



What is Modern Foreign Languages?

Our languages curriculum aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. We aim to give pupils the starting point for a love of languages opening other opportunities to travel and work in other countries in the future.

Our children will build the skills too confidently and competently use spoken and written French vocabulary.

How will the curriculum be delivered? The implementation.

As per our teaching and learning policy, the approach taken with all subjects is to ensure that memory is strengthened at all opportunities. As Kirschner, Sweller and Clarke (2006) stated: “Learning is a change in the long term memory. If nothing has been changed in the long term memory then nothing has been learned.” All children in KS2 receive regular French lessons using the Kapow scheme of work which sets out the exact knowledge to be learnt in detailed plans.

In French, lessons and teaching follows a mastery approach as shown below. We work on the principle that all learners, with effort and excellent teaching, will meet expectations. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences; practical activities, songs and games are used to help improve memory and recall.

Curriculum Review (Impact):

Ongoing formative assessment will help direct teaching. During assessment weeks, children will also complete a quiz. Scores from this are tracked throughout the year and used by teachers and leaders to focus future teaching and retrieval. Select questions from each French unit studied throughout the year form part of a larger, end of year summative quiz. Because our curriculum serves as the progression model, the level of success in these quizzes shows the degree of impact. This will also be judged following pupil discussions by subject and curriculum leaders.

Concepts in Modern Foreign Languages

Throughout our languages curriculum there are six main strands which we implement throughout our lessons. These key concepts have been carefully considered and identified as the core knowledge, skills, and confidence to engage with and appreciate modern foreign languages. The Key Concepts are revisited and developed as the pupils move through the school to ensure that the knowledge, skills, and confidence to engage with languages are firmly embedded within the long-term memory.

The six strands are as follows:

Speaking and pronunciation, listening, reading and writing, grammar and intercultural understanding.

Teaching Enquiries

Year 3/4 A	Greetings	Colour, size and shape	Playground Games
Year 3/4 B	School Days	Numbers, calendars and birthdays	Food
Year 5/6 A	Portraits	Clothes	Weather
Year 5/6 B	Transport	Verbs in a French Week	Towns

Key Concepts

Key concepts identify the content or focus areas of study at different times and come under the headings below:

	Speaking and Pronunciation	Listening	Reading and Writing	Grammar	Intercultural Understanding
Content	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases.</p> <p>Develop accurate pronunciation and</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</p>	<p>Read carefully and show understanding of words, phrases, and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>Feminine and masculine forms: nouns</p> <p>Feminine and masculine forms: adjectives</p> <p>Verbs (including conjugation and negation)</p> <p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and</p>	<p>Recognising cultural similarities and differences between customs and traditions in France and England</p> <p>Recognising that different languages are spoken in the community/world.</p>

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	intonation so that others understand when they are reading aloud or using familiar words and phrases.		<p>Write phrases from memory and adapt these to create new sentences to express ideas clearly.</p> <p>Use familiar vocabulary in phrases and simple writing.</p> <p>Describe people, places and things and actions orally and in writing.</p>	how these differ from or are similar to English.	
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Second Order Concepts

Second order concepts can be used across all aspects of the subject to organise the substantive knowledge and skills taught:

Phonics	Vocabulary	Cognates	Context	Word Order
Recognise and link each phoneme (the unit of sound) to their different graphemes (letters that represent a phoneme in writing – how you write a sound).	Recognise vocabulary when listening or reading.	Spot cognates (words which have the same origin or are in some way similar) and near cognates.	Use context and own knowledge of the world to predict the meaning of unknown words.	Consider the word order to anticipate the meaning of words.

Progression in Substantive Knowledge in Modern Foreign Languages

Second Tier Concepts	End of KS2 expectations
Speaking and Pronunciation	
<p>Phonics Recognise and link each phoneme (the unit of sound) to their different graphemes (letters that represent a phoneme in writing – how you write a sound).</p> <p>Vocabulary Recognise vocabulary when listening or reading.</p> <p>Word Order Consider the word order to anticipate the meaning of words.</p>	<ul style="list-style-type: none"> • To engage in conversations • Ask and answer questions • Express opinions and respond appropriately • Present ideas and information orally to a range of audiences • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Describe people, places, things and actions orally* and in writing
Listening	
<p>Phonics Recognise and link each phoneme (the unit of sound) to their different graphemes (letters that represent a phoneme in writing – how you write a sound).</p> <p>Vocabulary Recognise vocabulary when listening or reading.</p>	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and Responding • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Reading and Writing	
<p>Phonics</p>	<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing

<p>Recognise and link each phoneme (the unit of sound) to their different graphemes (letters that represent a phoneme in writing – how you write a sound).</p> <p>Vocabulary Recognise vocabulary when listening or reading.</p> <p>Cognates Spot cognates (words which have the same origin or are in some way similar) and near cognates.</p>	
Grammar	
<p>Context Use context and own knowledge of the world to predict the meaning of unknown words.</p> <p>Word Order Consider the word order to anticipate the meaning of words.</p>	<ul style="list-style-type: none"> • 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.

Intercultural understanding	
Context Use context and own knowledge of the world to predict the meaning of unknown words.	<ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes in the language

Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within MFL teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Key Conceptual Vocabulary

Key conceptual vocabulary identified within the content or focus areas of study at different times under the headings below:

Year 3/4 A	au revoir bonjour bonne nuit bonsoir ça va bien ça va mal c'est... comment tu t'appelles ? je m'appelle... non oui salut	rouge bleu jaune vert orange un cercle un triangle un carré un rectangle grand petit c'est	un deux trois quatre cinq six sept huit neuf dix onze douze

Year 3/4 B	le francais le dessin le sport l'anglais la geographie la musique le mathematiques les sciences un tableau un cartable un ordinateur un dictionnaire une table une chaise de manuels scolaires	lundi mardi mercredi jeudi vendredi Samedi dimanche janvier fevrier mars avril mai juin Juillet aout septembre octobre novembre decembre	la soupe la pizza le hot-dog le hamburger la baguette le croissant une crepe le fromage un croque-monsieur une limonade un jus d'orange un cola une entrée un plat principal une boisson
Year 5/6 A	le yeux les cheveux les cheveux chatains les cheveux blonds les cheveux roux fort/forte sportif/sportive travailleur/travailleuse petit/petite grand/grande	un t-shirt un short un pantalon un chapeau un maillot de bain une culotte une chemise une jupe une robe une veste	il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige il y a du vent il y a des nuages le nord l'est

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	poli/polie heureux/heureuse serieux/serieuse	des bottes des baskets des chaussettes des lunettes	le sud l'ouest
Year 5/6 B	un autobus un avion un camion un car un velo un ferry un sous-marin un helicoptere un train une voiture un ballon un trottinette un bateau a pied une moto une fusee	lire manger ecrire dormir jouer nager courir chanter sauter danser	le parc le musee le marche le zoo le cinema le theatre la piscine la bibliotheque gauche droite allez tout droit tournez a gauche tournez a droite prenez la deuxieme a gauche prenez la deuxieme a droite

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, adaptations are made for individuals who need something that is addition to or different from others in the class.

'Language is the road map of a culture. It tells you where its people come from and where they are going.'

-Rita Mae Brown-

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