

MFL- French Intent, Implementation and Impact

Intent:

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children 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 children to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

1. understand and respond to spoken and written language from a variety of authentic sources
2. 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
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied.

At School:

Children have lessons in French throughout Key Stage 2, using the resources and units of work from The Primary French Project.

It is intended that when children leave school, they will have a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

Implementation

In line with the National Curriculum for MFL, pupils are taught to:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences

7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clear
11. describe people, places, things and actions orally and in writing
12. 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.

Impact

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language.
- Marking of written work.
- Images and videos of children completing speaking and listening activities.
- Moderation staff meetings where pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum to parents.
- Learning walks.
- Subject tracking.

The leadership team will continually monitor the impact MFL teaching is having on the children's learning, to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.

The Primary French Project - KS2 French Curriculum Overview

	Autumn	Spring	Summer
Year 3  Paris and cities of the UK	Getting started in French <ul style="list-style-type: none"> greetings numbers France and the UK 	Discovering Paris <ul style="list-style-type: none"> numbers Paris landmarks 	Introducing myself <ul style="list-style-type: none"> introducing myself countries and capital cities 
Year 4  Paris parks and gardens	Animals and colours <ul style="list-style-type: none"> animals colours questions 	Animals and habitats <ul style="list-style-type: none"> animals and their habitats masculine and feminine nouns 	My favourite animals <ul style="list-style-type: none"> likes and dislikes homes and gardens French alphabet 
Year 5  Districts in Paris	My town and telling the time <ul style="list-style-type: none"> town features time more numbers 	My town and telling the time <ul style="list-style-type: none"> telling the time my town 	My hobbies, my diary <ul style="list-style-type: none"> my hobbies my diary 
Year 6  Festivals and celebrations	My class <ul style="list-style-type: none"> days and months birthdays classroom objects 	My school <ul style="list-style-type: none"> myschool my family 	Myself and my family <ul style="list-style-type: none"> describing myself clothes the weather 

In all topics, children will develop the grammatical knowledge outlined in the National Curriculum.

The Primary French Project - Overview of Progression

Year 3 French (niveau bleu)			
Speaking and Listening	Reading and Writing	Grammar	Pronunciation and Spelling
<p>Listen and show understanding of single words through physical or spoken response. Understand and respond to:</p> <ul style="list-style-type: none"> greetings classroom instructions <p>Identify Paris landmarks</p> <p>Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.</p> <p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p>	<p>Read and show understanding of familiar single words and phrases</p> <p>Use pictures, props or texts to read aloud or to ask and answer questions.</p>	<p>Name, identify and use parts of speech</p> <p>Give a definition and example of:</p> <ul style="list-style-type: none"> a noun a proper noun a conjunction a verb an adverb <p>Use a fronted adverbial to open a sentence</p> <p>Know the 4 definite articles: <i>le, la, l', les</i></p>	<p>Spell certain words</p> <p>Say some alphabet letters</p> <p>Know how to say a capital letter</p> <p>Spell <i>Paris, Nounours</i>.</p> <p>Know that personal names and place names begin with a capital letter</p> <p>Recognise the ligature <i>œ</i>, and be able to write it in certain words, e.g. <i>Sacré-Cœur</i></p> <p>Use the <i>circumflex accent</i> correctly</p> <p>Know that the <i>acute accent</i> appears only over the letter <i>e</i>, e.g. <i>Sacré-Cœur</i></p>
<p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Q&A: name, age, where you live</p> <p>Ask how something is spelt.</p> <p>Asking a question</p> <p>Use <i>C'est</i> as an opener to a question or a statement.</p>	<p>Understand the role of punctuation</p> <p>Use commas and full stops in writing.</p> <p>Know that a fronted adverbial is followed by a comma</p>	<p>Identify cognates / shared words</p> <p>Know that <i>no.</i> is used as a number label in French and English</p>	<p>Phonics and pronunciation</p> <p>Pronounce the phoneme [ɛ̃] or [œ̃] as in <i>un</i></p> <p>Pronounce the phoneme [y] as in <i>tu</i>.</p> <p>Know that the final consonant in a word is almost always silent, e.g. <i>Paris</i></p> <p>Know that the acute accent changes the sound of the letter <i>e</i>, e.g. <i>Sacré-Cœur</i></p>
<p>Speak in sentences</p> <p>Speak or read aloud using intonation to help convey meaning.</p> <p>Use images or speaking frames to ask and answer questions, to create sentences, and to read aloud.</p>	<p>Write and say simple familiar words to describe people, places, things and actions using a model.</p> <p>Use images or writing frames to ask and answer questions, and to create sentences and short texts.</p> <p>Write single familiar words from memory with understandable accuracy.</p>	<p>Translation</p> <p>Know that we translate ideas, not words (one language is not a copy of another) e.g. How old <u>are you?</u> <i>Tu as quel âge?</i></p>	
Dictionary Skills	Language Learning Skills	Greater depth - reading	Greater depth - writing
<p>Know what a bilingual dictionary is</p> <p>Know what a headword is</p> <p>Know that headwords appear in alphabetical order</p>	<p>Listen carefully and try to copy pronunciation</p> <p>Identify and use strategies for memorising new vocabulary, e.g. say ten times under your breath; practise with a partner; gradually cover a sentence until you can read it from memory</p> <p>Use images or speaking frames</p>	<p>Using the knowledge of the sound of some letter strings, read aloud individual familiar words.</p> <p>Apply knowledge to read aloud unfamiliar words</p>	<p>Write some words and phrases accurately from memory.</p>

Year 4 French (niveau blanc)			
Speaking and Listening	Grammar	Grammar	Pronunciation and Spelling
<p>Questions</p> <p>Use rising intonation to create or recognise a spoken question</p> <p>Use question words to create or recognise a spoken question, e.g. où?</p> <p>Simple sentences and questions</p> <p>Ask spoken questions using a range of question words and create simple spoken responses</p> <p>Compound Sentences</p> <p>Create a compound spoken sentence by using a conjunction to link 2 simple sentences.</p> <p>Reading aloud</p> <p>Read aloud the text of familiar rhymes, stories or songs.</p> <p>Read aloud some simple sentences from a speaking frame.</p>	<p>Name and identify parts of speech</p> <p>Know and use a range of masculine and feminine ordinary nouns</p> <p>Give a definition and example of:</p> <ul style="list-style-type: none"> • an ordinary noun • a pronoun • an adjective • a conjunction • a verb • an adverb <p>Know and use a range of adverbial phrases of place</p> <p>Use possessive adjectives; understand how they match the gender and number of the noun</p> <p>Negative Adverb</p> <p>Identify and use a negative adverb</p> <p>Know how to modify the indefinite article following the negative adverb</p> <p>Fronted Adverbial</p> <p>Know that this can be used as a sentence starter</p> <p>Adverbial pronoun</p> <p>Use the adverbial pronoun <i>en</i></p> <p>Plural</p> <p>Know how to form the plural of a noun and its determiner</p> <p>Recognise and use the plural form of the indefinite article</p> <p>Know some plural verb forms</p>	<p>Numeral as determiner</p> <p>Use a numeral as a determiner</p> <p>Cognate</p> <p>Give a definition and example of a cognate</p> <p>Gender</p> <p>Know that in French, nouns have a grammatical gender, masculine and feminine</p> <p>Know that in English, nouns do not have a grammatical gender</p> <p>Know that the determiner must match the gender of the noun that it introduces</p> <p>Adjectival agreement by gender</p> <p>Know that the adjective must agree with the noun it qualifies</p> <p>Know how to modify an adjective to make it agree with a feminine noun</p> <p>Question Words</p> <p>Know what a question word is</p> <p>Syntax</p> <p>Know that syntax is the order in which words and phrases are put together to make a meaningful sentence.</p> <p>Understand how the adjective is placed in French and in English</p>	<p>Liaison</p> <p>Understand the concept of liaison.</p> <p>Elision</p> <p>Understand the concept of elision</p> <p>Know that an apostrophe is used in writing when elision occurs</p> <p>Silent final consonant</p> <p>Know that there are exceptions to the silent final consonant rule, e.g. <i>ours</i>, in which the final 's' is sounded out</p> <p>Accents</p> <p>Notice the <i>grave accent</i> in some words, e.g. où.</p> <p>Phonics and pronunciation</p> <p>Pronounce the phoneme [w].and recognise its grapheme 'oi', as in <i>poisson, bois, trois and étoile</i>. Know that In English, the grapheme 'oi' is pronounced [ɔ̃] as in <i>oil, boil and soil</i>. Know what a <i>homophone</i> is.</p> <p>Apply knowledge of liaison and elision when reading aloud</p>
<p>Reading and Writing</p> <p>Questions</p> <p>Use question words and punctuation (question mark) to create or recognise a question in written form</p> <p>Simple sentences</p> <p>Create simple written sentences</p> <p>Compound Sentences</p> <p>Create a compound written sentence by using a conjunction to link 2 simple sentences</p>			
<p>Dictionary Skills</p>	<p>Language Learning Skills</p>	<p>Greater depth - reading</p>	<p>Greater depth - writing</p>
<p>Locate headwords in a bilingual dictionary</p>	<p>Use a speaking frame to create spoken sentences with accurate syntax.</p> <p>Use a writing frame to create written sentences with accurate spelling, syntax and punctuation.</p>	<p>Demonstrate knowledge of liaison and elision when reading aloud</p>	<p>Write some words, phrases and sentences accurately from memory</p>

Year 5 French (niveau rouge)			
Speaking and Listening	Reading and Writing	Grammar	Pronunciation and Spelling
<p>Tell the time Tell and understand the time on the hour, the half hour, the quarter hour Use numbers Understand and use numbers 0-60 Asking a question Understand and use a range of questions; be able to use tone of voice, inversion and question words. Create spoken sentences Use speaking frames to create simple, complex and compound sentences. Create compound spoken sentences using a coordinating conjunction Vocabulary understand and use a wider range of verbs</p>	<p>Create written sentences Use writing frames to create simple, complex and compound sentences. Create compound written sentences using a coordinating conjunction Create complex written sentences using a subordinating conjunction Be familiar with a simple letter format.</p>	<p>Parts of speech Give a definition and example of</p> <ul style="list-style-type: none"> • an adverb of time • an adverb of place • a negative adverb • a coordinating conjunction • a subordinating conjunction • a preposition • a pronoun <p>Position of adjectives Know that some adjectives precede the noun, and that others follow it Agreement of noun and adjective Know how nouns and adjectives agree by gender and number Questions Know how to form questions using tone of voice, and inversion. Terminology Understand and use the terms clause, main clause, subordinate clause, simple, compound and complex sentences, coordinating conjunction, cognate and false friend, compound word, ordinal number, definite and indefinite article, conjugated verb, infinitive.</p>	<p>Know how to pronounce the phoneme represented by the digraph qu, in both French and English. Show deeper understanding of the concepts of liaison and elision in speaking and writing. The circumflex accent Notice the circumflex accent in some words, e.g. <i>âge</i> Know how the pronunciation and spelling of an adjective can change when it agrees with a feminine noun. Capital letters Know that a capital letter is not given to days of the week in French.</p>
Dictionary Skills	Language Learning Skills	Greater depth - reading	Greater depth - writing
<p>Apply key terminology when using a dictionary: bilingual, headword, entry, type of word, translation. The infinitive is form of the verb used as the head word in a dictionary.</p>	<p>Use strategies for memorising and recalling vocabulary.</p>	<p>Read longer sentences and short paragraphs and understand the gist and some detail.</p>	<p>Write sentences from memory, using familiar vocabulary with a high degree of accuracy.</p>

Year 6 French (niveau tricolore)

Speaking and Listening	Reading and Writing	Grammar	Pronunciation and Spelling
<p>Formal and informal speech Know that there is a formal and informal/familiar register of speech in French and recognise examples of each.</p> <p>Asking a question Understand and use a range of questions; be able to recognise and ask spoken questions using a question tag. Create longer spoken sentences Use speaking frames to create simple, complex and compound sentences. Create compound spoken sentences using a relative pronoun</p>	<p>Create written sentences Use writing frames to create simple, complex and compound sentences. Create compound written sentences using a relative pronoun Create complex written sentences using a subordinating conjunction Writing the date Know how to write the date, including details of syntax, capital letters and punctuation. Know a range of conventions for writing the date in numerical format.</p>	<p>Verbs Understand and use the terms infinitive, conjugated, regular, irregular, stem and ending Know that the verb ending must agree with the subject. Be familiar with a verb paradigm (regular verb), present tense. Possessive adjective Recognise some possessive adjectives. Know that a possessive adjective must agree with the noun it is modifying. Agreement of noun and adjective Know how nouns and adjectives agree by gender and number; Know that some adjectives are invariable (they do not agree by gender or number) Questions Know how to create a question by using a question tag. Relative pronoun The relative pronoun <i>qui</i> can join together 2 clauses to make a compound sentence. Futur proche Use the <i>futur proche</i> – <i>aller</i> + infinitive</p>	<p>The cedilla Notice the cedilla in some words, e.g. <i>Ça va?</i> Know how to write it, and know how to pronounce words in which it appears. The circumflex accent Know that the circumflex can be used over any vowel to show that a historical letter has disappeared from the spelling of the word, e.g. <i>âge, château</i>. Ligatures Recognise the <i>œ</i> ligature in certain French words, and be able to write it correctly, e.g. <i>sœur</i>. Capital letters Know that a capital letter is not given to months of the year in French. Use the terminology upper case and lower case when spelling words</p>
Dictionary Skills	Language Learning Skills	Greater depth - listening/speaking/reading/writing	
<p>Use a bilingual dictionary efficiently and effectively Know that written information is almost always stored in alphabetical order in reference material. The French and English alphabets are identical in appearance, & have 26 letters.</p>	<p>Use vocabulary lists to learn and memorise new vocabulary</p>	<p>Some children will be able to sit the DELF Prim tests, A1.1, in one or more skills. DELF Prim is the first level in the DELF / DALF series of certificates awarded by the French Ministry of Education for proficiency in French as a Foreign Language. DELF Prim is intended for children who are beginners in French as a Foreign Language and who are either undertaking studies corresponding to the French elementary level or are the right age to undertake such studies under the regulations applicable in their country. Successful candidates receive a certificate identical to the general public version. DELF Prim is composed of individual certificates corresponding to the initial levels of the Common European Framework of Reference for Languages (CEFR).</p>	