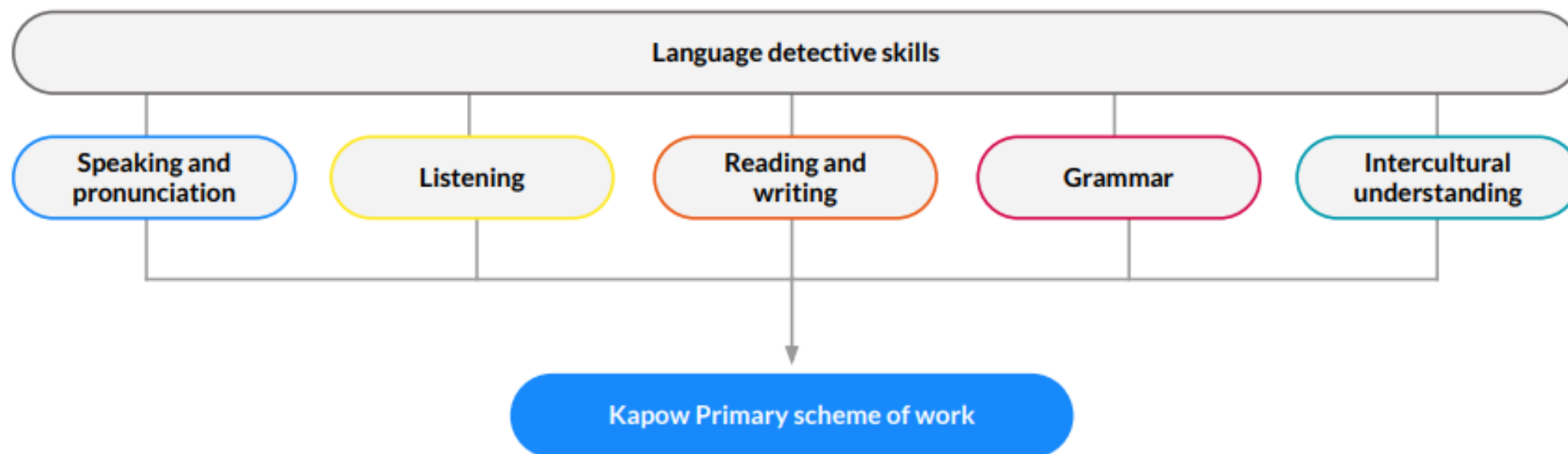
Intercultural understanding

Language detective skills

National Curriculum Mapping Document

How is the French scheme of work organised?

We have identified five key strands which run throughout the scheme of work, and an overarching strand, 'Language detective skills' which are the language learning techniques used in every lesson to develop the other strands.



Language Detective Skills

At Kapow Primary, we believe that this element of our scheme is crucial to developing engaged and independent language learners who are able to grow their skills in the other five strands and transfer these skills to learn further languages. It involves:

- Recognising learnt vocabulary when listening or reading
 - Spotting cognates (words which have the same origin or are in some way similar) and near-cognates
 - Using context and their own knowledge of the world to predict the meaning of unknown words
 - Considering word order to anticipate the meaning of words
- Our scheme develops these skills in a progressive way so that by Year 6 pupils are able to use these strategies to confidently grapple with unknown spoken and written language and search for meaning. The development of these skills, also helps pupils develop their understanding of the English language and its grammar conventions.

How is French organised in our school?

Year 3/4			Year 5/6	
Cycle A	Cycle B		Cycle A	Cycle B
This is Me (coming Soon) Using greetings and exchanging introductions, asking and answering questions and discovering some famous French landmarks.	French Greetings with Puppets Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day	Autumn 1	French Transport (Coming Soon)	Portraits – Describing in French Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.
School Days (Coming Soon)	French Adjectives of colour, size and shape Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills.	Autumn 2	In my French House (Coming Soon) Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms	Meet My French Family Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases
Birthday Celebrations (Coming Soon)	French Playground Games – numbers and age Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English.	Spring 1	Music in France (Coming Soon)	Clothes – Getting Dressed in France Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.
Colourful Creatures – Animals, colours and size (Coming Soon)	In a French Classroom Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	Spring 2	French Words in a Week (Coming Soon) Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.	French Weather Learning phrases to describe the weather and vocabulary for the compass points, along with counting from 1 -100 in multiples of ten. Delivering a weather report by recycling known words and phrases.
Fabulous French Food (Coming Soon)	Bon Appetit Counting in French up to thirty-one, expressing opinion about different foods, asking to buy produce. Understanding that French nouns have articles and recognising their plural form.	Summer 1	Visiting a Town in France (Coming Soon)	Exploring the French Speaking World Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language.
Gourmet Tour of France (Coming Soon)	Shopping for French Food Counting in French up to sixty, writing and performing an original version of a familiar story. Recognising key phonemes in written form and choosing the correct article according to the gender of a French noun.	Summer 2	French Sport and the Olympics (Coming Soon) Conjugating the verb 'aller' - to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.	Planning a French Holiday Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey.

	AUTUMN		SPRING		SUMMER	
CYCLE B Year 3/4	French Greetings with puppets	French adjectives of colour, size and shape	French Playground Games – numbers and age	In a French Classroom	Bon Appetit	Shopping for French Food
Key Vocab						
Knowledge	Knowledge Organiser link <ul style="list-style-type: none"> To know that in French there are formal and informal greetings and when it is appropriate to use each one To know that different greetings are used at different times of the day To know that tone of voice can indicate a question To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound To know that French words are pronounced differently to the way they are spelt 	Knowledge Organiser link <ul style="list-style-type: none"> To know that a cognate is a word that is the same in both French and English e.g. un triangle To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu 	Knowledge Organiser link <ul style="list-style-type: none"> To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French To know that sentences are often structured differently in French and English To know the sounds the common phonemes eu, oi, ou and ui make in French To know the names of some Parisian landmarks To know some French playground games 	<ul style="list-style-type: none"> To know that, in French, a space is needed before and after ? and ! To understand some of the similarities and differences between school in France and schools in the UK To understand that every French noun is either masculine or feminine To know that the gender affects the form of the word un or une (the indefinite article) To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de 	Knowledge Organiser link <ul style="list-style-type: none"> To know how to pronounce the phonemes 'oi', 'x', 'z' and 'c'. To be able to correctly identify and pronounce plural nouns To know where to place the negative construction in a phrase, such as when expressing an opinion e.g. je n'aime pas To know that the gender of the noun determines which definite article should be used To know how cognates provide clues to work out the meaning of new words. 	<ul style="list-style-type: none"> To know how to identify a noun in a short phrase To understand how a sentence changes according to noun gender To know that certain letters make sounds that are different from English: the letters ch make the sound 'sh', e with an acute accent é makes the sound 'ay, and i makes the sound 'ee'. To understand how the preposition à changes with masculine nouns e.g. je vais au marché To know how to source alternative vocabulary to adapt a model, such as using a bilingual dictionary

Skills	<ul style="list-style-type: none"> • Asking and/or answering simple questions. • Practising speaking with a partner. • Using short phrases to give information. • Repeating short phrases accurately, including liaison of final consonant before vowel. • Introducing self to a partner with simple phrases. • Listening and responding to single words and short phrases. • Following verbal instructions in French. • Responding to objects or images with a phrase or other verbal response. • Listening and identifying key words in rhymes and songs and joining in. • Listening and noticing rhyming words. • Experimenting with simple 					

	<div>writing, copying with accuracy.</div> <ul style="list-style-type: none">• Showing awareness of the capital and identifying some key cultural landmarks.					
Key Questions						