



Subject Story

French

Intent

Modern Foreign Languages (MFL) prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. Early development of language learning supports pupils in developing skills they will access in the future, to learn new languages or to improve their competence in an existing language. Learning another language promotes initiative, confidence and independence in learning and encourages both diversity and compassion within society.

The National Curriculum states:

Learning a foreign language is a 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.

Implementation

There is a strong focus on the use of speaking and listening within French lessons, with each unit of work combining vocabulary, knowledge of language and speaking and writing activities. Each class across KS2 follows 'The Primary French Project' scheme of work, which builds progressively on previous knowledge to extend children's ability to communicate in French in increasingly complex situations.

In addition to the MFL curriculum, French is also profiled across the school with a Summer Term French club for KS1 and a bi-annual French Café Day linked to the National Day in France (Bastille Day).

Impact

All KS2 children have the opportunity to:

- Take part in French lessons
- Speak French within the French lesson
- Begin to read and write in French
- Listen to someone speaking French
- Use French within everyday school routines, such as during Registration.
- Use French as part of the creative curriculum, integrating it into other subjects including Maths, Art, Humanities and P.E.

All KS1 children have the opportunity to:

- Sign up to French Club in the Summer Term

All children have the opportunity:

- Attend the bi-annual French Café Day

If you were to walk into French lessons at Morden, you would see:

- **High quality interactive slides with sound options to hear correct pronunciation of words and phrases** – supporting adults to teach high quality French lessons by modelling authentic pronunciation for children to learn and follow.
- **The use of key vocabulary and phrases repeated throughout the lesson and across the unit** – consolidating previous learning and enabling the children to become familiar, confident and more fluent in developing their own responses to recognised questions.
- **Additional resources, such as French dual language dictionaries and iPads** - allowing the children to develop their responses further and extend their knowledge of vocabulary.
- **Links to grammar and language skills** - supporting knowledge and understanding of grammatical terminology, for example prepositions and determiners, through learning how to identify these in another language
- **As well as:**
- **Hearing children speak French** – opportunities throughout each lesson to listen to, repeat and practise new vocabulary and phrases, working as a whole class, 1:1 response with an adult or peer:peer conversations.

Pupil Voice

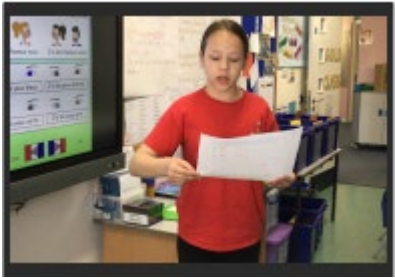
- **Year 3:** I enjoy learning a new language because I have been to France before. Now I can speak to people in French.
- **Year 4:** We are learning how to say animals and sentences like 'in the garden' in French. We are learning how to greet people in French.
- **Year 5:** We learn different languages so that when we grow up we can go to different countries and explore.
- **Year 6:** I like it that the French have lots of words similar to English – I like learning little tips to help understand another language.

An example of skills and knowledge progression within our French curriculum

Autumn	Vocabulary
Y3	Bonjour, au revoir. <u>Écoutez. Regardez. Taisez-vous. Croisez les bras. Asseyez-vous. Levez-vous. Asseyez-vous correctement. Levez le doigt.</u> zero, un, deux, trois, quatre, cinq, six. A1 <u>Oui, non, c'est, quatre, cinq, six, le Royaume-Uni, la Grande Bretagne, l'Angleterre, l'Écosse, l'Irlande du Nord, le Pays de Galles,</u> <u>Belfast, Cardiff, Édimbourg, Londres.</u> A2
Y4	Bonjour, au revoir, madame, monsieur, un poussin, un lapin, un renard, un canard, un mouton, un poisson, un furet, un perroquet, <u>Qu'est-ce que c'est? C'est un...ou un...? A1</u> <u>un escargot, un âne, un éléphant, un ours, bleu, rouge, vert, jaune, Qu'est-ce qu'il y a dans le jardin? C'est quelle couleur? A2</u>
Y5	Quelle <u>heure est-il? Il est... une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, midi, minuit, avant, treize, quatorze, quinze, Seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, une seconde, une minute, une heure, une journée / un jour, une semaine, un mois, un an / une année, un cinéma, un magasin, un parc, un restaurant, un supermarché</u> A1 <u>et demi, et quart, petit, grand, un café, un hôpital, un château, un théâtre, un hôtel, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un, trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf</u> A2
Y6	<u>salut, Ça va? Comment ça va? Comment vas-tu? Ça va, et toi? Ça va, Oui, ça va, Ça va bien, merci, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</u> A1 <u>un cahier, un crayon, un dictionnaire, un feutre, un pinceau, un stylo, une trousse, une gomme, une règle, des ciseaux, Tu peux me donner xx, s'il te plaît? voilà! merci, je t'en prie, Noël, la fête de Saint Nicolas, la veille de Noël, le jour de Noël, Tu peux épeler ton nom? Tu es de quelle nationalité? Je suis français(e) britannique anglais(e) écossais(e) gallois(e) On parle quelles langues au Royaume-Uni? On parle l'anglais, le gallois, le gaélique écossaise et le corrique. Est-ce que tu parles d'autres langues? Avec qui? Quelle est ton adresse? À bientôt!</u> A2

Examples of learning

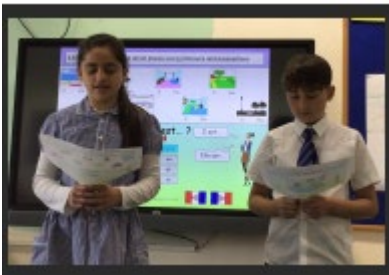
Year 6 describing their appearance.



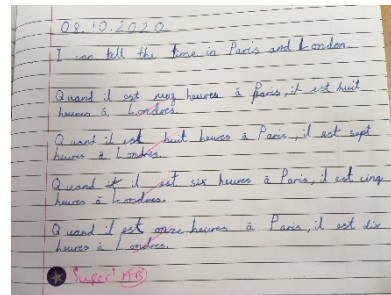
Year 3 learning finger rhymes.



Year 6 in simple conversation about where someone is.



Year 5 writing about time differences.



Successes in 2020-2021

Identify:

- Whole school opportunities for French events mapped into school calendar.

Develop:

- Progression of skills written, mapping skills, knowledge and vocab across year groups and unit plans link back to this (evident in MTPs)
- French taught on a weekly basis across KS2 using The Primary French Project scheme of work.
- End of unit assessment has been trialled in Years 5 and 6 to understand what the children know, inform planning and curriculum coverage.

Embed:

- LOW certificates being awarded for French across KS2.
- Children able to recall learnt vocab across unit.
- Children are enjoying learning a new language and can explain why it is important.

Priorities for 2021 - 2022

Identify:

- Progression documents for each year group will be reviewed to reflect diversity.

Develop:

- Language learning opportunities for younger children will be extended.
- A bank of resources to support diversity coverage will be sourced.
- The format of end of unit assessment will be agreed to understand what the children know, inform planning and curriculum coverage.

Embed:

- Monitoring will show that French lessons match lesson plans, which match progression documents.
- Learning objectives always make skills clear.
- Non-negotiables outlined above (*If you were to walk into a French lesson ...*) are evident in all lessons.
- Children will be aware of new language skills (for example using a negative 'ne pas' response) and able to use learnt phrases appropriately in French.
- Diversity will be reflected across LTP for French.
- End of unit assessment will take place and outcomes inform planning of the next unit.

Priorities beyond 2022

Establish:

- Children will be able to clearly identify skills they have developed.
- Children will be able to complete end of unit assessments to track progression of skills and knowledge with confidence.
- Children are confident to communicate in French and can recall vocab and phrases quickly and accurately.

Some websites you might find particularly interesting

<https://www.bbc.co.uk/bitesize/subjects/z39d7ty>

<https://www.euroclub-schools.org/french-zone>

<https://www.duolingo.com/>