


FRENCH

Subject Leader	Kate Walsh
-----------------------	------------

Approved by			
Name:	Michelle Clark		
Position:	Headteacher		
Signed:			
Version No.:	1	Date:	16 th November 2022
Proposed Review Date	Spring 2025		

Purpose of Study

At Asby Endowed School, we teach a foreign language to all children as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

We aim:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study.

National Curriculum

- 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.

By the end of Key Stage 2

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 and masculine 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.

Content

The contribution of French to teaching in other curriculum areas

“Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others.” The Key Stage 2 Framework for Languages (DfES 2005)

English - at least 30% of the modern English vocabulary is directly borrowed from French. Words like “prince,” “joyful,” and “beef” come from the French language, as well as common terminology in the military, legal, technological, and political field.

Spiritual, moral, social and cultural development - In learning about another language, it is necessary to be aware of “difference” in a positive way. To know that there are other ways to live and behave which are valid, despite not being the same as the one that the child knows at home. It gives an opportunity for insight and debate into why things are not always as one has grown up to believe, but arise from sociological differences. At the same time, recognising that there are certain basic, fundamental truths that are common to our humanity, such as the need for honesty, trust and mutual respect in order for us all to live together in harmony.

Quality of Education

Intent

The intention of our MFL curriculum is to develop an interest in and thirst for learning another language. We aim to introduce the French language and the understanding of its culture in enjoyable and stimulating ways. To promote an active learning, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language and will give the children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Implementation

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson.

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network and subject teacher also enrich this through accompanying PowerPoints, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites. In order to promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, and many more creative ways to extend, embed and combine language skills.

Impact

Using the full range of resources will increase the profile of languages across school. Whole-school and parental engagement will improve through the use of language knowledge organisers found on the school website. Progress and attainment is assessed informally at the end of each topic where all 4 skill areas will be assessed. Assessment is based on the Assessment Benchmarks (working towards/emerging, meeting, exceeding). These are recorded by the subject teacher and made available to the school. Pupils are also able to track and assess their own achievement through their 'Assessment Record Clouds' held in their French folders.

Progression of Knowledge

Substantive knowledge in French is based on the acquisition of the knowledge of how to listen, speak, read and write in the language.

Disciplinary knowledge in French is to adapt and use language creatively and purposefully.

Detailed overviews for progress in the four skills and transactional language can be found in the French at Asby Folder held in school.

Reception/Key Stage 1 (Year 1 & 2) International Speaker <i>(non-statutory)</i>	Lower Key Stage 2 (Years 3 & 4) International Speaker	Upper Key Stage 2 (Years 5 & 6) International Speaker
Spoken Language <ul style="list-style-type: none"> • I join in with songs and rhythms. • I respond to a simple command. • I answer with a single word. • I answer with a short phrase. • I ask an appropriate question. • I name people. • I name places. • I name objects. • I use set phrases. • I choose the right word to complete a phrase. • I choose the right word to complete a short sentence. Reading <ul style="list-style-type: none"> • I read and understand single words. • I read and understand short phrases. • I use simple dictionaries to find the meaning of words. Writing <ul style="list-style-type: none"> • I write single words correctly. • I label a picture. • I copy a simple word or phrase 	Spoken Language <ul style="list-style-type: none"> • I name and describe people. • I name and describe a place. • I name and describe an object. • I have a short conversation saying 3-4 things. • I give a response using a short phrase. • I am starting to speak in sentences. Reading <ul style="list-style-type: none"> • I explain the main points in a short passage. • I read a passage independently. • I use a bilingual dictionary or glossary to look up new words. Writing <ul style="list-style-type: none"> • I write phrases from memory. • I write 2-3 short sentences on a familiar topic. • I say what I like/dislike about a familiar topic. 	Spoken Language <ul style="list-style-type: none"> • I hold a simple conversation with at least four exchanges. • I use my knowledge of grammar to speak correctly. Reading <ul style="list-style-type: none"> • I understand a short story or factual texts and notes the main points. • I use the context to workout unfamiliar words. Writing <ul style="list-style-type: none"> • I write a paragraph of 4-5 sentences. • I substitute words and phrases.

Progression of Vocabulary

EYFS - Reception	Key Stage 1 (Year 1 & 2)
<p>Greetings (hello & goodbye) Mr/Mrs/ Miss, Yes/No Receptive language (super, well done, very good, excellent) Numbers to 10. Family (Mummy, Daddy, Baby) Birthdays Colours Simple animals (pets) Basic fruit & vegetables, ice cream</p>	<p>Greetings (hello & goodbye) Mr/Mrs/ Miss, Yes/No, Receptive language - Extended feelings Numbers to 20. Extended family vocabulary (using possessive adjectives) Days, months & birthdays Celebrations – Christmas, Easter Colours Animals (pets & other), opinions Basic fruit & vegetables, ice creams & buying items.</p>
Lower Key Stage 2 (Years 3 & 4)	Upper Key Stage 2 (Years 5 & 6)
<p>Greetings and French culture The calendar and celebrations, carnival and using numbers Revisiting animals, I like and don't like. Fruits and vegetables, Hungry giant, going on a picnic, Je voudrais (I would like) School – classrooms & items. Il y a (there is) J'ai (I have) etc. Extending sentences with opinions & conjunctions. Shops around town. Family tree & parts of the face & body, simple commands & descriptions. Plurals of nouns. Feeling unwell & using J'ai mal. Jungle animals & writing sentences using a verb, noun & adjective. Weather, seasons and buying ice creams – including opinions.</p>	<p>More about myself & school, giving details about myself & others. Pronouns (il, elle, on). Avoir/Etre. Time in the city, directions, buying items including tickets. Prices. Healthy eating, going to the market & following a simple recipe. More on likes & dislikes & shop conversations. Clothes & verb Porter (to wear), describing using adjectives, including colour – looking at adjectival agreement. Understanding an ID card & personal details. Simple planets – real & imaginary. Seaside – talking about & visiting using persuasive language. Extended sentences Revisiting me, telling the time & everyday life. Rooms & objects in the house including describing using adjectives, using prepositions to say where things are. Talking about sports and verb Jouer (to play). Funfair rides & favourite things. Café culture, polite conversations, French breakfast foods & drinks, menus & role play.</p>

Long Term Planning

KS2 2-year cycle

	Autumn	Spring	Summer
2022 - 2023	More about school – subjects, opinions and talking about others In the city and Christmas shopping	Healthy eating and going to the market Clothes, colours and fashion	Out of this world – outer space, planets and space travellers
2023 - 2024	Personal information (name, age, where live etc.), school, days months & birthdays Local area including shops & directions	Family, carnival, body parts and animals	Feeling unwell, jungle animals, weather, picnic/ice creams/café culture and restaurants