

MFL (FRENCH)



Our Intent Statement & Aim:

At Great Finborough Church Primary School, we teach French as a modern foreign language from Key Stage 2.

We intend to start our children on their journey of developing the knowledge, understanding and skills for living and working in a global community and society.

We aim to provide the children with the foundations to learn an additional language through listening, exploring, engaging and developing their knowledge, understanding and skills in French.

Our objective is to teach basic French vocabulary and grammar to provide the children with the opportunity to develop the initial skills, knowledge and understanding to speak, listen, read and write in French.

It is our intention to support the children in learning how to listen to and engage in basic conversations to communicate with others through asking and responding to questions and statements.

The children will be provided the opportunity to develop the skills and vocabulary which will enable them to read simple well known texts like poems, songs, rhymes and simple stories.

It is our aim that the children will be able to write captions, labels and build sentences using the key features and patterns of the language.

Studying French as a Modern Foreign Language will enable the children to develop their knowledge of the country, including key aspects of culture, festivals and traditions. They will be taught how to compare and contrast similarities and differences between family life in France and their own life in the United Kingdom.

This will give them the foundational skills to embrace further learning as they progress on their journey and development for the love of learning and apply their skills to the use of foreign languages.

Through our curriculum enrichment projects we aim to provide children with the opportunity to apply their skills to daily life situations and to visit France for a more authentic experience.

Our carefully planned homework opportunities aim to further develop the inter-cultural aspect of our curriculum.

Ultimately, our curriculum aim is to put oracy, literacy, intercultural understanding, knowledge about language and language learning strategies at the heart of what we do.

Implementation:

Modern Foreign Languages (French) is planned and taught in year groups on a 1 year cycle.

Our curriculum is underpinned by the National Languages Strategy: Languages for All Languages for Life and we use the on-line progressive Light Bulb Languages scheme as the vehicle to deliver our MFL curriculum.

The strategy highlights the importance of developing the 5 key areas of learning a new language. These are the development of oracy, literacy, inter-cultural understanding, knowledge about language and language learning strategies. These are reflected in our planning and delivery of our curriculum.

As quoted in the framework (National Languages Strategy: Languages for All Languages for Life):

Oracy is and involves:

'Oracy (listening, speaking and spoken interaction) has a more prominent place in language learning than in most if not all other areas of the curriculum. In the early stages children will spend much of their time listening, speaking and interacting orally and will be given regular and frequent opportunities to listen to a good model of pronunciation. This emphasis on exposure to the sound patterns of the new language is particularly important because, unlike with their mother tongue, children will be reliant on the classroom to provide most of their spoken language experience. Children listen to the teacher, to songs and rhymes, to each other and to native speakers, to recorded and on-line speech and songs, recognising familiar and unfamiliar sounds.

They reproduce these sounds themselves and create phrases and sentences. They engage in simple conversations to obtain and provide information and exchange opinions. They also reinforce and expand their knowledge of their own language or languages and other subject areas.'

Literacy is and involves:

The literacy skills of reading and writing are supported by, and in turn reinforce, the development of oracy. They are likely to take on greater prominence as children become familiar with the relationship between sounds and letters/characters in the new language and apply this knowledge in their reading and spelling.

As they increase their understanding of the language, they gain increasing access to different forms of text – simple stories, poems, information texts, advertisements, letters, messages – in paper and electronic forms. Children will have opportunities to apply their skills and understanding to read, enjoy and make use of this widening range of texts.

They should be able to write simple sentences and short texts for different purposes and audiences, often using a frame or model to help them structure meaning.

Children use the skills of reading and writing to develop a basic knowledge of the writing system, the spelling and the structure of the language. In doing this, they reinforce and expand their knowledge and understanding of their own language(s).

Intercultural Understanding:

Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values. There are many opportunities to link this strand closely with work in other subjects.

Objectives in this strand can be integrated into language lessons as well as taught separately in non-language teaching time, through other subjects. Learning a new language inevitably and naturally brings children into contact with aspects of the culture of other countries. The practical nature of language learning may make this contact even more real, whether inside school, on special days or beyond the classroom, by using the internet, e-mail, school trips abroad and links with other schools.

Knowledge About Language:

When learning a new language, children reinforce and reinterpret knowledge and understanding gained in learning their first language(s). They develop insights into the nature of language and its social and cultural value. Building on their experience of interaction with and in the new language, they begin to increase their understanding of how language works. They compare the new language with English or another language and reflect on similarities and differences. They become aware of rules or patterns in language and begin to apply their knowledge when creating new language.

Knowledge about language supports children in communicating effectively in speech and writing. It helps them to apply their prior knowledge, both to understand and to generate new language. It makes them aware of pronunciation and intonation and how these influence meaning. It helps them investigate how languages work and illustrates how users adapt language in formal and informal contexts.

Language Learning Strategies:

An important aim of language learning in KS2 is to familiarise children with strategies which they can apply to the learning of any language. The Framework sets out examples of Learning Strategies and ways of teaching them. Over the four years of KS2 children should have regular opportunities to identify and apply a range of Language Learning Strategies.

By selecting and using different strategies, children develop awareness of how they learn and the ability to plan to use specific strategies for particular tasks. Strategies explored in language lessons can also be used for learning in other subjects.

The objectives show how children can progress over the course of four years. The strands are interconnected and support each other; they would rarely be taught in isolation. A typical series of lessons will include elements from three to five strands. Schools should feel free to emphasise certain strands and certain objectives to fit in with their own aims and teaching materials. Some children's learning needs will be better matched by learning objectives from earlier or later years.

Our Chosen Scheme

We have chosen Lightbulb Languages because the scheme shows good progression of the language and leads to a good understanding, knowledge and skills relating to French. Resources support non specialist teachers and are simple to follow. Plans and resources are easily accessed online. Vocabulary linked to each lesson for both teachers and pupils allows the children to develop their linguistic skills. Plans include information supporting understanding of grammar and the structure of the French language. Good coverage of topics relating to everyday life provide links to culture, traditions and festivals. Plans are set out to be interesting and fun for children and include ideas for interactive games. Assessments enable us to track progress in the subject.

The 5 key elements of language learning are delivered through a thematic approach.

Year 3: An introductory Project About France, Greetings, Names, Ages, Colours, Numbers (0-20), Families, Playground Games, Months of the Year, Praise Words, and Parts of the Human Body.

Year 4: Transport and Travel, Compass Points, Weather, Numbers (1-30), Days of the Week, Stories, Money, Toys, Likes and Dislikes, Descriptions (good or bad), Sports, Diary of Activities, Food and Healthy Eating, Animal Sounds and Descriptions, Listen and Appraise French Music.

Year 5: The Alphabet, Places in the Locality and Co-ordinates, Numbers (31-60), Journeys, Directions, French Celebrations, French Schools, Foods (likes and dislikes), Food for Celebrations, The Planets, Months and Seasons, The Weather and Seasonal Colours.

Year 6: Time, Similarities and Differences between French and English Schools, Timetables and Subjects, Shops and Places in Towns, Numbers (60- 100), Famous French People, French Menus and Regional Food.

At the end of every unit the children complete a short comprehension style reading task and assessment booklet.

Lesson Delivery

- Lesson objective.
- Starter – in the form of game, song or quick re-cap on week 2 of the lesson.
- Activity – Introduction of new theme to include teacher/pupil speaking.
- Written – learning activity sheet.
- Plenary –usually in the form of speaking and listening activities.

Recording & Assessing Pupils' Work

The children's work is recorded as individual learning activities from adapted resources from Lightbulb Languages that are collated in an individual folder.

In all year groups, the children will be given a Learning Objective sticker for each lesson which also outlines the specific Success Criteria to be achieved. All Learning Objectives and accompanying Success Criteria will match the MFL Skills Progression Document.

How do we monitor the children's progress?

The MFL Lead, the Senior Leadership Team and the Curriculum Governors will monitor the children's progress in a variety of ways, such as:

- Pupil voice opportunities
- MFL Topic folder scrutiny
- Lesson observations that demonstrate and show clear links to the MFL Curriculum

Cross-Curricular Links

Links are made to the children's work on locational knowledge in Geography and other topics such as daily weather patterns around the world. The children also transfer their comparative skills developed in Geography and PSHE/ RSE to compare their life in the UK with the life of children in France. The language development skills are also closely linked to the spelling, punctuation and grammar curriculum, for example in the use of terms such as nouns and adjectives.

Curriculum Enrichment:

We hold an annual French Breakfast for children in Key Stage 2 to build on their linguistic by applying those skills. The sessions involve purchasing food items using Euros, commenting on likes and dislikes and using the vocabulary associated with ordering in cafes and shops. It also provides our children with the opportunity to taste foods associated with French cuisine.

To conclude their learning of MFL at Great Finborough Church Primary School, we organise an Experience Day to France to enable our pupils to experience travelling to France and daily life in France, including visiting shops, cafes and boulangeries (New for 2021-2022)

Homework:

The children will be set a termly project at the beginning of the term which helps and supports them to develop their inter-cultural understanding and knowledge of France. These are open-ended homework projects with a common theme.

Impact:

By the time they are ready to leave us for the next part of their learning journey, our children should:

- Have developed personal language learning strategies.
- Have developed a knowledge about the French language including the origins of the language, key features such as structure, and where in the world language is spoken.
- Have basic linguistic skills in the French language, for example grammar, language structures and key features and patterns of the language.
- Have the ability to listen, engage and respond with accurate pronunciation in basic conversations about aspects of everyday life.
- Have the foundations needed for reading, both independently and aloud, of simple well-known stories, songs, poems and rhymes and will be able to comprehend these.
- Have the basic skills to write simple labels, captions, phrases and grammatically correct sentences.
- Have developed inter-cultural understanding through studying France as a country and making comparisons between their lives and the lives of children living in France or a French speaking nation.
- Have a growing knowledge of daily life in France including common topics and themes, cultures, traditions and festivals and be able to compare and contrast these to their own daily life in the UK.
- Have had the opportunity to apply their knowledge, understanding and skills to real-life situations, including the opportunity to visit France.
- Have developed their ability and confidence to embrace learning a new language which can be applied to, not only the continuing learning of French, but to other languages too.

Ultimately, by the time the children leave Great Finborough Church Primary School they will have broadened their knowledge, understanding and skills in the development of French as their Modern Foreign Language, developed a passion and love for learning new languages, and be ready for their next stage of learning at Key Stage 3.