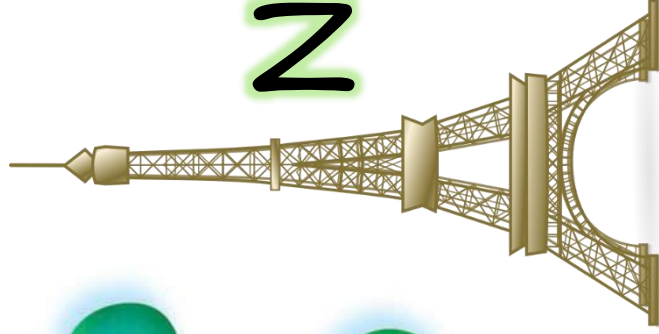




Newbald Primary School

MFL: French

French at Newbald

Primary School



MFL: French at Newbald Primary School



Languages are an essential part of our broad and balanced curriculum. Learning French at Newbald Primary School enables the children to have the opportunity to communicate more effectively with others and helps the children to understand what it is to be a global citizen including being tolerant and understanding of other's cultures.

EYFS & Key Stage 1

Although it is not statutory to teach a MFL in EYFS and KS1. However, at Newbald Primary, we feel that it is important to introduce language learning at this early stage in order to lay the foundations and instil curiosity and enthusiasm for further language learning in KS2. Whilst the children do not have formal language lessons at this stage, The following list shows some of the ways in which children will be exposed to language learning throughout EYFS and KS1:

- Songs and rhymes
- Sharing dual language books
- Greetings (displays, assemblies, register)
- Classroom language and instructions
- Labelling of classroom objects and key areas around the classroom and school
- Numbers on number lines (cross-curricular links to Numeracy)
- Colours to label objects

At this stage learning opportunity is to encourage an enjoyment and a curiosity into learning another language, whilst giving the children the key knowledge and skills so that they are ready to learn in Key Stage 2.

Key Stage 2

In Key Stage 2 the children have regular language lessons led by a French specialist. There is a keen focus on key knowledge and skills where pupils regularly repeat vocabulary such as numbers, letter sounds, greetings, days of the week etc. The children at Newbald have outstanding recall of key vocabulary which enables them to achieve to a very high standard. Annually there is a Key Stage 2 French performance where pupils demonstrate their knowledge and skills they have acquired from their French sessions. This is attended by the parents and carers of the pupils. Here the pupils may chant, say a little about themselves in the French language or perform a 'skit' or short drama performance using French vocabulary.

Children at Newbald are given the opportunity to surpass the expectations of the National Curriculum and children have the appropriate knowledge and skills to ensure that they are more than ready for the next stage of education where it is found that the children thrive in continuing their learning of modern languages such as French. Planning is based upon the QCA French scheme of work along side nurturing children to communicate effectively rather than learn a 'bank of words'.

Core concepts / Areas of Learning

In EYFS and Key Stage 1 the focus will be primarily on **speaking** and **listening**.

In Key stage 2 (Years 3,4,5 &6) will focus on all four MFL areas of:

- The 'productive skills' of **speaking** and **writing**
- The 'receptive skills' of **listening** and **reading**

Another key concept taught in Key Stage 2 is **grammar**

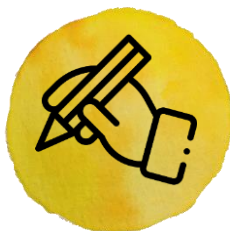
Lessons are planned and taught focusing on the building blocks of a language (phonics, grammar and vocabulary).

We aim that all pupils learn to:

- 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.



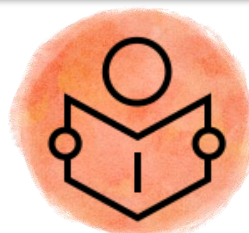
Speaking



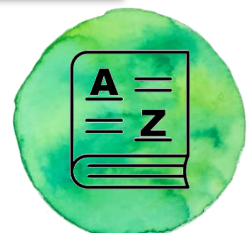
Writing



Listening



Reading



Grammar

Aims



At Newbald Primary School, we aim:

- to develop pupils' communication and literacy skills that lay the foundation for future language learning
- to develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English
- to enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others
- to provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects
- to foster positive attitudes towards foreign language learning;
- to form a sound basis for further study at key stage 3 and beyond.



Languages in the 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].



Subject content

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.

Newbald Primary School MFL Cycle B



	Year 3& 4 Cycle B	Year 5 & 6 Cycle B
Autumn 1	Unit 1: Moi (All about me)	Unit 13 Bon appétit! (Enjoy your meal!)
Autumn 2	Unit 2: Jeux et chansons (Games and songs)	Unit 14 Je suis le musicien ('I am the Music Man')
Spring 1	Unit 3: On fait la fête (Celebrations)	Unit 15 En route pour l'école (On the way to school)
Spring 2	Unit 4: Portraits (Portraits)	Unit 16 A la plage (Beach scene)
Summer 1	Unit 5: Les quatre amis (The four friends)	Unit 17 Les quatre saisons (The four seasons)
Summer 2	Unit 6: Ça pousse! (Growing things)	Unit 18 les planets (The planets)

Newbald Primary School MFL Cycle A



	Year 3& 4 Cycle A	Year 5 & 6 Cycle A
Autumn 1	Unit 7 On y va (All aboard)	Unit 19 Notre école (Our school)
Autumn 2	Unit 8 L'argent de poche (Pocket money)	Unit 20 Notre monde (Our world)
Spring 1	Unit 9 Raconte-moi une histoire! (Tell me a story!)	Unit 21 Monter un café (Creating a café)
Spring 2	Unit 10 Vive le sport! (Our sporting lives)	Unit 22 Le passé et le présent (Then and now)
Summer 1	Unit 11 Le Carnaval des animaux ('Carnival of the Animals')	Unit 23 Au parc d'attractions (At the theme park)
Summer 2	Unit 12 Quel temps fait-il? (What's the weather like?)	Unit 24 Quoi de neuf? (What's in the news?)

Aims



At Newbald Primary School, we aim:

- to develop pupils' communication and literacy skills that lay the foundation for future language learning
- to develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English
- to enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others
- to provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects
- to foster positive attitudes and curiosity towards foreign language learning;
- to form a sound basis to thrive in further studies at key stage 3 and beyond.





The Modern Foreign Language (MFL) scheme of work followed at Newbald Primary School allows children to progress in the following areas.

Oracy

In the early stages of language learning, children will spend much of their time listening and speaking. It is particularly important that they have regular and frequent opportunities to listen to a good model of pronunciation; most pupils will not hear the language outside of the classroom. Children will listen to the teacher, to native speakers and recordings; they learn to recognise familiar and unfamiliar sounds. They reproduce these sounds, create phrases and sentences and engage in simple conversations.

Children at Newbald Primary will also have the opportunity to explore French phonics, and to be increasingly aware of the differences between English and French phonics when reading and pronouncing words in the MFL.

Literacy

Reading and writing skills are supported by, and reinforce, the development of oracy. Children will become familiar with the relationship between phonemes and graphemes in the MFL. They apply this knowledge in their reading and spelling. Children understand, read and enjoy different types of texts, such as stories, songs, poems and messages. They write simple sentences and short texts, often using a frame or model. They develop a basic knowledge of the writing, spelling and structure of the MFL.

Inter-cultural understanding

Language learning brings children into contact with the people and culture of other countries. It enables them to explore the lives of others and provides them with opportunities to compare and contrast their own lives. They become aware of the similarities and differences between peoples and discuss the danger of stereotyping. Intercultural understanding can be easily integrated into language lessons, as well as being taught through other subjects.

Knowledge about language

Children increase their understanding of how language works, and this reinforces their understanding of their own language. They become aware of the rules and patterns in language and apply this knowledge when using MFL for their own purposes. They learn about the importance of pronunciation and intonation, and formal and informal use of language.

Language-learning skills

Children have regular opportunities to think about the best way for them to learn a new language, and they employ a range of strategies to help them to do this. These can be applied to any language that they may learn later.



MFL Progression of Knowledge & Skills



	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Spoken Language	- Join in with a language game or song using speech, a physical gesture to show I understand. - Say a word in another language for example, 'Bonjour'. - Take part in a language song, saying at least one word.	- Repeat modelled words - Recognise a familiar question and respond with a simple rehearsed question. - Ask and answer a simple and familiar question with a response. - I can begin to respond to a greeting from my teacher for example, 'Hello'; 'Goodbye'. - Sing parts of a simple song in another language. - Sing a simple song/ poem in another language. - I can confidently say single words and repeat them. - I can say some single words from memory.	- Repeat modelled short phrases - Identify individual sounds in words and pronounce accurately when modelled. - Listen and show understanding of short phrases through physical response. - Ask and answer at least two simple and familiar questions with a response. - Use familiar vocabulary to say a short sentence using a language scaffold. - Speak about everyday activities and interests. - Start to recognise the sound of some letter strings in familiar words and pronounce when modelled. - Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. - Say at least two short sentences that may contain an adjective to describe people, places, things and actions - Express simple opinion about likes and dislikes.	- Listen and show understanding of simple sentences containing familiar words through physical response. - Listen and understand the main points from short, spoken material in the target language. - Engage in short conversation using a range of simple familiar questions. - Use familiar vocabulary to say several longer sentences using a language scaffold. - Manipulate familiar language to present ideas and information in simple sentences. - Confidently present a range of ideas and information, without prompts, to a partner or small group of people. - Listen and understand the main points and some detail from short, spoken material in French. - Ask and answer more complex questions with a scaffold of responses. - Express a wider range of opinions and begin to provide simple justifications - Converse briefly without prompts. - Refer to everyday activities and interests, recent experiences and future plans. - Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary

Listening

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|---|--|---|--|
| <ul style="list-style-type: none">• Understand when something I am listening to is in a different language.• Listen to a words, poem or song in another language.• Listen to basic pronunciation simple words in another language for example, 'Bonjour'. | <ul style="list-style-type: none">• I can begin to recognise repeated language in a story or song.• I can confidently recognise repeated language in a story or song.• When listening to a song or story, I can begin to identify key words and show I understand with a physical gesture.• I can listen for key words and phrases in a song or story and show I understand with a physical gesture.• Recognise repeated language in a story or a song.• Listen and show understanding of single words and short phrases through physical response. | <ul style="list-style-type: none">• I can listen to and understand familiar spoken words and phrases.• I can listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences.• I can follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story.• I can join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts.• I can identify phonemes in the target language and use them to aid understanding.• I can use strings of phonemes to help understand new words and short phrases.• I can listen to the phoneme or words including the phoneme and transcribe accurately.• I can listen to high-frequency familiar words and phrases and transcribe accurately. | <ul style="list-style-type: none">• I can listen to and understand the main points and some detail in extended sentences and short passages.• I can listen to and understand the main points and key details from a range passages including complex language and reference to past and future tenses.• I can listen to and recount familiar stories, songs, rhymes or poems, including the use of visual cues or prompts.• I can listen to and recount from memory familiar stories, songs, rhymes and poems.• I can listen and apply knowledge of phonemes to help understand extended sentences.• I can listen and apply knowledge of phonemes to help understand more complex extended sentences.• I can listen to and write sentences on familiar topics reasonably accurately by applying phonic knowledge.• I can listen to and extended write sentences with complex structures mostly accurately by applying phonic knowledge. |
|---|--|---|--|

Reading	• Begin to recognise if something is written in another language. • Enjoy looking at a short poem, rhyme or short story being read by an adult in another language	• Look at and show understanding of familiar single words. • Listen and look at specific words in songs / rhymes and demonstrate understanding. • Join in with chanting whilst looking at the written word • Identify when something is written in another language • Begin to look at and read some basic words in another language	• Use strategies for memorisation of vocabulary. • Read and show understanding of simple phrases and sentences containing familiar words. • Make links with English or known language to work out the meaning of new words. • Use context to predict the meanings of new words. • Begin to use a bilingual dictionary to find the meaning of individual words in French and English. • Listen and identify specific phrases in songs and rhymes and demonstrate understanding. • Join in with words or a song or storytelling.	• Read and show understanding of simple sentences containing familiar and some unfamiliar language. • Use a range of strategies to determine the meanings of new words (links with known language, cognates, etymology, context) • Use a bilingual dictionary to identify the word class. • Read and pronounce familiar words accurately • Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules. • Write simple sentences from memory using familiar language Follow the text of a familiar song or story • Read and understand the main points and some detail from short written material. • Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and English. • Write several sentences from memory with familiar language with understandable accuracy. • Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. • Follow the text of a familiar song or story and sing or read aloud. • Understand the gist of an unfamiliar story or song using familiar language and song or read aloud
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Writing	• With support, know and identify writing in another language.	• Begin to label using given words from another language • Write a simple word in another language with support for example, Bonjour. • Begin to write single familiar and basic words from memory with understandable accuracy. • Copy simple familiar words to label and to describe colour, number and greetings.	• Write single familiar words from memory with understandable accuracy. • Copy increasing familiar words to describe people, places, things and actions with a model. • Write familiar short phrases from memory to create new short phrases. • Replace familiar vocabulary in short phrases written from memory to create new short phrases. • Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.	• Write several simple sentence containing adjectives to describe people, places, things and actions using a language scaffold. • Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. • Use a wider range of descriptive vocabulary in their descriptions of people, places, things and actions.
Grammar			• Show awareness of word classes and be aware of similarities in English. • Name the gender of nouns, name the definite and indefinite articles for both genders and use correctly, say how to make the plural form of nouns. • Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular. • Recognise and use partitive articles. • Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person. • Use simple prepositions in their sentences	• Demonstrate understanding of gender and number of nouns and use appropriate determiners. • Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence. • Name and use a range of conjunctions to create compound sentences. • Demonstrate the use of first, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject verb agreement. • Recognise and use a range of prepositions. • Recognise and use high frequency verbs in the perfect tense; compare with English • Name all subject pronouns and use to conjugate a high frequency verb in the present tense. • Follow a pattern to conjugate a regular verb in the present tense. • Choose the correct tense of a verb (present/perfect/imperfect/future) according to context