



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

Modern Foreign Languages (MFL)

Intention

At Pattishall CE Primary school, the vision for our children is that they leave us knowing that they can change the world. We believe that in order to do that, they need a firm foundation in language-learning. They should be interested, enthusiastic and engaged, with a broad understanding of the language and its context.

It is our intention that children begin building neural pathways in languages right from the outset of their primary school career; and that once they are in Key Stage Two, they will build their speaking, listening and writing skills year on year.

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

Aims and objectives

The aims of language teaching at Pattishall are

- to foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

Implementation

All Key Stage 2 pupils are entitled to foreign language learning in school time. We recognise the value of this initiative and provide age-appropriate learning opportunities for all children in Years 3 – 6. The focus language taught in our school is French.

We understand that in learning any language, listening is the first skill to master. Therefore in Year 3, the majority of the learning will be done through participation, song and responding to modelled scenarios. Once children recognise some vocabulary and gain confidence, they begin to put words together into spoken phrases. Through Years 4 and 5, the children will use scaffolds less and less when conversing with their partners.

In Year 6, children should be confident to hold longer conversations and are beginning to write, taking note of the grammatical structure of French.

The learning environment is immersive through school and reflects French vocabulary, with all staff taking opportunities to share, use and interpret throughout the day.

Every child in Key Stage two will have one hour of French every week.

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Speaking and listening - the children will learn to:

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.

Reading and writing - the children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural understanding - the children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and distrust stereotypes, and understand and respect cultural diversity.

Impact

By the time the children leave us in Year 6, they will all have firm foundations in basic conversational French, ready to move on to the next stage in their education and develop a deeper understanding. Children who have made better than expected progress will be able to hold extended conversations and those who have made exceptional progress will be able to form written sentences.

Curriculum progression

Year 3

Listen to spoken language and show some understanding by joining in.
Join in with songs and rhymes.
Ask and answer simple questions modelled by the teacher.
Read and understand some simple words and phrases.
Make simple links between English and another language.
Copy some simple words and phrases.

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Starting to understand feminine, masculine and plural forms.

Year 4

Listen attentively to spoken language and show some understanding by joining in and responding.

Join in confidently with songs and rhymes, showing understanding of the meaning of most of the words.

Engage in a simple conversation with a partner using a given structure.

Read simple words and phrases independently, showing understanding.

Starting to notice similarities and differences between English and another language.

Write some simple words and phrases using a model.

Use feminine, masculine and plural forms.

Year 5

Speak in sentences using familiar vocabulary and phrases using a given structure.

Pronounce most familiar words correctly so that others understand me.

Understand a range of simple stories, songs, poems and rhymes.

Engage in a longer conversation with a partner, responding to and asking a variety of questions using a given structure.

Read simple writing, showing understanding, including using a dictionary when prompted.

Explain some of the similarities and differences between English and another language.

Write simple phrases from memory and adapt these to create new sentences.

Apply knowledge of feminine, masculine and plural forms and beginning to understand the basic grammar related to these.

Year 6

Speak in sentences using familiar vocabulary, phrases and basic language structures.

Pronounce familiar words confidently to a range of audiences.

Understand a wider range of stories, songs, poems and rhymes.

Engage in a longer conversation using familiar vocabulary with a partner, responding to and asking a variety of questions and expressing opinions.

Developing ability to understand new words that are introduced into familiar written material.

Beginning to understand some similarities and differences between high frequency verb forms in English and another language.

Write phrases from memory and adapt these with help to create new sentences, to express my ideas clearly.

Use the basic grammar related to feminine and masculine forms.

Starting to understand some high frequency verb forms and use them in a given model.

Curriculum structure

- European Languages day - French whole day
- Bastille Day - 14th July
- 6 x 6 weekly lessons of up to 1 hour

Below is an example outline of the units we will cover throughout KS2:

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Year 3	Year 4	Year 5	Year 6
Core Vocabulary * & Phonetics	Presenting Myself	Do You Have A Pet?	Verbs & Grammar
I'm Learning <INSERT LANGUAGE>	Family	What Is The Date?	At School
Animals	The Tudors or Habitats (Intermediate Version)	The Weather	The Weekend
Musical Instruments	At The Café	Clothes	World War II or Habitats (Progressive Version)
Little Red Riding Hood or Ancient Britain	The Classroom	The Romans	Healthy Lifestyles
I Can...	Goldilocks	The Olympics or Habitats (Progressive Version)	The Planets

* **Core Vocabulary** lessons cover; Classroom Commands; Colours; Days Of The Week; Maths Calculations; Months Of The Year; Numbers 1 – 100; Maths Calculations.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Inclusion

Primary Languages teaching at Pattishall is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Monitoring progress and assessing attainment

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Opportunities to monitor the children's progress in Primary Languages are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

COVID-19 Addendum

During the pandemic, French was delivered to upper key stage two through revision of topics and later through National Oak Academy sessions with Madame Dougdale. On their return to school, all key stage two children received an hour of French per week.

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