

Modern Foreign Languages



Intent

At Harbottle C of E First School, our vision is to give our pupils a French curriculum which introduces the pupils to a different language and culture. This enables our pupils to discuss differences between cultures and countries and encourages tolerance of other races and respect of other people. Our aim is to inspire a love of language, laying the foundations for further study in French and other languages. By the end of Year 4, our intention is to ensure the children are able to communicate in French to others for practical purposes and can understand spoken and written language with increasing confidence, fluency and spontaneity. Our children go to Dr Thomlinson's Middle School, where they are taught French in years 5 and 6, so learning French at Harbottle gives them a solid grounding for further learning, giving options in later life.

Use of local resources

We give children vocabulary that is pertinent to their lives.

Use of ICT and computing

We use ICT to allow the children to experience hearing French being spoken by a variety of voices, as well as accessing French songs.

National curriculum programmes of study

At Harbottle CofE First School, we use the National curriculum programme of study as the basis of our MFL curriculum. This is an ambitious curriculum, as we teach French from EYFS up to year 4. The National Curriculum only states that a modern foreign language has to be taught from the start of Key Stage 2.

Implementation

Due to mixed aged classes, our curriculum runs on a 2 year rolling program.

The topics have been ordered with the intention of providing the children with the chance to develop their skills and deepen their understanding throughout the year. A broad variety of topics have been chosen in order to continually engage and stimulate the children and their learning.

Each year starts with consolidation of conversational skills as we believe that children learn language through repetition.

Language is taught from reception to Year 4 through a range of songs, games and activities by a French specialist.

Time allocation

Reception and Key Stage 1 - one lesson, 30 minutes per week

Key Stage 2 - one lesson, 50 minutes per week.

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the MFL National Curriculum.

Level expected at the end of EYFS ELG	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Understanding the World (People and Communities) They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Communication and language (speaking) Children express themselves effectively, showing awareness of listeners' needs.</p>	<p>There is no expectation that children will be taught a modern foreign language in Key Stage 1. However, we feel that the earlier we teach children a new language, the more they will learn about tolerance and cultural diversity.</p> <p>We concentrate on spoken language and learning through songs and games, although we introduce some written French in year 2.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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

		<p>they are reading aloud or using familiar words and phrases*</p> <ul style="list-style-type: none">● 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 Languages – key stage 2● 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.
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KS1 Modern Foreign Language National Curriculum

Skills Progression

French topic							
	KS1 National Curriculum links	Speaking	Listening	Reading	Writing	Vocabulary	Cultural links
Greetings How are you? Names (Year A and B)		Speaking to exchange greetings. Speaking to ask questions and respond appropriately (Ca-va?). Speaking with correct pronunciation.	Listening for key words and information. Listening to interact. Listening to songs.	Word recognition (Year 2).		Bonjour Salut Bon nuit Bonsoir Ca va Ca va bien Ca va mal Comme ci, comme ca Comment t'appelle-tu? Je m'appelle	Discuss how we greet each other and French people greet each other.
Numbers to 20.		Speaking to	Listening for key	Word recognition		Zero, un, deux,	Discuss Christmas

<p>Christmas. (Year A and Year B)</p>		<p>exchange greetings. Speaking to ask questions and respond appropriately. Speaking with correct pronunciation.</p>	<p>words and information. Listening to interact. Listening to songs.</p>	<p>(Year 2).</p>		<p>trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. Noel. Joyeux Noel. Sapin de Noel. Un Renne. Le Pere Noel. Un ange. Une cloche. Une dinde. Une boule. Un cadeau.</p>	<p>traditions in England and France.</p>
<p>Colours. Introduce J'aime/ Je n'aime pas. (Year A)</p>		<p>Speaking to exchange greetings. Speaking to ask questions and respond appropriately. Speaking with correct pronunciation.</p>	<p>Listening for key words and information. Listening to interact. Listening to songs.</p>	<p>Word recognition (Year 2).</p>	<p>Write words from memory. (Year 2).</p>	<p>J'aime... Je n'aime pas... Violet, rouge, orange, vert, gris, blanc, noir, jaune, rose, bleu.</p>	
<p>Parts of the body. (Year A)</p>		<p>Speaking to exchange greetings. Speaking to ask questions and respond appropriately. Speaking with correct pronunciation.</p>	<p>Listening for key words and information. Listening to interact. Listening to songs.</p>	<p>Word recognition (Year 2).</p>	<p>Write words from memory. (Year 2).</p>	<p>La tete, L'épaule, les genoux, les pieds, les mains, le bras, la jambe.</p>	
<p>Animals (Year A)</p>		<p>Speaking to exchange greetings. Speaking to ask questions and respond appropriately. Speaking with</p>	<p>Listening for key words and information. Listening to interact. Listening to songs.</p>	<p>Word recognition (Year 2).</p>	<p>Write words from memory. (Year 2).</p>	<p>Un lapin, un chien, un chat, un cheval, un hamster, un oiseau, un serpent, une tortue, un cochon d'Inde, un poisson, une souris. J'ai ...</p>	

		correct pronunciation.					
Family (Year A)		Speaking to exchange greetings. Speaking to ask questions and respond appropriately. Speaking with correct pronunciation.	Listening for key words and information. Listening to interact. Listening to songs.	Word recognition (Year 2).	Write words from memory. (Year 2).	Ma mere, Mon pere, ma tante, mon oncle, ma soeur, mon frere, ma grandmere, mon grandpere. Dans ma famille, il y a ...	
Days of the week (Year B)		Speaking to exchange greetings. Speaking to ask questions and respond appropriately. Speaking with correct pronunciation.	Listening for key words and information. Listening to interact. Listening to songs.	Word recognition (Year 2).	Write words from memory. (Year 2).	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.	
Weather and the map. French cities. (Year B)		Speaking to exchange greetings. Speaking to ask questions and respond appropriately. Speaking with correct pronunciation.	Listening for key words and information. Listening to interact. Listening to songs.	Word recognition (Year 2).	Write words from memory. (Year 2).	Il pleut, il neige, il y a du vent, il y a du soleil, il y a de l'orage, il y a un arc-en-ciel, il y a des nuages, il fait beau, il fait mauvais. Paris, Nice, Lille, Toulouse.	Compare a map of France and of England. Look at French cities and discuss similarities and differences with cities in the North East.
Goldilocks. (Year B)		Speaking to exchange greetings. Speaking to ask questions and respond appropriately. Speaking with correct pronunciation.	Listening for key words and information. Listening to interact. Listening to songs.	Word recognition (Year 2). Reading key words in a sentence. (Year 2).	Write words from memory. (Year 2). Writing simple sentences. (Year 2).		Look at a range of fairy tales written in French and English. Discuss any differences in the stories.

Lower Key Stage 2

French topic							
	KS2 National Curriculum links	Speaking	Listening	Reading	Writing	Vocabulary	Cultural links
<p>Greetings. How are you? Names. Classroom instructions. (Year A and B)</p>		<p>Speaking to exchange greetings. Speaking to ask questions and respond appropriately (Ca-va?). Speaking with correct pronunciation. Speaking to give information. Speaking to interact with others. Speaking to use the first person singular. Speaking with correct pronunciation.</p>	<p>Listening to songs. Listening for information and instructions Listening to interact with others – question, response.</p>	<p>Word recognition. Reading key words in a sentence. Reading for information. Read out loud.</p>	<p>Writing simple sentences. Writing with correct spelling. Write words from memory.</p>	<p>Bonjour Salut Bon nuit Bonsoir Ca va Ca va bien Ca va mal Comme ci, comme ca Comment t'appelle-tu? Je m'appelle Quel age as-tu? J'ai... Asseyez vous, levez vous, silence, rangez vous, formez une ligne, répétez, écoutez. Trouvez, montrez-moi.</p>	
<p>Numbers to 31/100 Classroom equipment Christmas (Year</p>		<p>Speaking to give information. Speaking to interact with others.</p>	<p>Listening to songs. Listening for information and instructions Listening to</p>	<p>Word recognition. Reading key words in a sentence. Reading for information.</p>	<p>Writing simple sentences. Writing with correct spelling. Write words from</p>	<p>Trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts,</p>	<p>Look at Christmas traditions/ food/festivals.</p>

A and B)		Speaking to use the first person singular. Speaking with correct pronunciation.	interact with others – question, response.	Read out loud.	memory.	quatre-vingts-dix, cent. La colle, une gomme, une règle, une taille crayon, un crayon, les feutres, un stylo, un cahier, un livre, un tableau blanc, un caouchouc pour un tableau blanc, un stylo pour un tableau blanc. Réveillon, Père Fouettard, Bonne Année. <i>La Fête des Rois</i> .	
School. (Year A)		Speaking to give information. Speaking to interact with others. Speaking to use the first person singular. Speaking with correct pronunciation.	Listening to songs. Listening for information and instructions Listening to interact with others – question, response.	Word recognition. Reading key words in a sentence. Reading for information. Read out loud.	Writing simple sentences. Writing with correct spelling. Write words from memory.	L'école. Le college. Anglais, mathématique, Français, histoire, le dessin, la technologie, le sport, l'informatique, la religion, la géographie, les sciences, l'art dramatique, ma matière préférée est ...	Discuss similarities and differences between schools in France and England.
Describing appearance and members of the family. (Year A)		Speaking to give information. Speaking to interact with others. Speaking to use the first person singular. Speaking with correct pronunciation.	Listening to songs. Listening for information and instructions Listening to interact with others – question, response.	Word recognition. Reading key words in a sentence. Reading for information. Read out loud.	Writing simple sentences. Writing with correct spelling. Write words from memory. Write using avoir phrases (J'ai...) Writing using pronouns – Il/elle	J'ai, Il a, Elle a, les cheveux, marrons, blonde, les yeux, longs, courts, frisés.	
Food (Year A)		Speaking to give	Listening to songs.	Word recognition.	Writing simple	Une pomme, une	Talk about French

		<p>information. Speaking to interact with others. Speaking to use the first person singular. Speaking with correct pronunciation.</p>	<p>Listening for information and instructions Listening to interact with others – question, response.</p>	<p>Reading key words in a sentence. Reading for information. Read out loud.</p>	<p>sentences. Writing with correct spelling. Write words from memory.</p>	<p>poire, un orange, une prune, une fraise, du gateau au chocolat, une glace, un cornichon, une sucette, du salami, du fromage, une saucisse, une tarte à la cherises, du melon, un petit gâteau, un pizza, les pâtes.</p>	<p>cuisine, make some French food.</p>
<p>The very hungry caterpillar (Year A)</p>		<p>Speaking to give information. Speaking to interact with others. Speaking to use the first person singular. Speaking with correct pronunciation.</p>	<p>Listening to songs. Listening for information and instructions Listening to interact with others – question, response.</p>	<p>Word recognition. Reading key words in a sentence. Reading for information. Read out loud.</p>	<p>Writing simple sentences. Writing with correct spelling. Write words from memory. Writing using pronouns – Il/elle. Writing longer sentences with a reference source.</p>	<p>La chenille qui fait des trous. Recap days of the week. Une feuille, un petit œuf, aujourd’hui, une petite chenille, elle a faim, mal au ventre, un cocon, un papillon.</p>	
<p>Identifying French speaking countries on a map. (Year B)</p>		<p>Speaking to give information. Speaking to interact with others. Speaking to use the first person singular. Speaking with correct pronunciation.</p>	<p>Listening to songs. Listening for information and instructions Listening to interact with others – question, response.</p>	<p>Word recognition. Reading key words in a sentence. Reading for information. Read out loud.</p>	<p>Writing simple sentences. Writing with correct spelling. Write words from memory.</p>	<p>La France, French is the official language** in Belgium, Benin, Burkina, Faso, Burundi, Cameroon, Canada, Central, African, Republic, Chad, Comoros, Côte, d'Ivoire, Democratic, Republic, of, the, Congo, Djibouti, Equatorial, Guinea, France, Guinea, Haiti, Luxembourg,</p>	<p>Identify countries on a map. Look at why they may be French speaking. Do the cultures and traditions mirror those in France?</p>

						Madagascar, Mali, Monaco, Niger, Republic, of, the, Congo, Rwanda, Senegal, Seychelles, Switzerland, Togo, and Vanuatu.	
Months. Instructions. (Year B)		Speaking to give information. Speaking to interact with others. Speaking to use the first person singular. Speaking with correct pronunciation.	Listening to songs. Listening for information and instructions Listening to interact with others – question, response.	Word recognition. Reading key words in a sentence. Reading for information. Read out loud.	Writing simple sentences. Writing with correct spelling. Write words from memory.	Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre. Mon anniversaire est ...	
Sports and hobbies. (Year B)		Speaking to give information. Speaking to interact with others. Speaking to use the first person singular. Speaking with correct pronunciation.	Listening to songs. Listening for information and instructions Listening to interact with others – question, response.	Word recognition. Reading key words in a sentence. Reading for information. Read out loud.	Writing simple sentences. Writing with correct spelling. Write words from memory.	Le rugby, le foot, le hockey, l'équitation, la natation, la danse, la gymnastique, le ski, le basket, jouer aux jeux vidéos, aller à la piscine, écouter de la musique. J'aime, je n'aime pas. Suggestions from the children, using their interests.	Are there any national sports in France? What about England?
Clothes (Year B)		Speaking to give information. Speaking to interact with others. Speaking to use the first person singular. Speaking with	Listening to songs. Listening for information and instructions Listening to interact with others – question, response.	Word recognition. Reading key words in a sentence. Reading for information. Read out loud.	Writing simple sentences. Writing with correct spelling. Write words from memory.	Les vêtements, le T-shirt, le jeans, le débardeur, la robe, la jupe, la chemise, le short, les chaussettes, les chaussures, le pull, le pantalon, le maillot de bain,	

		correct pronunciation.				l'imperméable.	
Where do you live? Shops. (Year B)		Speaking to give information. Speaking to interact with others. Speaking to use the first person singular. Speaking with correct pronunciation.	Listening to songs. Listening for information and instructions Listening to interact with others – question, response.	Word recognition. Reading key words in a sentence. Reading for information. Read out loud.	Writing simple sentences. Writing with correct spelling. Write words from memory. Writing longer sentences with a reference source.	Ou habites-tu? J'habite a ... Les magasins, la charcuterie, la boulangerie, la boucherie, la pâtisserie, le supermarché, l'épicerie.	Discuss the range of shops in French villages and towns. How do these differ to those in England?

Impact

Above all, we want our children to think of themselves as linguists and have an understanding of what this terminology means. We want them to be curious about other cultures and countries. Children will learn how language skills can be applied to a range of languages. Our children will be made aware that language has structure, and that the structure differs from one language to another. Our children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.