



MODERN FOREIGN LANGUAGES

Intent

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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 writing in the language studied.

A high quality languages education should foster children's curiosity and deepen their understanding of the world. We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching when the children move to Middle School where French is the language taught in Y5, Y6 and beyond.

Implementation

At Acomb First School we teach French across Key Stage 2. The school uses the "Language Angels" scheme of work to support the teaching and learning of French. This provides clear progression for the development of speaking and listening and vocabulary acquisition. There are resources to support the teaching and learning opportunities for pupils.

We use a variety of the following techniques to encourage children to have an active engagement with French:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play – these relate to the situations the children may find themselves in the future.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
- Reading and writing quality materials.
- Develop an appreciation and understanding of French culture.
- Understand basic grammar, including: feminine and masculine 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.
- We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

We base the teaching on the 2014 National Curriculum through the Language Angels. We have adapted this to the context of our school. This provides teachers with clear progression grids and content for teaching and learning.

ESSENTIAL CHARACTERISTICS

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

THRESHOLD CONCEPTS

Read fluently

This concept involves recognising key vocabulary and phrases.

Write imaginatively

This concept involves using key vocabulary and phrases to write ideas.

Speak confidently

This concept involves using key vocabulary and phrases to verbally communicate ideas.

Understand the culture of the countries in which the language is spoken

This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.

Threshold Concept	Early Years	Key Stage 1	Key Stage 2
Read fluently This concept involves recognising key vocabulary and phrases.	<ul style="list-style-type: none"> • Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. 	<i>Milestone 1 (optional)</i> <ul style="list-style-type: none"> • <i>Read out loud everyday words and phrases.</i> • <i>Use phonic (or logographic in Mandarin) knowledge to read words.</i> • <i>Read and understand short written phrases.</i> • <i>Read out loud familiar words and phrases.</i> 	<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words.

	<p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<ul style="list-style-type: none"> • <i>Use books or glossaries to find out the meanings of new words.</i> 	
<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p>	<ul style="list-style-type: none"> • Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> • <i>Write or copy everyday words correctly.</i> • <i>Label items and choose appropriate words to complete short sentences.</i> • <i>Write one or two short sentences.</i> • <i>Write short phrases used in everyday conversations correctly.</i> 	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable.
<p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<ul style="list-style-type: none"> • Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> • <i>Understand a range of spoken phrases.</i> • <i>Understand standard language (sometimes asking for words or phrases to be repeated).</i> • <i>Answer simple questions and give basic information.</i> • <i>Give responses to questions about everyday events.</i> • <i>Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.</i> 	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary.
<p>Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.</p>		<ul style="list-style-type: none"> • <i>Identify countries and communities where the language is spoken.</i> • <i>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</i> • <i>Show awareness of the social conventions when speaking to someone.</i> 	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.

BREADTH OF STUDY

EYFS	KEY STAGE 1	KEY STAGE 2
Communication	Languages is optional at Key Stage 1.	<ul style="list-style-type: none"> • In the chosen modern language (French):

<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' 		<ul style="list-style-type: none"> • Speak • Read • Write • Look at the culture of the countries where the language is spoken. • If an ancient language is chosen, read, translate and explore the culture of the time.
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Impact
 Assessment criteria has been developed, in line with national curriculum aims, to enable teachers to assess the progress of children in their language learning as they move through Key Stage 2, ensuring that children are supported and challenged as appropriate.
 Children will know more and remember more about MFL.
 Children will recognise and apply key French vocabulary verbally.
 Children will be able to write a limited amount in French.
 The large majority of children will achieve age related expectations by the end of the year.