

# MFL at Durley CE Primary School

## Intent

The skills, knowledge and understanding gained through learning a language contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others. Learning a foreign language is a liberation from insularity and provides an opening to other cultures, fostering pupils' curiosity and deepening 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, and provide the foundation for learning further languages, equipping pupils to study and work in other countries. At Durley CE Primary School, we believe that the early acquisition of French facilitates the learning of other foreign languages later in life. We will prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully.

At Durley Primary School, we believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others, which feeds into our whole school values of LOVE, RESPECT AND FORGIVENESS where many religions and cultures are represented.

## Implementation

We teach French across Key Stage 2. The school uses the "Language Angels" scheme of work to support the teaching and learning of French. This provides clear progression for the development of speaking and listening and vocabulary acquisition. There are resources to support the teaching and learning opportunities for pupils.

They use a variety of the following techniques to encourage children to have an active engagement with French:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play – these should relate to the situations the children may find themselves in the future.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
- Reading and writing quality materials.
- We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

We base the teaching on the National Curriculum through the Language Angels. This has been adapted to the context of our school and provide teachers with clear progression grid and content for teaching and learning.

## Impact

Through the high quality first teaching of French taking place we will see the impact of the subject in the following ways:

- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language and communication through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the French culture.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

Durley CE (Controlled) Primary School

Modern Foreign Languages (French) - Long Term overview

Cycle 1

	Autumn Term		Spring Term		Summer Term	
<b>Years 3, 4, 5</b>	<b>Basic Vocabulary</b> <ul style="list-style-type: none"> <li>5 essential lessons covering some core French vocabulary.</li> <li>Numbers 1-10, numbers 10-20, numbers 10-100, colours</li> <li>days of the week.</li> </ul>	<b>Je Peux... (I can...)</b> <ul style="list-style-type: none"> <li>This unit introduces the French verb 'pouvoir' (to be able to') in the form of 'Je peux' (I can)</li> <li>Using the verb in this form learn how to say, read and write ten everyday activities (talking, eating, dancing etc)</li> </ul>	<b>Fruits Les Fruits</b> <ul style="list-style-type: none"> <li>pupils will learn how to say, read and write up to ten different fruits in French</li> <li>They will be able to express which fruits they like and dislike.</li> </ul>	<b>Je Me Présente (Presenting Myself)</b> <ul style="list-style-type: none"> <li>teach us the necessary language to enable us to present ourselves accurately in French.</li> <li>It covers who we are, how old we are, where we live and where we are from.</li> <li>We'll also learn how to ask someone else the same questions</li> </ul>	<b>Quelle Est La Date Aujourd'hui? (What Is The Date?)</b> <ul style="list-style-type: none"> <li>learn how to repeat and recognise the months of the year in French,</li> <li>ask when somebody has a birthday say when they have their birthday,</li> <li>say the date in French, and create and recognise the key dates in the French calendar.</li> </ul>	<ul style="list-style-type: none"> <li><b>En Famille (Family)</b></li> <li>Learn the words for family members</li> <li>learn how to count up to 100 so you can say how old each member of your family is.</li> <li>introduction to 'gender'.</li> </ul>

Cycle 2

	Autumn Term		Spring Term		Summer Term	
<b>Years 3, 4, 5</b>	<b>J'Apprends Le Français (I Am Learning French)</b> <ul style="list-style-type: none"> <li>the children will learn to pinpoint France on a map of the world,</li> <li>highlight famous French cities and talk about</li> </ul>	<b>Les Glaces (Ice Creams)</b> <ul style="list-style-type: none"> <li>learn how to name and recognise up to 10 different flavours for ice creams,</li> </ul>	<b>Au Café (At The Café)</b> <ul style="list-style-type: none"> <li>learn all the necessary vocabulary for when ordering at a French café.</li> <li>The aim of this unit is not just to memorise a set vocabulary list of</li> </ul>	<b>As-Tu Un Animal? (Do You Have A Pet?)</b> <ul style="list-style-type: none"> <li>learn how to repeat, recognise and attempt to spell eight nouns (including the correct article for each) for pets.</li> </ul>	<b>Quel Temps Fait-Il? Weather</b> <ul style="list-style-type: none"> <li>the children will learn how to repeat and recognise the vocabulary for weather in French.</li> </ul> Activities will include:	<b>Les Habitats (Habitats)</b> <ul style="list-style-type: none"> <li>expose children to longer texts and more challenging language about the essential elements that animals and plants need to survive, and the</li> </ul>

<p>other countries where French is spoken.</p> <ul style="list-style-type: none"> <li>• They will also be able to say their name, how they are feeling and count to ten in French.</li> </ul>	<ul style="list-style-type: none"> <li>• ask for an ice-cream in French using 'je voudrais',</li> <li>• say what flavour they would like and say whether they would like their ice-cream in a cone or a small pot/tub</li> </ul>	<p>food and drink but to be able to apply this and eventually engage in a role play at a café!</p>	<ul style="list-style-type: none"> <li>• take part in a role play where they will be asked their partner if they have a pet as well as be able to answer whether they have a pet or not and to say the name of the pet.</li> </ul>	<ul style="list-style-type: none"> <li>• creating a French weather map,</li> <li>• being able to describe the weather in different regions of France using a weather map with symbols,</li> <li>• asking and answering the following question : what is the weather like today?</li> </ul>	<p>different habitats that these animals and plants live in.</p> <ul style="list-style-type: none"> <li>• The texts from this unit will encourage the children to use cognates (words that are similar in French and English) as well as French words that they are already familiar with to help recognise and retain new vocabulary.</li> </ul>
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### Cycle 3

	Autumn Term		Spring Term		Summer Term	
<p>Years 3, 4, 5</p>	<p><b>Basic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• 5 essential lessons covering some core French vocabulary.</li> <li>• Numbers 1-10, numbers 10-20, numbers 10-100, colours</li> <li>• days of the week.</li> </ul>	<p><b>Les Saisons</b> <b>Seasons</b></p> <ul style="list-style-type: none"> <li>• pupils will learn in French how to say the four seasons</li> <li>• describe each season's key features</li> <li>• say which season is their favourite with an opportunity to justify their opinion.</li> </ul>	<p><b>Vegetables</b> <b>Les Légumes</b></p> <ul style="list-style-type: none"> <li>• learn how to name and recognise up to 10 vegetables in French</li> <li>• attempt to spell some of these nouns (including the correct article),</li> <li>• learn simple vocabulary to facilitate a role play about buying vegetables from a market stall</li> <li>• say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>	<p><b>En Classe (In The Classroom)</b></p> <ul style="list-style-type: none"> <li>• useful language relevant to our school classrooms.</li> <li>• learn French vocabulary and phrases covering classroom instructions to classroom stationery and equipment,</li> <li>• learn how to say what you have and do not have in your pencil case.</li> </ul>	<p><b>Chez Moi (My Home)</b></p> <ul style="list-style-type: none"> <li>• start by learning how to say whether they live in a house or an apartment and describe where it is.</li> <li>• build on this by learning ten nouns (including the correct article for each) for the rooms of the house,</li> <li>• eventually be able to describe everything about the house, from where it is, to how many rooms it has and the different rooms it does not have.</li> </ul>	<p><b>Les Vêtements (Clothes)</b></p> <ul style="list-style-type: none"> <li>• repeat and recognise the vocabulary for a variety of clothes</li> <li>• use the appropriate genders and articles for these clothes.</li> <li>• use the verb PORTER (to wear) in French with increasing confidence,</li> <li>• describe what they wear in different weather/ situations.</li> <li>• Revision of adjectival agreement and possessive adjectives to be able to describe the types of clothes that they are wearing.</li> </ul>

	Autumn Term		Spring Term		Summer Term	
Year 6	<p><b>La Phonétique (Phonetics &amp; Pronunciation)</b></p> <ul style="list-style-type: none"> <li>18 essential French sound patterns / phonemes so that pupils will improve their French pronunciation and also be able to read with improved accuracy. (4 lessons interspersed with the following)</li> </ul> <p><b>Cultural Unit</b> four individual 'one off' lessons - not sequential.</p> <ul style="list-style-type: none"> <li>increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning.</li> </ul>	<p><b>La Famille (New) (a recap and continuation from Cycle 1)</b></p> <ul style="list-style-type: none"> <li>introduce the family members (factual or fictitious) by saying what their names are and how old they are.</li> <li>continue to work with numbers (with the opportunity of reaching 100) to enable them to say the age of various family members.</li> <li>understand the concept of possessive adjectives (mon, ma and mes) in relation to family members</li> </ul>	<p><b>Manger et Bouger (Healthy Lifestyle)</b></p> <ul style="list-style-type: none"> <li>name and recognise ten foods and drinks that are considered good for your health</li> <li>name ten foods considered bad.</li> <li>learn to talk about how to maintain a healthy life-style.</li> </ul>	<p><b>A L'École (At School)</b></p> <ul style="list-style-type: none"> <li>enable children to talk about the subjects they learn in school,</li> <li>the times they study them at and also express a series of opinions about each subject.</li> <li>verb 'aller' (to go) to build some sophisticated and longer pieces of spoken French.</li> </ul>	<p><b>Les Habitats (Habitats)</b></p> <ul style="list-style-type: none"> <li>explore the essential elements that animals and plants need to survive, and the different habitats that these animals and plants live in.</li> <li>exposed to more challenging language and tricky grammar concepts.</li> <li>The texts will encourage the children to use cognates (words that are similar in French and English) as well as French words that they are already familiar with to help recognise and retain new vocabulary.</li> </ul>	<p><b>Le Weekend (The Weekend)</b></p> <ul style="list-style-type: none"> <li>learn to talk about what they do in your own time</li> <li>introduce a variety of common weekend activities allowing discussion about what you do when not at school and, importantly, at what time you do it.</li> </ul>

## Progressions of knowledge, skills and vocabulary

	Listening	Speaking	Writing	Reading	Grammar
Year 3	<p>Repeat words modelled by teacher, show understanding with an action</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Copy simple vocabulary</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Begin to recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p>	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p>
Year 4	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Use common phrases</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can write simple words and several short phrases from memory</p> <p>Children use understandable spelling.</p>	<p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p>	<p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p>
Year 5	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of a piece of writing based on the current topic</p> <p>Read short passages and pull answer questions on what they have read.</p>	<p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p>

<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>	<p>Engage in short scripted conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p>	<p>Adapt taught phrases to create new sentences</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling</p>	<p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>Can use a dictionary or word list.</p>	<p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>
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