



Fairburn View Primary School

Modern Foreign Languages

French

September 2023

Version: 2

Signed by: _____

Chair of Governors – Jonathan Foster

Review Date: July 2025

Introduction

At Fairburn View Primary we teach French to all our KS2 children as part of our curriculum. Pupils in KS1 are made aware of other languages when appropriate (assemblies, Religious Education, topic work etc). As of September 2021, we follow the Local Authority Scheme of Work (devised by Rachel Redfearn). The SoW on Twinkl was followed during 2020-21 to support those staff less confident with pronunciation etc.

National Curriculum aims

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.

Key stage 2: Foreign language

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, 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.

MFL Curriculum Intent, Implementation and Impact

Intent:

- To deliver a structured MFL curriculum which provides all KS2 pupils with the foundations of French conversational language
- To enthuse and prepare pupils for learning MFL in KS3
- Children to develop their understanding of grapheme-phoneme correspondence
- Appropriate to what they have been taught, children will be able to hold a conversation in French
- Children to understand some French grammatical conventions such as the existence of gender and how word order may differ from English (eg when using adjectives)

Implementation:

- A clear, structured and comprehensive scheme of work in line with the National Curriculum (using the Local Authority's La Jolie Ronde Scheme of Work).
- French is taught weekly in each year group.
- A range of work is recorded in books or on SeeSaw (online learning platform). Pupils are made aware of differing grammatical conventions when using the French language.
- Regular and engaging teaching of MFL – monitored/observed in lessons/books by subject leader.
- There is a clear progression of skills and knowledge throughout the KS2 MFL curriculum.
- Pupil Voice assesses attitudes towards the subject.
- French occasionally incorporated into assemblies (led by subject leader).
- Pupils to study the basic geography of France (where it is etc), and French-speaking countries around the world.

Impact:

- Pupils develop a confidence to write, integrating new language into previously learned language
- Pupils are enthused by lessons and prepared for the continued study of French at KS3.
- EYFS and KS1 are occasionally exposed to a different language, delivered in an accessible way (eg stories in assembly).
- Stimulates an awareness of other countries, and French-speaking countries – this demonstrates how language, culture and religion can spread around the world.

| | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|---|--|--|---|
| Half term 1 | Know how to greet someone Know how to give your name Know how to say numbers 0-10 Understand classroom instructions | Re-visit colours Re-visit numbers 0-12 Know the vocabulary for different parts of the body, in line with the core text Understand adjectives to link to the text ' <i>Grand Monstre Vert</i> ' Know how to ask for the French equivalent of a word in English | <i>Il y a</i> State what can be found on the high street and the location of shops and buildings: <i>c'est à gauche, à droite, au coin</i> | Re-visit classroom routines and commands Re-visit stating the date Re-visit weather conditions Classroom items Re-visit and extend clothes vocabulary Adjectives to describe clothes – <i>super, joli, moche, laid</i> |
| Half term 2 | Know how to name and age Know there are different forms of address Learn key verb <i>avoir</i> and know how to use it in a sentence Re-visit numbers in understanding and stating age | Know how to say the names of the zoo animals in the core text Understand adjectives in the core text. | Re-visit days of the week Time of day: <i>lundi matin à dix heures</i> Adjectives to describe the high street at different times Re-visit quantifiers: <i>assez, un peu, très</i> Through short story and related writing task, re-visit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies | Re-visit family members Re-visit adjectives to describe family members: <i>sympa, intelligent, amusant, sportif, beau</i> Re-visit quantifiers: <i>très, assez</i> Traditional tale: Le Petit Chaperon Rouge Occupations: <i>Il est vendeur</i> |
| Half term 3 | Know how to say the names of colours in French Re-visit grapheme – <i>oi eu</i> through a rhyme and know how to pronounce them | Know the names of family members – asking and answering questions about family members Know how to use third person to give information about family members State someone's age using third person and the correct form of <i>avoir</i> . | Re-visit days of the week Re-visit leisure activities and extend with: <i>jouer au, faire du/de la</i> Recap numbers 0-20, Introduce 30 – 50 Introduce comparatives with adjectives: <i>plus... Que</i> | Re-visit: <i>il y a</i> House and home: rooms of the house Re-visit preposition: <i>dans</i> Re-visit stating where you live: <i>J'habite à Wakefield.</i> French alphabet Adjectives to describe ideal home Prepositions: <i>en bas, en haut</i> |
| Half term 4 | Re-visit colours and the plural of the verb <i>être</i> Know the names of fruit and other food items Explore healthy eating choices when describing foods that are good/bad for health Re-visit numbers 1-10; extend to 12 Re-visit graphemes <i>oi/eu</i> | Follow and understand the text: ' <i>Le radis géant</i> ' Know how to say the names of common pets | Revision and extension of food item vocabulary, appreciating cultural differences in eating habits Re-visit opinions vocabulary Re-visit stalling strategies Re-visit conjunctions: <i>et, mais, aussi</i> | Re-visit vocabulary relating to house and home Re-visit prepositions: <i>sur, sous</i> Appreciation of French literature: <i>Liberté</i> by the poet Paul Eluard Re-visit French alphabet |
| Half term 5 | Re-visit numbers 0-12 and recall rapidly Re-visit food items and recall easily Re-visit grapheme <i>oi</i> Re-visit pronunciation rule of not pronouncing final consonant | Know how to say different leisure activities Know how to state likes/dislikes in relation to hobbies Know how to use two conjunctions – <i>et, mais</i> Know how to say numbers to 30 | Introduction to French literature: <i>Déjeuner du Matin</i> , by Jacques Prévert Prepositions: <i>dans, sur, sous, sans, avec</i> Re-visit days of the week, months of the year, numbers 0-31, Date, Weather expressions, Seasons Adverbs: <i>normalement, en general, quelquefois</i> | Understand where French is spoken in the world Extended project: Plan a holiday to a French speaking country Re-visit days, months, dates Accommodation: <i>un hôtel, un appartement, un gîte, un camping</i> Re-visit preposition: <i>dans</i> Means of transport: <i>en avion, en bateau, en train, en voiture</i> |
| Half term 6 | Know how to say the days of the week Know how to say the months of the year | Re-visit leisure activities and opinions Know the names of different means of transport Know how to say the points of the compass Re-visit months of the year Know the names of items of clothing | Re-visit points of the compass State where you live: <i>J'habite à..... en Angleterre</i> Compare objects and products which represent our culture with those of another country Understand stereotyping Quiz to recap learning throughout the year | Extended project: Plan a holiday to a French speaking country Adverbials: <i>d'abord, plus tard</i> Places of interest: le musée, le château etc Re-visit conjunctions: <i>et, aussi</i> Present information about an aspect of culture of the country studied during the project Quiz to recap learning in Y6 and KS2 |

Provision across school for children with Special Educational Needs to be used as and when required.

| Area of need | All pupils where appropriate | Pupils at wave 2 interventions | Pupils at SEN Support |
|--|---|--|--|
| Cognition and Learning | Adaptive curriculum planning, activities, delivery, support. Increased visual aids/modelling, use of IWBs Illustrated dictionaries Use of writing frames. Access to word processor In class support from Teacher/TA's Blue trays Recall of prior learning Flashback | Specific teaching of individual targets. Catch up Numeracy, Catch up English Precision Teaching Additional reading Lowest 20% Additional Phonics Support with teacher or TA Small group teaching of basic English/numeracy skills with teacher or TA. Pre teaching Memory Training | Intense English or Numeracy support. Specific teaching- individual/Agency targets. Catch up English/Numeracy Precision teaching Additional individual reading Thinking skills Visual Timetables Rock Routines Intensive Interaction Early People Games |
| | Focused group work with TA's e.g. Guided Reading. | Coloured overlays WALLS-Dyslexia Programme Rainbow words Colourful Semantics | Walls-Dyslexia Programme/Coloured overlays RLI-Reading Language Intervention Toe by toe |
| Communication and Language | Adaptive curriculum planning, activities, delivery and outcome Increased visual aids, prompts, modelling etc. Structured rules and class routines Group work activities Drama Pupil Voice School council WELCOMM language screener | Specific teaching of individual targets In class support from Teacher / TA with some focus on supporting speech and Socially Speaking Listening skills Music interaction Additional use of ICT Time to talk with Learning Mentor Listening skills | SALT Therapist 1 day per fortnight Specific teaching of individual targets Time to Talk/Socially Speaking Support from Occupational Therapy Music interaction Additional use of ICT Time to talk with Learning Mentor Visual Timetables Input from WISENDSS RLI-Reading Language Intervention(Downs) Objects of Reference Timmy Tongue Drawing and talking Therapy |
| Emotional, Behavioural and Social | Whole school behaviour policy based on Restorative Practice Whole School/Class rules Whole School/Class rewards/sanctions systems Circle time Lunchtime play worker Buddy System Librarians Presentation Evening Whole school approach to attendance | Specific teaching of individual targets Small group circle time School/class rewards systems Support for unstructured times Music Interaction Social Stories Circle of Friends Socially Speaking/social monitoring Time To Talk Individual counselling/mentoring/behaviour plan Good to be me | Teaching of individual/Agency targets Small group circle time/Circle of friends School/class rewards systems Support for unstructured times Lego Therapy, Good to Be Me Social Stories/Socially Speaking Social Monitoring, Anger Management Boxall Profile/Beyond Boxall Profile RLI-Reading Language Intervention(Downs) Time To Talk/Wishes and Feelings Counselling /mentoring /behaviour plan CAHMS, ELSA, ECAT, Sulp Boxall Profile Bereavement, loss, transition support |
| Sensory and Physical | Flexible Teaching arrangements Staff aware of implications of physical impairment Medical support Specific seating arrangements Health care plan Lift | Specific teaching of individual targets Additional handwriting practice Enlarged text Specific seating arrangements/Health care plan Fit to learn It's in a bag | Specific teaching of individual targets Additional handwriting practice Seating arrangements visual/hearing impaired Enlarged text Individual support for PE / Fit to learn Health care plan It's in a bag / It's in a little bag Movement and Handling plans Adapted Keyboards Writing slopes Hoist, Specialist toileting seat Standing frames, Functional seating Floor sitter, Bench Balance cushions |

Delivery and Recording Methods

French is delivered in Years 3-6, and should be taught weekly. This can either be one lesson (at least 30 minutes), or a series of shorter sessions during the week. Opportunities to enhance learning should be taken when appropriate (eg taking the register in French).

'La Jolie Ronde' (Wakefield LA's SoW written by Rachel Redfearn) is used for planning and resources. This scheme provides a range of activities for pupils, promoting speaking, listening, writing and correct grammatical convention. It also provides a clear progression of skills, incorporating content, grammar, speaking, listening, reading and writing.

The pupils' work should be recorded as such:

- French exercise book/use of SeeSaw (online learning platform) is used to record learning chronologically.
- Careful presentation is used in line with age-related expectations.
- We will include photos and illustrations where appropriate.
- We will encourage pupils to use grammatically correct sentence structure which is in line with expectations for the year group.
- We will motivate and support our pupils to write increasingly independently.

Assessment for Learning

- Peer and pupil assessment combined with teacher assessment to drive future learning opportunities
- Evidence from books/SeeSaw
- Low Stakes quizzes
- End of unit/term assessments (written and/or oral)