



*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

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French.

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

### Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- 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
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

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**By the end of key stage 2, pupils should be able 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 clearly.
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.

Displays of the topics being taught in French will be displayed around individual classrooms (if space allows) or will feature on a general school board.

**Organisation and delivery**

French is taught in a whole-class setting by a teacher or HLTA and is therefore not reliant on one key member of staff. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

**French lessons include:**

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

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

Year 3	Year 4	Year 5	Year 6
I'm Learning French	Presenting Myself	Do you have a pet?	At School
Animals	Family	What Is the date?	Healthy Lifestyles
Musical Instruments	Tudors (Y1 GFoL)	My home	The Weekend
I can...	The classroom	Clothes	World War 2 (Y4 history)
Ice cream	At the tearoom	The Olympics	Vikings (Y5 history)
Fruit and Vegetables	What's the weather?	Romans (Y4 history)	Me in the world

Vocabulary acquisition	All about me	History	Animals	Food	School
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We have selected the units to build upon each other, as well as link to our history curriculum. This is so that the children can make meaningful links between their historical knowledge and their new language knowledge.

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## Curriculum progression



### Language Learning Skills Progression KS2

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic language material. Learn to pick out common familiar words and learn to 'gist' listen hearing language that has not been taught.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language incorporate it with new language with in and spontaneity. Engage in short conversations on familiar topics, responding with appropriate justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with accuracy by applying knowledge learnt Lessons 1 to 4' including awareness of letters etc. Decode unknown language using dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from units covered and learn to adapt any model to show solid understanding of any grammar. Also start to incorporate conjugated verbs comfortably using connectives/coordinating adjectives and possessive adjectives presentation or description of a typical including subjects, time and objects.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'.	Better understand the concept of gender and which articles to use for meaning. <b>EG:</b> 'the', 'a' or 'some'. Introduce simple adjectival agreement. <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'.	Revision of gender and nouns and learn to use and recognise the terminology of articles. <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation. <b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour. <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender use of the negative, adjectival agreement possessive adjectives. <b>EG:</b> which subjects I do not school and also which subjects I do not familiar with a wider range of connectives and more confident with full verb conjugation, regular and irregular. <b>EG:</b> 'to go', 'to do', 'to be'.

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group and in this order. Units can be added in between.

Phonics & Pronunciation Lesson 1	Phonics & Pronunciation Lesson 2	Phonics & Pronunciation Lesson 3	Phonics & Pronunciation Lesson 4
I Am Learning...	Presenting Myself	Do you have a pet?	At School
Instruments / Animals	My Family	The Date	The Weekend
Fruits / Vegetables / Ice-Creams	My Home / In the classroom	Clothes	Me in the World / Viking
I Am Able...(F) - I Know How...(S & I)	At The Tea Room / Café / Restaurant		

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## Grammar progression

	Year 3 Grammar	Year 4 Grammar	Year 5 Grammar	Year 6 Grammar
REVISED GRAMMAR		<ul style="list-style-type: none"> <li>Understand better the concept of gender.</li> <li>Have better knowledge and recall of 1st person singular of high frequency verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Understand better the concept of gender.</li> <li>Have better knowledge and recall of 1st person singular of high frequency verbs.</li> <li>Understand better the use of the possessive.</li> <li>Understand better the concept of adjectives.</li> <li>Understand better the use of the negative form.</li> </ul>	<ul style="list-style-type: none"> <li>Understand better the concept of gender.</li> <li>Have better knowledge and recall of 1st person singular of high frequency verbs.</li> <li>Understand better the use of the possessive.</li> <li>Understand better the concept of adjectives.</li> <li>Understand better the use of the negative form.</li> <li>Conjunctions / Connectives.</li> <li>Introduce the concept of whole regular verb conjugation.</li> </ul>
NEW GRAMMAR	<ul style="list-style-type: none"> <li>Understand better the concept of gender.</li> <li>Have better knowledge and recall of 1st person singular of high frequency verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Understand better the use of the possessive.</li> <li>Understand better the concept of adjectives.</li> <li>Understand better the use of the negative form.</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions / Connectives.</li> <li>Introduce the concept of whole regular verb conjugation.</li> </ul>	<ul style="list-style-type: none"> <li>Opinions</li> <li>Introduce the concept of whole irregular verb conjugation.</li> </ul>

## 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.

### Resources for books:

- [1680621970\\_480.pdf \(languageangels.com\)](#) French vocabulary mat
- [1680621984\\_670.pdf \(languageangels.com\)](#) French phonics mat
- [Language Angels - Schools](#) songs

### Key documents:

- [DfE PoS Attainment Targets Unit Mapping.indd \(languageangels.com\)](#) attainment targets
- [1679050716\\_66.pdf \(languageangels.com\)](#) curriculum compliance
- [1680793943\\_702.pdf \(languageangels.com\)](#) real classroom activities
- [1673013495\\_151.pdf \(languageangels.com\)](#) grammar grid
- [1679304700\\_670.pdf \(languageangels.com\)](#) DfE National Curriculum

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### **Evidence of Teaching & Learning and Transition**

Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in French to a centralised secure file store on their Tracking & Progression Tool.

All of this information along with the pupil's individual Learning & Progression Timeline and skills progress reports can be forwarded to their secondary school at time of transition.

### **Assessment of Pupil Learning and 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.

### **Monitoring and Evaluation**

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

The Subject Leader will encourage, where appropriate, class assemblies and presentations in French. They will also encourage cross-curricular topics be taught in French to knit together various areas of the curriculum.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress.

### **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.

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