



# Modern Foreign Languages at Astwood Bank Primary School

Policy	<b>French</b>
Last review	May 2023
Reviewed by	Mrs R. Stevens



### Purpose of study

*“Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils 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 pupils to study and work in other countries”.*

(Source: MFL KS2 programmes of study)

### Aims and Objectives

The aims of Modern Foreign Languages at Astwood Bank Primary School are that pupils should:

- experience enjoyment of and gain enthusiasm for learning a foreign language.
- be prepared for the continuation of language-learning in key stage 3.
- be able to communicate orally with confidence.
- be able to respond to written and spoken language.
- write at varying length.
- be aware that language has structure and that the structure differs from one language to another.
- develop a cultural awareness of France and Francophone countries.

In carrying out the aims listed above, children learn how to:

- ask and answer questions.
- use correct pronunciation and grammar.
- memorise words.
- interpret meaning.
- understand basic grammar.
- work in pairs and groups and communicate in French.
- look at life in another culture.

### Organisation

All pupils learn French as their modern foreign language. Each class in key stage 2 has a 45 minute lesson of MFL per week with a specialist teacher. Reception children learn French in small groups for 30 minutes fortnightly.

### The curriculum

Our schemes of work are topic-based, planned to deliver progression throughout children’s French learning at ABPS.

### Approach to teaching

A variety of techniques are used to encourage children to have an active engagement with the language, including games, role play and action songs. Puppets, soft toys are also used to demonstrate and present the foreign language. Mime, realia and flashcards are used to present new vocabulary so that translation into English is often not necessary. Teaching is enhanced by information and communications technology. Access to native speakers is provided as much as possible through our French link school, websites such as “Class Clips” and “You tube”,

A multi-sensory and kinaesthetic approach to teaching is used i.e. a physical element is introduced in many games, rhymes and songs as this serves to reinforce memory. Lessons are made as enjoyable as possible to develop a positive attitude to the learning of a language. Children’s confidence is built through praise for any contribution they make, however tentative.

### Equal opportunities

All children have access to the curriculum and are expected to make progress in a language unless there is a specific identified need. In this case, children will be provided with additional support, appropriate worksheets and differentiated outcomes where necessary. Similarly gifted and talented children will be challenged as and how appropriate.

### Resources

Language Angels supplemented by  
Lightbulb languages  
Take 10 phonics.  
Take 10 French  
LJR La ronde des histoires  
12 Pièces à Jouer  
Fun French Fairy Tale plays  
Developing French books 1 and 2  
BBC Bitesize  
Many stories book.

### Assessment

Children's progress is assessed informally against the four attainment targets of:

- Speaking and listening
- Reading and responding
- Writing
- Grammar

### Celebrating languages

We celebrate languages at Astwood Bank! Children have the opportunity to perform songs in assemblies. A French tombola is held at the Christmas fayre. Achievements in languages are celebrated by a merit system in class and by the use of the whole school "Silver Book". Children from year 1 upwards are offered the opportunity to attend French classes with "La Jolie Ronde".

Our annual languages day is a whole school celebration of modern languages and other cultures. We are usually lucky enough to have speakers of other languages helping with our activities around school.

### Reception French Unit Plan

<u>Autumn</u>	Introducing ourselves Numbers 1-10 Colours I like + fruits. Christmas in France
<u>Spring</u>	Fairy tale - three little pigs Easter in France
<u>Summer</u>	Mini beasts and farm animals Songs and stories

### Year 3 French Unit Plan

<u>Half term 1</u>	<b>Phonetics lesson 1</b> <b>I'm learning French.</b> <ul style="list-style-type: none"><li>• Pinpoint France on a map of the world</li><li>• Highlight other famous French cities.</li><li>• Talk about other countries where French is spoken.<ul style="list-style-type: none"><li>• Say their name and how they are feeling in French.</li></ul></li><li>• Count to ten in French</li></ul>
<u>Half term 2</u>	<b>Seasons</b> <ul style="list-style-type: none"><li>• Name, recognise and remember all four seasons in French.</li></ul>

	<ul style="list-style-type: none"> <li>• Say which is our favourite season in French.</li> <li>• Say why it is our favourite season in French.</li> <li>• Start to recognise and use the conjunctions 'et' (and) &amp; 'car'</li> </ul>
<b>Spring term</b>	
	<p><b>Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>• Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French.</li> <li>• Use picture and word cards to recognise and retain key vocabulary from the story.</li> <li>• Name and spell at least three parts of the body in French as seen in the story.</li> </ul>
<b>Summer term</b>	
<u>Half term1</u>	<p><b>Ice creams</b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 different flavours for ice creams.</li> <li>• Ask for an ice-cream in French using 'je voudrais'.</li> <li>• Say what flavour they would like.</li> <li>• Say whether they would like their ice-cream in a cone or a small pot/tub.</li> </ul>
<u>Half term 2</u>	<p><b>Vegetables</b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 vegetables in French.</li> <li>• Attempt to spell some of these nouns (including the correct article)</li> <li>• Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>• Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>

Year 4 French Unit Plan

<b>Autumn term</b>	
<u>Half term1</u>	<p><b>Phonetics lesson 2</b></p> <p><b>Family</b></p> <p>Say the nouns in French for members of their family.</p> <ul style="list-style-type: none"> <li>• Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.</li> <li>• Continue to count, reaching 100, to enable students to say the age of various family members.</li> <li>• Understand the concept of mon, ma and mes in French.</li> </ul>
<u>Half term 2</u>	<p><b>Dates</b></p> <p>* Remember, recall and spell the seven days of the week.</p> <ul style="list-style-type: none"> <li>• Remember, recall and spell the twelve months of the year.</li> <li>• Remember, recall and spell numbers 1-31.</li> <li>• To learn about Remembrance Day in France</li> <li>• Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li>• Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.</li> </ul>
<b>Spring term</b>	
	<p><b>Goldilocks</b></p> <p>Not only sit and listen attentively to the story as in the past but to recognise, understand and remember more of the new language.</p> <ul style="list-style-type: none"> <li>• Increase their memory potential in French by using picture cards, word cards and phrase cards in French.</li> <li>• Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</li> <li>• Attempt to spell in French.</li> </ul>
<b>Summer term</b>	
<u>Half term1</u>	<p><b>Weather</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in French.</li> <li>• Ask what the weather is like today.</li> <li>• Say what the weather is like today.</li> <li>• Create a French weather map.</li> <li>• Describe the weather in different regions of France using a weather map with symbols.</li> </ul>
<u>Half term 2</u>	<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>• Recognise and repeat from memory simple classroom objects and use the correct gender.</li> <li>• Say what they have and do not have in their pencil case.</li> </ul>

- Recognise and respond to simple classroom commands and praise.

### Year 5 French Unit Plan

<b>Autumn term</b>	
<u>Half term1</u>	<b>Phonetics lesson 3</b> <b>Pets</b> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>• Tell somebody in French if they have or do not have a pet.</li> <li>• Ask somebody else in French if they have a pet.</li> <li>• Tell somebody in French the name of their pet.</li> <li>• Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but")</li> </ul>
<u>Half term 2</u>	<b>Dates</b> <ul style="list-style-type: none"> <li>* Learn to understand, say and write the days of the week</li> <li>* Learn to understand, say and write the months of the year</li> <li>* To learn about Remembrance in France</li> <li>* Learn to understand, say and write the numbers 1- 31</li> <li>* Talk about the date in French</li> <li>* Say when one's birthday is in French</li> </ul>
<b>Spring term</b>	
<u>Half term1</u>	<b>Clothes</b> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>• Use the appropriate genders and articles for these clothes.</li> <li>• Use the verb PORTER in French with increasing confidence.</li> <li>• Say what they wear in different weather/situations.</li> <li>• Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. Learning Objectives by the end of the unit: Some children</li> <li>• I can repeat all the clothes vocabulary presented to me in class from memory</li> </ul>
<u>Half term 2</u>	<b>Romans</b> <ul style="list-style-type: none"> <li>• Tell somebody in French the key facts and key people involved in the history of the Roman Empire.</li> <li>• Say the days of the week in French and learn how these are related to the Roman gods and goddesses. <ul style="list-style-type: none"> <li>• Tell somebody in French what the most famous Roman inventions were.</li> <li>• Learn what life was like for a rich and a poor child in Roman times.</li> </ul> </li> <li>• Introduce the children to the concept of the negative form in French.</li> </ul>
<b>Summer term</b>	
<u>Half term1</u>	<b>Au café</b> <ul style="list-style-type: none"> <li>• Order from a selection of foods from a French menu.</li> <li>• Order from a selection of drinks from a French menu.</li> <li>• Order a French breakfast.</li> <li>• Order typical French snacks.</li> <li>• Ask for the bill.</li> <li>• Remember how to say hello, goodbye, please and thank you.</li> </ul>
<u>Half term 2</u>	<b>Habitats</b> <ul style="list-style-type: none"> <li>• Tell somebody in French the key elements animals and plants need to survive in their habitat.</li> <li>• Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>• Tell somebody in French which animals live in these different habitats.</li> <li>• Tell somebody in French which plants live in these different habitats.</li> </ul>

### Year 6 French Unit Plan

<b>Autumn term</b>	
<u>Half term1</u>	<b>Clothes</b> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>• Use the appropriate genders and articles for these clothes.</li> <li>• Use the verb PORTER in French with increasing confidence.</li> <li>• Say what they wear in different weather/situations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>• Use the possessives with increased accuracy. Learning Objectives by the end of the unit: Some children</li> <li>• I can repeat all the clothes vocabulary presented to me in class from memory</li> </ul>
<u>Half term 2</u>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for school subjects.</li> <li>• Say what subjects they like and dislike at school.</li> <li>• Say why they like/ dislike certain school subjects.</li> <li>• Tell the time (on the hour) in French.</li> <li>• Say what time they study certain subjects at school.</li> </ul>
<b>Spring term</b>	
<u>Half term1</u>	<p><b>World war 2</b></p> <ul style="list-style-type: none"> <li>• Group/order unknown vocabulary to help decode text in French.</li> <li>• Improve their listening and reading skills.</li> <li>• Name the countries and languages involved in WW2.</li> <li>• Say what the differences were in city and country life during the war.</li> <li>• Learn to integrate all their new and previous language writing a letter.</li> <li>• Home as an evacuee living in the countryside.</li> </ul>
<u>Half term 2</u>	<p><b>Eating and moving</b></p> <ul style="list-style-type: none"> <li>• Name and recognise ten foods and drinks that are considered good for your health.</li> <li>• Name and recognise ten foods and drinks that are considered bad for your health.</li> <li>• Say what activities they do to keep in shape during the week.</li> <li>• Say in general what they do to keep a healthy lifestyle.</li> <li>• Learn to make a healthy recipe in French.</li> </ul>
<b>Summer term</b>	
<u>Half term1</u>	<p><b>Me in the world</b></p> <p>I know that there are many countries that have French as their official language and can name at least four of them in French (apart from France).</p> <ul style="list-style-type: none"> <li>• I can locate some of these on a map of the world.</li> <li>• I can name and mention a few key facts in French on at least two celebrations in French speaking countries.</li> <li>• I can tell you at least two things that I am going to do to help protect our planet</li> </ul>
<u>Half term 2</u>	<p><b>The weekend</b></p> <ul style="list-style-type: none"> <li>• Ask what the time is in French.</li> <li>• Tell the time accurately in French.</li> <li>• Learn how to say what they do at the weekend in French.</li> <li>• Learn to integrate connectives into their work.</li> <li>• Present an account of what they do and at what time at the weekend</li> </ul>