

Breadsall CE Primary School Curriculum

Progression of knowledge and skills for:



MFL - French

Modern Foreign Languages (MFL)

Intent, Implementation and Impact Statement

Intent

It is our intent at Breadsall CE Primary School to provide all of our children with a high- quality education in Modern Foreign Languages (MFL), which develops their **love** of learning about other languages and cultures and helps provide them with an understanding of the world. We aim to build the children's 'cultural capital' so that they have a knowledge, understanding and **respect** for the richness and diversity between cultures.

All pupils at Breadsall will be expected to achieve their full potential in their foreign language learning (French) - the ultimate aim is that pupils will feel confident engaging in spoken French, develop skills in reading, listening and writing, and know how important languages will be in their future.

We **hope** that all pupils will develop a genuine interest and curiosity about languages, finding them enjoyable and exciting and show a desire to continue their language learning past KS2. Although our current MFL taught is French, we strive to provide children with opportunities to experience a range of other languages and celebrate the growing diversity of our pupils and the languages they speak such as Polish, Japanese and Sign Language.

Implementation

At Breadsall CE Primary, the French curriculum has a focus on **speaking, listening, reading and writing** skills, as well as making children aware of **grammatical features** of the French language. Teachers used the SALUT scheme of work in year 3 and 4 and the SALUT scheme of work combined with the Upper KS2 Twinkl Plan it scheme of work in Year 5 and 6, which offers more challenge to the older pupils in school. Teachers follow the sequence of lessons from these schemes of work adapted to suit our pupils covering a wide variety of topics and themes. Weekly lessons are taught (40 minutes) ensuring progression by building on previous lessons. At the start of each lesson, teachers recap on prior learning – last week ((la semaine dernière), last month (le mois dernier). Previous language will be revised, recalled and consolidated whenever possible and appropriate.

Evidence of lessons taught are captured in children's French books (either photos, drawings, sentences, captions, crosswords, wordsearches etc.) in KS2. Pupils will continuously build on their previous knowledge as they progress in their foreign language-learning journey.

Our SEND and disadvantaged pupils are supported in the language learning through teachers adapting planning and resources as necessary to reflect the children's understanding and their varying needs. Lessons are differentiated providing the appropriate level of support and challenge. Vocabulary is displayed in classroom to serve as a reminder to children.

Displays are used throughout the school to promote spoken French, including KS1. Examples include answering the register in French, changing a daily weather board and basic classroom instructions.

Other opportunities to celebrate MFL at Breadsall CE Primary include timetabled language days: Other French Speaking Countries and Christmas in France; performing a song in French at a church service; French café in the classroom.

Impact

Our MFL curriculum is fun and enjoyed by learners and planned to curriculum ensures that all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures.

In addition, we measure the impact of our curriculum through:

- Pupil discussions about their learning;
- Monitoring and reflection against subject-specific skills defined in lower and upper KS2;
- Children applying their knowledge of language to other areas of the curriculum;
- Children applying their cultural understanding and tolerance across society and cultures.

An action plan has been created by the subject lead to monitor targets we wish to implement across the school. The subject leader will also liaise with all staff across KS1 and KS2 and these meetings will feed in to the triangulation of evidence for the monitoring of French.

MFL (French): KS1		
	Listening	Speaking
Key Skills and Knowledge	Listen to and respond to simple classroom instructions. Examples include: Ecoutez! – Listen! Regardez! – Look! Venez sur le tapis – Come to the carpet Asseyez-vous – sit down Levez-vous – stand up répétez – repeat Regardez-moi – Look at me Mettez votre manteaux – Put your coat on Listen and enjoy simple songs and rhymes in French and begin to recognise words that are repeated. Understand and respond using pictures to simple questions, eg, What is the weather like today? Quelle temp fait il, aujourd'hui?	Communicate with others using simple words to greet, eg, bonjour – hello, salut – hi, au revoir – goodbye. Explore the sounds of a language to begin to develop an understanding of pronunciation. Begin to recognise and say the colours in French, starting with those linked to the 4 house colours in schools (red – rouge; yellow – jaune; green – vert; blue – bleu) and building up to orange – orange; marron – brown; violet – violet /purple; rose – pink; gris – grey; noir-black ; blanc- white Say the numbers up to 10

MFL (French): Lower Key Stage 2

	Listening & Comprehension	Speaking	Reading & Comprehension	Writing & Grammar
Coverage	<i>listen attentively to spoken language and show understanding by joining in and responding</i> <i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>	<i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i> <i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i> <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i> <i>present ideas and information orally to a range of audiences*</i>	<i>read carefully and show understanding of words, phrases and simple writing</i> <i>appreciate stories, songs, poems and rhymes in the language</i> <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i>	<i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>describe people, places, things and actions orally* and in writing</i> <i>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</i>
Key Skills and Knowledge	Use a gesture or hold up a picture to identify specific words when listening to songs, poems, simple stories. Recognise numbers 1-20 and begin to understand numbers from 20 – 31. Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action. Pick out phonemes, words and phrases in songs, stories and rhymes. Understand higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time. Listen to up to three simple sentences using familiar vocabulary and answer questions in English e.g. How old is Nicole?	Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Ask and answer questions about oneself -e.g. name and age, birthday Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. Express preference about what they like e.g. food, animals, colours	Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy. Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris? Follow a text such as a song or poem whilst listening to it at the same time Link phrases to make a sentence e.g. When it rains, you need an umbrella. Use strategies to work out the meaning of new words.	Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Complete a simple gapped text such as a party invitation or passport. Use picture cards to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat. Begin to understand how the negative is formed in French e.g. make a human sentence for I don't like chocolate. Write a few simple sentences using a word bank to describe for example a sports star e.g. lives in London. She is 22 years old. She likes dancing. Match correctly definite/indefinite article to singular and plural familiar nouns

MFL (French): Upper Key Stage 2

	Listening & Comprehension	Speaking	Reading & Comprehension	Writing & Grammar
Coverage	<i>listen attentively to spoken language and show understanding by joining in and responding</i> <i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>	<i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i> <i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i> <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i> <i>present ideas and information orally to a range of audiences*</i>	<i>read carefully and show understanding of words, phrases and simple writing</i> <i>appreciate stories, songs, poems and rhymes in the language</i> <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i>	<i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>describe people, places, things and actions orally* and in writing</i> <i>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</i>
Key Skills and Knowledge	Identify key points in a new context e.g. a story, which contains familiar language Understand higher numbers e.g. in prices, numeracy activities Follow instructions and directions e.g. a recipe or simple directions Recognise letters of the alphabet when they hear them	Seek help and clarification e.g. I don't understand, can you repeat that, how is that written? Give simple instructions and directions e.g. a recipe, directions to a place, the route to school Begin to understand and express future intentions e.g. I am going swimming on Wednesday Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk Understand and use numbers in context e.g. saying the year, 24-hour clock, quantities. Give a description e.g. of a town, geographical features in a country Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather Express and justify opinions e.g. I like netball because it's fun.	Practise reading aloud a poem to perform in front of an audience. Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts that contain familiar and new vocabulary Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article	Use simple conjunctions such as and, but, because to form more complex sentences. Begin to know how to form the future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain. Begin to see how possessive articles e.g. my, his, her change according to gender e.g. Jane is my sister. Understand the word order of familiar adjectives and apply correct endings, singular and plural. Use adjectives to add interest and detail to a description Use some simple adverbs to make sentences more interesting Have some understanding of how to use the past tense Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat.

French Overview LKS2	Autumn	Spring	Summer
Cycle A Started 2019/2020	Introducing Yourself My Home	Animals Playtime	At School My Town
Cycle B Started 2020/2021	Days of the Week, Colours Numbers to 20 The Body	Parts of the Body, Numbers to 31 & Months Describing People	Food Sport

French Overview UKS2	Autumn	Spring	Summer
Cycle A Started 2019/2020	Getting to Know You That's Tasty	School Life This is France	A Weekend with Friends On Holiday
Cycle B Started 2020/2021	All About Ourselves Family and Friends	Time Travelling Visit a French Town	Let's go Shopping All in a Day

FRENCH CULTURAL OVERVIEW	EYFS	Year 1 and 2	Year 3 & 4	Year 5 & 6
Where is France?	Understand that France is another country that is located near to the UK	Locate France on a simple map of Europe.	Identify France on a map of Europe and know the capital city is Paris. Identify key landmarks associated with the city, eg, Eiffel Tower	Identify France on a map of Europe and the location of Paris. Name and describe several landmarks associated with the city, eg, Eiffel Tower, Arc de Triomphe, Louvre. Identify and describe the location of regions of France and other cities.
French speaking countries (Whole School Languages Day)	France Switzerland / Belgium (Europe)	France Canada / North America (Louisiana)	France African French speaking countries: Democratic Republic of Congo, Senegal, Ivory Coast	France Asian Countries where French is spoken: Cambodia, Laos, Vietnam