

ACE MFL Curriculum

Intent

At Altrincham CE Primary School, we believe that all children should learn a second language by being immersed and inspired by not only the language but also the culture and communities of the people who speak it. We offer a high-quality MFL education that will inspire pupils' curiosity to learn further languages and equip them with the foundations to live, study and work in other countries.

Purpose (the reason it is taught)

At ACE, we recognise that language is the central element of the curriculum and is at the heart of pupils' learning. Language allows children to communicate with others and express their feelings, emotions and thoughts. Language learning should therefore enhance children's ability to communicate and as such a second language will give our children the opportunity to enhance this ability with communities in other countries around the world and provide an opening to other cultures. Language education should foster pupils' curiosity and deepen their understanding of the world.

Through this enhanced ability to communicate, it aims to develop the pupil's intercultural awareness and to understand the need to act with empathy and responsibility towards others. Learning a second language and developing the ability to communicate in that language is a great confidence builder, as well as a potential skill in the work place later in life.

We want children to enjoy their early years of learning French and to value the sights and sounds of France, the rhythm of the language and the real pleasure that can be gained from contact with the written word.

Aims (desired outcomes)

Know and Understand

- **Understand** that language has a structure and that this differs from one language to another.
- **Understand** and **respond** to spoken and written language from a variety of sources.
- **Understand** basic grammar.
- **Know** about aspects of life in France.

Do

- **Memorise** vocabulary
- **Speak** with increasing **confidence, fluency** and **spontaneity**.
- Find ways to **communicate** what they want to say e.g. through discussion, asking questions.
- **Interpret** meaning
- **Use** correct pronunciation and intonation.
- **Write** at varying lengths for different purposes
- **Look at** life in another culture

Key Threshold Concepts

(the big ideas we want our children to learn that tie together the subject topics into a meaningful long term learning structure).

These can be grouped under 4 headings

- **Phonics and Pronunciation** - Imitating the sounds of the language, recognising phonemes/graphemes, repeating and reading aloud a wider range of words, phrases and sentences.
- **Oracy** - Understanding spoken words, phrases and short sentences on several topics
- **Literature and Grammar** - Understand a range of familiar written phrases and sentences.
- **Culture** – Showing an understanding and interest in the target language and the associated culture.

These threshold concepts ensure coverage of the key MFL concepts laid down in the National Curriculum:

- **Speaking and Listening** (listening to spoken language, exploring the sounds and patterns of language, engaging in conversations, using familiar vocabulary to speak in sentences).
- **Songs, Stories and Rhymes** (appreciation of stories, songs, poems and rhymes).
- **Reading and Writing** (Developing correct intonation and pronunciation, reading and understanding simple words and phrases, broadening vocabulary and understanding of new words, describing, people, places, things and actions, writing words from memory).
- **Grammar** (Understanding and applying basic grammar to speak, read and write simple sentences.)

The MFL curriculum at ACE is carefully planned and structured to ensure that current learning is linked to and builds upon previous learning and the school's approaches are informed by current pedagogy and Trafford MFL specialist advisors.

In KS 2, French is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills of each topic have been identified and consideration has been given to ensure progression and continuity across topics throughout each year group across KS 2. Topics and skills are 'interleaved' so that children revisit skills and knowledge in different contexts and are able to make links which result in 'big picture' learning and 'sticky knowledge'.

Progression of Language Skills

This document shows the development of language skills over 4 years in KS2 to meet the attainment targets.

1 refers to the first year of language learning (Year 3), 2 refers to the second year of language learning (Year 4) and so on. The statements were written with knowledge of the KS2 Framework Objectives and prior experience of teaching language in primary schools.

Cross curricular outcomes in MFL are specifically planned for, with strong links between the History, Geography, Art, Music curriculum and English lessons enabling further contextual learning.

EYFS

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

In EYFS, children begin to learn about language and culture by experiencing:

- Role play areas with a variety of resources reflecting diversity.
- Stories from a variety of cultures.
- Visitors from a range of backgrounds talking about their experiences.
- Cultural celebration days.
- Texts with information about a range of cultures.

Key Stage 1

- Children learn basic vocabulary linked to a 'Language of the Term' such as greetings, colours and numbers.
- Listen to and join in with story books, rhymes and songs from a variety of languages.
- Learn about different cultures such as food, celebrations and festivals.
- Cultural celebration days.
- European Language Day

MFL Curriculum Overview – KS2

Year 3

New Curriculum POS 2013 Primary Languages Strategy 2003 Synthesis	Autumn Term	Spring Term	Summer Term
<p>Pronunciation/Phonics Imitate basic sounds. Recognise basic phonemes and graphemes. Repeat and read aloud simple words, phrases and short sentences.</p> <p>Oracy Understand simple words, phrases and short sentences – including basic, everyday classroom language (e.g. instructions and praise words). Read simple songs/poems/stories. Ask and answer simple questions. Present/perform simple memorised tasks (words, phrases and short sentences).</p> <p>Literacy/Grammar Understand some familiar written words, phrases and short sentences. Start recognising main word classes. Start using context and simple comparisons with English to determine some meaning. Begin to copy familiar words. Experiment with writing some familiar words from memory.</p> <p>Culture Show an interest in, and understanding of, target language and culture(s).</p>	<p>Some vocabulary: nouns, verbs, adjectives and a conjunction - <i>et</i>.</p> <p>Greetings, classroom phrases, colours,</p> <p>Christmas vocabulary and numbers 0 to 6.</p> <p>Some alphabet letters.</p> <p>The children listen to and sing French songs and perform finger rhymes.</p> <p>They are introduced to some French children's books.</p>	<p>Numbers 7 to 10, classroom objects, social conventions: please and thank you.</p> <p>Key question: <i>Qu'est-ce que c'est?</i> Some alphabet letters.</p> <p>The children listen to and sing French songs and perform finger rhymes.</p> <p>They continue to explore French children's books.</p>	<p>Clothes, days of the week, numbers 11-30, revision of previous vocabulary.</p> <p>Create simple spoken and written sentences, e.g. <i>Voici un chat rouge et un chien bleu. Je mets un pantalon jaune et un pull vert.</i></p> <p>The children listen to and sing French songs and perform finger rhymes.</p> <p>They continue to explore French children's books.</p>
	<p>The children recognise certain phonemes when they hear them and identify the graphemes that can be used to represent them. They become familiar with the works of the painters <i>Renoir</i> and <i>Monet</i> and the music of the composer <i>Debussy</i>. They become familiar with the city of <i>Paris</i>, by looking at PowerPoint slides, and using webcams to make virtual visits.</p>		

Year 4

New Curriculum POS 2013 Primary Languages Strategy 2003 Synthesis	Autumn Term	Spring Term	Summer Term
<p>Pronunciation/Phonics Imitate the sounds of the language. Recognise phonemes/graphemes. Repeat and read aloud a wider range of words, phrases and short sentences.</p> <p>Oracy Understand words, phrases and short sentences on several topics – including more everyday classroom language. Respond to a wider range of songs/ poems/stories. Give information and ask/answer questions on several topics – including re day-to-day classroom matters. Present/perform short memorised texts.</p> <p>Literacy/Grammar Understand a range of familiar written phrases and sentences. Follow short familiar texts (e.g. stories), listening and reading at the same time. Recognise main word classes. Use context and comparisons with English to determine some meaning. Begin to recognise and apply simple grammar patterns such as gender and number. Write familiar words, phrases and short sentences using a model. Write some words and phrases from memory.</p> <p>Culture Show an interest in, and understanding of, target language and culture(s).</p>	<p>Greetings, classroom vocabulary and phrases, animals, colours, masculine and feminine nouns and plurals.</p> <p>Questions, answers and sentence building: <i>Qui est-ce? C'est + name. Ce n'est pas + name.</i> The children listen to and sing French songs and perform finger rhymes.</p> <p>They continue to explore French children's books.</p>	<p>Months of the year, revision of vocabulary. Adjectives that precede the noun: <i>petit, grand.</i> Sentence starters: <i>Chez moi... Dans ma chambre... Dans mon placard.... Dans le sac...</i> Punctuation: <i>Point d'exclamation!</i> and <i>Point d'interrogation?</i></p> <p>The children listen to and sing French songs and perform finger rhymes.</p> <p>They continue to explore French children's books.</p>	<p>Clothes, French cities and towns, wishing someone Happy Birthday. Questions and answers: <i>Combien de cochons y-a-t-il? Quelle est la date aujourd'hui?</i> Create simple and sometimes more complex spoken and written sentences, e.g. <i>Dans le sac il y a un chat rouge et un chien bleu.</i> The children listen to and sing French songs and perform finger rhymes.</p> <p>They continue to explore French children's books.</p>
<p>The children continue to use the vocabulary learnt in year 3. They recognise certain phonemes when they hear them and identify the graphemes that can be used to represent them. They compare pronunciation at word and sentence level by learning about the concepts of liaison and elision, knowing that the final consonant of a word is almost always silent at word level and that the final consonant in the word <i>et</i> is always silent. They become familiar with the works of the painters <i>Dégas, Cézanne</i> and <i>Matisse</i> and the music of the composer <i>Ravel</i>. They become familiar with the region of <i>Dordogne</i>, by looking at PowerPoint slides, and using webcams to make virtual visits.</p>			

Year 5

New Curriculum POS 2013 ff Primary Languages Strategy 2003 ff Synthesis	Autumn Term	Spring Term	Summer Term
<p>Pronunciation/Phonics Read aloud new words, phrases and short sentences (apply phonics knowledge).</p> <p>Oracy Listen attentively and understand the main points in a short passage made up of several simple sentences of familiar language. Understand and express feelings and simple opinions. Respond to a wider range of songs/poems/stories – interacting confidently with unfamiliar language. Prepare/give a short presentation on a familiar topic, using a model. Join in short conversations – reusing some familiar language in new contexts.</p> <p>Literacy/Grammar Understand the main points from short written passages made up of familiar language. Follow longer texts (e.g. stories) listening and reading at the same time. Use context and previous knowledge (e.g. via the word family route) to determine some meaning. Recognise and apply grammar patterns such as negatives and simple verb conjunctions. Write sentences and short texts – increasingly using language in new combinations – using support (models/reference sources).</p> <p>Culture Show an interest in, and understanding of, target language and culture(s).</p>	<p>More animals, revision of vocabulary, feminine nouns, French food, using adverbs in sentences and expression of opinion, e.g. <i>j'aime, je n'aime pas +noun, c'est (très) bon, c'est délicieux.</i> Expressions of annoyance, impatience, disagreement, frustration, disbelief, joy, disagreement, e.g. <i>Zut alors!/Mince alors!/Mais enfin!/ça alors!/Tu rigoles!/C'est pas vrai/C'est pas possible!/ Non!/ Incroyable!/Tu plaisantes!/Ce n'est pas sérieux!</i> French songs, finger rhymes and children's books</p> <p>The children continue to use the vocabulary learnt in year 3 and 4. They continue to develop their knowledge of singular and plural concepts and learn to understand how this can change pronunciation. They learn about syntax and make comparisons between French and English and other languages they know. They follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using PowerPoint slides. They continue to develop pronunciation and fluency when speaking or when reading aloud and continue to apply knowledge of liaison and elision. They use speaking and writing frames to create simple and more complex spoken and written sentences, and they practise reading aloud, or reciting from memory, short passages of text from a book about the universe.</p> <p>The children become familiar with the works of the painters <i>Gauguin, Manet</i> and <i>Pissarro</i> and the music of the composer <i>Satie</i>. They become familiar with the town of <i>Vichy</i> and the surrounding volcanic region in France, by looking at PowerPoint slides, and using webcams to make virtual visits. They practise regular fitness routines listening to music such as <i>France Gall</i>.</p>	<p>Adjectives that precede the noun e.g. <i>jeune, joli.</i> Adverbs of place/sentence starters: <i>chez moi, dans le jardin, dans le salon, dans la piscine,</i> etc. Adverbs of time/frequency: <i>Aujourd'hui, maintenant, souvent, quelquefois, à + time on the clock.</i> Verbs: <i>aller, être, tricoter, chanter, je vois, je pense que, j'entends,</i> etc. Asking questions. Subject pronouns: <i>je, te, il, elle, ils, elles.</i> Disjunctive pronouns, e.g. <i>moi, toi, lui, elles.</i> French songs, finger rhymes and children's books</p>	<p>Telling the time: <i>Quelle heure est-il?</i> Answers -o'clock, half past, midday and midnight. Numbers 31-60. Revision of expressions of annoyance, etc, from term 1. Relative pronoun – <i>qui</i> (e.g. <i>un cochon qui chante</i>). Conjunction – <i>mais</i>. Regular practice of complex sentences, e.g. <i>Dans mon placard je vois un petit lion jaune et une grande araignée bleue. Dans le jardin j'entends un petit cochon rouge et une grande libellule verte.</i> French songs, finger rhymes and children's books</p>

Year 6

New Curriculum POS 2013 ff Primary Languages Strategy 2003 ff Synthesis	Autumn Term	Spring Term	Summer Term
<p>Pronunciation/Phonics Read aloud short texts which contain some unfamiliar words (apply phonics knowledge).</p> <p>Oracy Understand the main points and some detail in a passage of familiar language – including opinions. Understand longer and more complex phrases or sentences. Respond to a wider range of songs/poems/stories – interacting confidently with unfamiliar language. Express feelings, opinions and ideas using a wider range of language. Use the language confidently and in a clear, audible voice: -to give prepared presentations; -to initiate and sustain conversation; -to tell stories.</p> <p>Literacy/Grammar Understand the main points and some detail from short written passages made up of familiar language. Identify different text types and begin to read short texts independently, for enjoyment or information. Use knowledge of word formation, of sentence structure and of text structure to determine some meaning. Recognise and apply more grammar patterns, including some high frequency verb patterns in more than one time-sequence. Write sentences and short texts on a wider range of topics using a model and using appropriate text conventions. Write several sentences from memory.</p> <p>Culture Show an interest in, and understanding of, target language and culture(s).</p>	<p>Masculine and feminine nouns. Verbs in the infinitive form: <i>siffler, ronfler, se cacher, se promener, lire, dormir.</i> Conjugated forms in the present tense: <i>il/elle siffle, ils/elles sifflent,</i> etc. Conjugated forms in the imperfect tense: <i>il/elle sifflait, ils/elles sifflaient,</i> etc. Time and adverbs, numbers 61-100, revision of vocabulary. French songs and children's books</p>	<p>Conjugated forms in the perfect tense: <i>j'ai, tu as, il a, elle a entendu.</i> Conjugated forms of <i>aller</i> as part of the future tense: <i>je vais, il va</i> and <i>elle va</i> + infinitive. Adverbs of place/sentence starters, e.g. <i>Aujourd'hui, hier, ce matin, cet après midi, ce soir, le week-end dernier, la semaine dernière, à</i> (+ clock time), <i>le week-end prochain, la semaine prochaine,</i> etc. Negative adverbs: <i>ne...pas, ne...jamais.</i> Asking questions: <i>Qui...? Que...? Qu'est-ce que...?</i> Masculine and feminine animals, revision of vocabulary. French songs and children's books</p>	<p>Telling the time – analogue clock: <i>Quelle heure est-il?</i> Answers – o'clock, half past, quarter to, quarter past, midnight and midday (+ half past midnight/midday). Relative pronoun: <i>qui.</i> Times tables: revision of 2x, 3x, 5x, and introduction of 10x, 4x and 6x. Numbers 61-100. Regular practice of complex sentences, e.g. <i>Aujourd'hui je vais nager dans la piscine. Hier j'ai entendu un petit loup gris qui chantait dans la forêt.</i> Adverbs of time and place, verb tenses, revision of vocabulary. French songs and children's books.</p>
	<p>The children continue to use the vocabulary learnt in year 3, 4 and 5. They continue to develop their knowledge of singular and plural concepts and learn to understand how this can change pronunciation. They continue to learn about syntax and make comparisons between French and English and other languages they know. They follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using PowerPoint slides. They continue to develop pronunciation and fluency when speaking or when reading aloud and continue to apply knowledge of liaison and elision. They use speaking and writing frames to create simple and more complex spoken and written sentences, and they practise reading aloud, or reciting from memory, short passages of text from a book about the universe. The children become familiar with the works of the painters <i>Toulouse Lautrec,</i> and <i>Magritte</i> and the music of the composer <i>Chopin.</i> They become familiar with the town of <i>Vichy</i> and the surrounding volcanic region in France, by looking at PowerPoint slides, and using webcams to make virtual visits. They practise regular fitness routines listening to music such as <i>France Gall.</i></p>		

Implementation

We teach French to children in Years 3-6. These classes benefit from a native French Teacher who teaches each class for thirty minutes and acts as an excellent model for accurate pronunciation and intonation. Class teachers are present for each session to support, reinforce and receive CPD on the aims and objectives of Modern Foreign Language teaching and assessment. In EYFS and KS1, children are introduced to Modern Foreign Languages through use of classroom routines (register), stories, songs, games and ICT.

We base our teaching on the Primary Languages Strategy 2003 and the 2013 National Curriculum Programmes of Study. This is further supported by the Catherine Cheater and Sue Cave Schemes of Work for French.

We make the lessons entertaining, exciting and engaging in order to foster a positive attitude amongst the children and ignite their passion for language learning their whole lives. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

It is our belief that pupils should be taught in the best way possible according to up to date pedagogical thinking. High quality, inclusive teaching (IQFT) is an essential component of our curriculum framework model so that our 'irresistible' curriculum intent translates into outstanding teaching at the point of implementation.

The following constructs may be used to teach French at ACE, these are suggestions but are not exhaustive:

<u>IQFT</u>	<u>Subject Specific</u>
<p><u>Planning Learning Opportunities</u></p> <ul style="list-style-type: none">• Carefully planned, well-structured and paced lessons.• Making strong cross-curricular links when appropriate.• Clearly defined Learning Objectives and Tasks, shared with pupils at the beginning of each lesson. These are known as 'Ls' and 'Ts' at ACE.• Each Learning Objective is differentiated on a number of levels so that children gradually develop skills, knowledge and application of knowledge. These are known as 'Chilli- Challenges' at ACE.	<ul style="list-style-type: none">• Use of 'hooks', wow moments, first hand experiences• Drama e.g. Teacher in Role• Role Play – relating to situations children may find themselves in.• Mime – to associate vocabulary and phonetic skills with kinaesthetic learning
<p><u>High Expectations</u></p> <ul style="list-style-type: none">• Children at ACE are expected to be RISK-TAKERS and choose their own level of challenge. Thereby taking control of their own learning.	

- Children understand that they need to challenge themselves in order to learn and that this will require them to work outside of their comfort zone and show **RESILIENCE**. At ACE, we talk about being in the 'Learning Pit' and 'Wobbling'.
- Resource boxes and Table packs develop **INDEPENDENCE**, support and deepen learning.
- **Positive relationships** between adults and pupils, using praise and positive reinforcement so that children feel valued and inspired to achieve their best.
- Setting **high standards and expectations** for behaviour.

- **Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.**
- **Design Technology – recipes**
- **Visits/ Trips – these may be virtual ones**
- **Visitors to talk about first hand experiences, read stories, poems, rhymes**
- **Use of stories and non-fiction texts – quality materials to encourage reading and writing**
- **French artefacts, photographs, maps, film**
- **Re-enactment/Theme days**
- **Action Songs and Rhymes – to develop phonetic skills, memory and vocabulary**
- **Puppets and Toys – to be used to develop communication skills**
- **ICT Programs and Websites – to develop communication skills and to expose the children to more than one voice in the foreign language.**
- **Celebrate European Languages Day.**

- Pupils **demonstrating their learning** in a variety of forms, with a focus on enjoying the journey that comes from **DEEP THINKING, LEARNING** and **PROBLEM SOLVING**.
- **Imaginative and creative approaches** to ensure lessons are interesting and stimulating.
- Varied **teaching styles**.
- Use of **ICT** to enhance learning experiences

Learning Environment

- Classrooms are bright, vibrant and **alive with learning**, following our 'communication friendly' guidelines.
- Displaying **self-help working walls** to promote independence and perseverance
- Examples of **WAGOLs (What a good one looks like)** and high quality pupils' work.

Feedback

- Use continuous **Assessment for Learning** to make ongoing judgements of pupils
- **Teach at the Point of Learning (TaPoL)** to be responsive to children's needs.
- Give **timely feedback** during the lesson.
- Enabling pupils to **respond to feedback** (self, peer, adult) in an age appropriate way. Pupils at ACE in Year 1 (Summer Term onwards) and Years 2-6, will have opportunities to edit, improve and correct their learning outcomes. For example, pupils will make changes to their work. At ACE, this is known as '**Purple Polishing**'.

Impact

French is monitored by the subject leader throughout all year groups using a variety of strategies such as lesson observations, staff discussions and pupil interviews. Feedback is given to teachers so that they can continually review and improve their practice. School leaders use the information to see if the children have developed the correct skills and knowledge for their milestone, making good progress from their starting points.

Our MFL curriculum will ensure all pupils develop key learning skills set out by the National Curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- Children will **understand** and **respond** to spoken and written language from a variety of authentic sources.
- Children will **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**.
- Children can **write** at varying length, for different purposes and audiences, using the variety of **grammatical structures** they have learnt.
- Children will **discover** and **develop** an **appreciation** of a range of writing in the language studied.
- Children will **enrich** their language learning by developing an **understanding** of culture.

Assessment

French is assessed through teacher judgement and monitored by the subject leader and Senior Leadership Team. Proof of Progress Tasks and pupil voice supports teachers in making accurate judgements of what the children know.