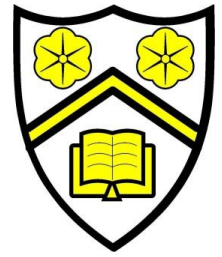


## WHITEHILL COMMUNITY ACADEMY (3-11)

### A rationale for the Teaching of Modern Foreign Languages



#### Our INTENT in MFL (French):

At Whitehill Community Academy, we aim to ensure that the MFL (French) curriculum shows breadth of coverage and progression throughout the Academy and allows every child to develop the skills and knowledge to become confident communicators in a modern foreign language.

The DfE Languages programme of study notes that ‘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’.

#### Modern Foreign Languages unit aims (Taken from the NC)

##### **Aims include:**

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.

#### IMPLEMENTATION of MFL (French):

##### **The Key stage 2 curriculum:**

At Whitehill we will be studying French and will focus on enabling pupils to make substantial progress in this language. The teaching will 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.

**Pupils should be taught to:**

<p><b><u>Listening:</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> </ul>	<p><b><u>Speaking:</u></b></p> <ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> </ul>
<p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally* and in writing</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul>
<p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Understand basic grammar appropriate to the language being studied, such as (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.</li> </ul>	

## **MFL Overview for KS1 (non-statutory) and KS2**

Year group	Autumn	Spring	Summer
Year 2	(S & L) Numbers, colours, basic greetings	(S & L) Myself	(S & L) All about France
Year 3	Revision of year 2 throughout the year, numbers 0-10, greetings, classroom instructions, Christmas	Ask for and give name, colours, verbs/connectives, food, Easter	Days of the week, months of the year, revision of the year
Year 4	Revision of year 3 throughout the year, parts of the body, asking for French translation, Christmas	Verb – to be, family, zoo animals, hobbies, numbers 0-20, Easter	Weather, clothes, revision of the year
Year 5	Revision of year 4 throughout the year, positions/directions, shops/shopping, Christmas	Time, exercise/keeping fit, numbers 0-50, Easter	Restaurants/cooking, calendar, towns/cities, revision of the year
Year 6	Revision of year 5 throughout the year, stationary/classroom equipment, clothing, Christmas	Occupations, accommodation, furniture, Easter	Journeys, places to visit, short conversations, revision of the year

### **Long term plan Year 2 (non-statutory)**

Children are introduced to numbers, colours and Christmas vocabulary through games and interactive activities. Children may be taught to introduce themselves through short phrases. Children may be taught about life in France.

### **Long term plan Year 3**

**Children will be required to write basic sentences. This should be gradually increased into writing in small paragraphs by the end of Year 6.**

**Autumn Term:** Children will revise the year 2 overview throughout year 3. They will learn numbers 0-10 through chants and songs. They will learn to greet each other through simple phrases such as 'How are you?' and will also learn vocabulary for

classroom instructions. Children will learn Christmas vocabulary through games and activities.

**Spring Term:** Children will develop conversational skills through learning the phrases to ask for and give names. Children will learn the different colours and begin to describe objects through this knowledge. Children will begin to describe using verbs/connectives. Children will also learn the various vocabulary for English and French food and learn to ask for preferred food through conversational skills. Children will learn Easter vocabulary through games and interactive activities.

**Summer Term:** Children will learn the days of the week and the months of the year. Children will re-cap the overview of the year.

#### **Long term plan Year 4**

**Autumn Term:** Children will revise the year 3 overview throughout year 4. They will learn parts of the body and describe the body using this vocabulary. Children will learn how to ask for the French translation. Children will learn Christmas vocabulary through games and activities.

**Spring Term:** Children will learn the verb – to be and how to use it in the correct context. Children will learn the vocabulary for family members, and how to describe their family through conversational skills. Children will learn the vocabulary for different animals. They will also learn the vocabulary for hobbies and explain what their favourite hobby is. Children will re-cap numbers 0-10 and learn numbers 0-20. They will learn Easter vocabulary through games and interactive activities.

**Summer Term:** Children will learn ways of describing the weather. They will learn the vocabulary for clothes and learn how to describe what they wear through conversational skills. Children will re-cap the overview of the year.

#### **Long term plan Year 5**

**Autumn Term:** Children will revise the year 4 overview throughout year 5. Children will learn different positions and directions, including left/right and describe where things are positioned. Children will learn the vocabulary for shops/shopping topic, and describe what they like to buy through conversational skills. Children will learn Christmas vocabulary through games and activities.

**Spring Term:** Children will learn the different vocabulary for telling the time and learn how to ask what the time is and tell somebody what the time is. Children will learn the vocabulary for discussing exercise/keeping fit and discuss what they do to keep fit. Children will revise numbers 0-20 and learn numbers 20-50. They will learn Easter vocabulary through games and interactive activities.

**Summer Term:** Children will learn the vocabulary linked to restaurants and cooking. They will learn to discuss their favourite meals and ask for meals at a restaurant. Children will learn each month from the calendar. They will learn vocabulary linked to towns/cities and learn to discuss activities in towns and cities. Children will re-cap the overview of the year.

### **Long term plan Year 6**

**Autumn Term:** Children will revise the year 5 overview throughout year 6. They will learn the different vocabulary for stationary and classroom equipment and learn the conversational skills to ask to use these. They will learn the different vocabulary for clothing and learn how to describe their favourite outfit. Children will learn Christmas vocabulary through games and activities.

**Spring Term:** Children will learn to discuss occupations and what they would like to be when they grow up. They will learn to discuss different vocabulary linked to accommodation/living and furniture. Children will learn Easter vocabulary through games and interactive activities.

**Summer Term:** Children will learn to discuss journeys and where they would like to go on holiday and places to visit. Children will develop the skills learn so far to have short conversations. Children will re-cap the overview of the year.

### **IMPACT of MFL (French):**

#### **Assessment, Recording and Monitoring:**

Teachers assess children's progress informally during the lessons, evaluating progress against the four national Attainment Targets of:

- Listening and Responding;
- Speaking;
- Reading and Responding;
- Writing.
- Use of the languages portfolio as a formal and recorded way of assessment.
- Knowledge Organisers for each year group in KS2 have been introduced in January 2020, highlight key learning areas. Each Knowledge Organiser also has five key assessment questions to be completed at the start of each year and at the end of the year. This will demonstrate the knowledge pupils have gained throughout the unit.
- Children's progress will be entered and monitored on DCPro on a termly basis.

**Subject Leaders: Josh Ainsworth, Francesca Hardman-Saiao – January 2020**