



Latimer Primary School

Modern Foreign Languages

Curriculum

Developing Responsibility; Caring About Achievement

MfL at Latimer

At Latimer Primary, French is taught to all children in Key Stage 2. French has been chosen, following consultation with our feeder High Schools, to support the development of language at Key Stage 3.

We believe that French should be taught in a way that inspires our children to have a love of learning a new language alongside a deeper understanding of the English language. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through the learning of another language, we also aim to foster our children's curiosity about the world around them and the cultures of other people.

The four key language learning skills: **listening, speaking, reading and writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Designing Our Curriculum

At Latimer Primary, we utilise a wide range of resources from various commercial and open access schemes such as BBC, Catherine Cheater, Ensemble etc.) for the teaching and learning of French. We adapt these resources, as the knowledge and skills of our pupils require. This enables our pupils to meet the end of key stage 2 attainment targets in the National Curriculum.

The curriculum has been carefully mapped to ensure progression of skills and knowledge to be taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.

The Modern Foreign Languages Curriculum focuses on the three pillars of progression: **Phonics, vocabulary and Grammar**.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

We aim to create cross-curricular links in each year groups programme of study – for example, in Year 5 pupils locate francophone countries, consolidating their knowledge of world geography and cultures. We consolidate our dictionary skills, by using French Dictionaries to translate words; we also explore different word classes (verbs, nouns and adjectives).

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading and writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

Each teaching unit is divided into 6-8 fully planned lessons, with outcome identified on a Successful Learning Grid.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include **speaking and listening** tasks within a lesson.
- **Reading and writing** activities will be offered in all units, with increasing focus on spelling (including accents, circumflex and cedilla)
- Every unit will include a **grammar concept** which will increase in complexity as pupils gain more experience.
- Writing activities are incorporated, often resulting in a 'Beautiful Outcome,' such as the *Our Brun* mini book activity in Year 5.
- Years 3-5 have an end of unit assessment, the marking of which allows both pupils and teaching staff to identify priorities for teaching and learning in the next year.

Substantive Knowledge Knowledge about the Subject	Disciplinary knowledge Using the knowledge to create or analyse
<ul style="list-style-type: none"> • Greetings and 'getting to know you,' questions / responses; • Numbers; Animals Nouns (masculine and feminine); • Colour adjectives (inc. gender variants, e.g. vert/ verte); • Knowledge of phonics. 	<ul style="list-style-type: none"> • Understanding of grammar and phonics in order to apply their language skills. • Being able to apply different tenses using their knowledge of verbs. • Read short paragraphs and phrases applying their vocabulary knowledge.

SEND Adaptations in MFL

Modern Foreign Languages is a unique subject for children to encounter in Key Stage 2 as for the majority of children they will have no prior experience of the subject and therefore no experience of failure. MFL lessons can provide an opportunity for a confidence boost for those children who may find other subjects challenging.

Strategies for support children with SEND, in MFL include:

- Make sure all pupils feel relaxed and safe. Language-learning involves taking risks so pupils need to feel confident to make mistakes without being judged.
- Greet the class in the target language and finish sessions with a goodbye.
- Monitor noise levels to ensure a calm atmosphere so children can hear the language and grammar.
- Use of gestures and mime to build links to the vocabulary.
- Use of images to support vocabulary learning
- Reduction in written materials and written outcomes.

Spiritual, Moral, Social and Cultural Education in MFL.

Spiritual

MFL supports spiritual development by teaching pupils to accept and embrace other languages and cultures. In relation to this, pupils learn about the religious and spiritual beliefs of the people in French speaking countries. Pupils are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. This gives them the opportunity to consider 'identity' and what it means to them and others. Children explore emotions through language, reflect on different uses of language and they are often given the opportunity to use their imagination and creativity in groups and pair work. MFL promotes self-esteem by developing pupils' confidence; pupils are encouraged to: try new things including performing in front of their peers which promotes appreciation and support; exercise peer-coaching, and work as part of a team.

Moral

MFL supports Moral development by encouraging pupils to recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. MFL affords pupils opportunities to explore moral issues through a range of listening, reading, writing and speaking activities.

Social

MFL supports social development by encouraging pupils to work proactively and cooperatively in pairs and groups. Pupils are encouraged to experiment with language and learn from their mistakes. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities, 'marvellous mistakes'. In lessons, pupils are expected to use each other as learning tools and develop social strategies for giving and responding to feedback. Independence and self-esteem are nurtured and success is celebrated in and out school by using positive feedback from teacher and peers.

Cultural

MFL Supports Cultural development by encouraging children to appreciate the similarities and differences between France and Britain. Exploration of language and culture is crucial to language learning, whether through lessons, celebrations of typical French traditions, promoting international and school projects, assemblies or multilingual books.

Year Group	Speaking / Phonics	Reading	Writing	Listening	Substantive
Year 3	<p>I can say my age in French, and spell the numbers up to 12.</p> <p>I can say hello and goodbye, and ask someone their name in French.</p> <p>I can describe pets, using colour adjectives.</p> <p>I can say the days of the week in order.</p> <p>I can say the 'sh' sound, as found in 'chat' or 'chien.'</p>	<p>Reading colour adjectives, pets, numbers and days of the week.</p> <p>Read noun phrases in story Toutes Les Couleurs</p>	<p>I can spell the numbers up to 10 or beyond.</p> <p>I can label pets, using colour adjectives.</p> <p>I can respond to classroom instructions.</p> <p>I can say the days of the week in order, and spell them.</p>	<p>I can respond to classroom instructions.</p> <p>I can recall simple details (such as colour adjectives) from a story.</p>	<p>Vocabulary</p> <p>Location of France, in relation to England.</p> <p>Paris is the capital of France.</p> <p>Colour adjectives come after nouns.</p>
Year 4	<p>I can count up to 31, recognising that some numbers can be combined, e.g. dix-sept (ten seven 17).</p> <p>I can ask someone how they are, and respond when asked.</p> <p>I can say the months of the year, in order.</p> <p>I can give classroom instructions.</p> <p>I can say the 'zh' sound, as found in 'J'ai' or 'Jaune.'</p>	<p>Read emotions, numbers, months and days, family members.</p>	<p>I can write the date.</p> <p>I can label members of my family using <i>mon, ma</i> or <i>mes</i>.</p>	<p>Listen to classroom instructions and respond appropriately.</p>	<p>Vocabulary</p> <p>Nouns can be masculine or feminine, such as 'père' and 'mère.'</p> <p>Months and days are often written without capital letters.</p> <p>That some letters have accents over them - accent grave (à, è, ù) or accent aigu (é) or Cédille (ç) or Accent circonflexe (â, ê, î, ô, û)</p>
Year 5	<p>I can hold a short conversation, beginning to use a French accent.</p>	<p>I am beginning to use a French</p>	<p>I can write a story using simple sentences with noun phrases.</p>	<p>Listen to a simple French story – Ours Brun, recognising</p>	<p>That French dictionaries have French to English and English to French in</p>

	<p>I can say the French names for Francophone countries, using en, au or à (fem. masc or island).</p> <p>I can say the 'ay' sound, as found in "café" or "papier."</p> <p>I can say numbers up to 60.</p>	<p>dictionary to translate words: English to French French to English</p>	<p>I spell colour adjectives which match the gender of the noun.</p> <p>Label a world map with Francophone countries.</p>	<p>patterned language structures and recalling details, such as animals and their colours.</p> <p>Listen to a short French conversation, recalling some details.</p>	<p>separate sections. Sometimes there are these word lists.</p> <p>You can the spelling of some colour / size adjectives, depending on whether they are describing a masc. or fem. Noun.</p> <p>That there are 27 countries with Francophone countries.</p>
Year 6	<p>I am starting to say the French alphabet in order.</p> <p>I can say the 'oh' sound, as found in "l'eau" or "gateau."</p> <p>I can say numbers up to 100.</p> <p>I can describe my appearance, family, like and dislikes.</p>	<p>I can selectively use a French dictionary to support my writing or translation.</p>	<p>I can write a short description of myself, including physical appearance, age, family and likes/ dislikes.</p>	<p>I can listen to an extended French Zoom call, answering questions relating to the conversation.</p>	<p>Although the graphemes are the same, French most letter phonemes differ.</p> <p>Become familiar with grammatical use of avoir and être.</p>