

Developing an approach to teaching and learning in Modern Foreign Languages

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. 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. NC 2013

Teaching and learning in MFL at Wormley Primary School aims to:

- develop an understanding of the language of our chosen modern foreign language – French – and enable children to respond to spoken and written language from a variety of authentic sources, including our native speaking French teacher
- develop children's ability to speak with increasing confidence and fluency, finding ways of communicating what they want to say, including through role play, discussion, asking questions, games and songs
- continually improve the accuracy of the children's pronunciation and intonation
- develop an understanding of the cultures of a number of French speaking countries
- develop an understanding of the geography, history, arts and culture of France
- develop a love of modern foreign languages

We encourage children to demonstrate their learning in a variety of ways: songs, games, paired conversations, role play, written responses, reports, map work, art and craft etc. During their time at this school, they will learn the French language, learn about France the country and its Geography, learn about other countries that speak French and their Geography, learn about aspects of French History and French artists and craftspeople.

Learning can be recorded in the children's artistic logs, displays, video, French exercise book and in Google Docs. etc.

DEVELOPING SKILLS

There are key skills for pupils as modern foreign language learners:

Curiosity	Be curious about the world and languages spoken. Ask questions and wonder why
Active Listening	Give full attention to what people say, taking time to understand the points being made and asking questions as appropriate
Active Learning	Investigate ways to find out information from different sources to help with problem-solving and decision-making
Reading	Understand the phonetic sounds of the French language in order to read and understand vocabulary and sentences in the target language
Judgment and Decision Making	Have respect for alternative perspectives that may be different from our own. Take on advice from others
Collaboration	Work with others to learn from them and achieve more
Writing	Communicate effectively in writing for the needs of the audience.
Speaking	Talk clearly to others to convey information effectively.
Social Awareness and Cultural Appreciation	Recognise that people see things in different ways. Appreciate difference.

Through a variety of creative and practical activities, children should be taught the knowledge, understanding and skills needed to engage in the study of a modern foreign language. The focus will be on practical communication: listening and responding to the spoken language; exploring the patterns and sounds of the language through songs; engaging in spoken conversations; appreciating stories, songs and rhymes through reading and oral storytelling; broadening vocabulary; and beginning to respond in writing.

MASTERY IN FRENCH

We want our KS2 children to achieve mastery of the MFL curriculum by being able to sing, play and communicate in French. We want them to have an understanding of a different culture and realise what they can learn from studying a MFL. As Dr Robert Crawshaw, head of European languages and culture at Lancaster University says "Learning a foreign language definitely makes you think about cultural differences, and the fact that other people are radically different. To be more aware of otherness is certainly one of the side effects of learning a foreign language."

Vicky Gough, schools adviser for the British Council explains that in the organisation's recent survey of worldwide companies, it was clear that they believed good language skills improved intercultural fluency.

As our scheme of learning is a spiral curriculum, children revisit previous learning – skills and knowledge - and can improve over time.

OVERVIEW

Year 3	French language Topics: Getting to know you L'Alphabet Francais (including the letters and sounds).	Geographical Study of a French speaking country: Canada	French language Topics: Les nombres 1-20 (Maths) Quel age as- tu?	Art/Design Study of a French artist/craftsman: George Seurat	French language Topics: Meet my family Les animaux (link with Science)	Historical Study of an aspect of French history: Kings & Queens <i>including Chateau Versailles</i>
Year 4	French language Topics: Les saisons Months of the year	Geographical Study of a French speaking country: Morocco	French language Topics: Dans mon cartable Les couleurs	Art/Design Study of a French artist/craftsman: Edgar Degas	French language Topics: Les Nombres 1-31 (Maths) La Nourriture bonne Santé (link with healthy eating / Science)	Historical Study of an aspect of French history: Napoleon
Year 5	French language Topics: Getting to know you part 2 In our town (en ville) Ou habites tu?	Geographical Study of a French speaking country: Madagascar	French language Topics: Going shopping les vêtements Body parts link with (PSHE)	Art/Design Study of a French artist/craftsman: Van Gogh	French language Topics: Dans ma maison (in my house) A Paris Cultural awareness – (including monuments and places to visit)	Historical Study of an aspect of French history: The French Revolution (1789)
Year 6	French language Topics: Les Sports (PE) Hobbies / what do you like doing? Understanding the use of verbs in the first person (eg. I play = je joue)	Geographical Study of a French speaking country: Suisse	French language Topics: Les Nombres (up to 100) Telling the time	Art/Design Study of a French artist/craftsman: Paul Cezanne	French language Topics: Les Pays / countries (link with Geography) Les adjectifs	Historical Study of an aspect of French history: France in World War I

This overview is reviewed regularly to make sure it is relevant to the needs and interests of the children and matches learning in other areas of the curriculum.

PROGRESSION IN LISTENING, SPEAKING, READING AND WRITING

Year	Listening	Speaking	Reading	Writing	Grammar
Y3	Listen and respond to familiar spoken words and phrases	Communicate with others using simple words, phrases and short sentences Explore the patterns and sounds of language to help develop accurate pronunciation and intonation	Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links	Write some familiar simple words using a model and some from memory	Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine – nouns (singular) • word order of adjectives
Y4	Listen for specific phonemes, words and phrases	Communicate by asking and answering a wider range of questions and presenting short pieces of information Explore the patterns and sounds of language to help develop accurate pronunciation and intonation	Read and understand familiar written words, phrases and short texts made of simple sentences Read a wider range of words, phrases and sentences aloud Follow text while listening and reading at the same time. Apply some phonic knowledge to support reading and read words, phrases and sentences aloud	Write a sentence using a model Write a few simple sentences from memory Apply phonic knowledge to support writing	Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine – nouns (singular and plural); adjectives, pronouns • verbs - 1st, 2nd 3rd persons in questions and answers • how to form the negative
Y5	Listen attentively and understand more complex phrases and sentences	Take part in short conversations using familiar structures and vocabulary Use simple conjunctions to build more complex sentences and present information to others Explore the patterns and sounds of language to help develop accurate pronunciation and intonation	Read a variety of short simple texts in different formats and in different contexts Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud	Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words.	Understand some basic grammar appropriate to the language being studied: • masculine, feminine, adjectives, possessive pronouns • verbs – how to form the future tense using je vais,
Y6	Understand the main points and simple opinions in spoken sources e.g. familiar story or song Understand longer and more complex phrases e.g. descriptions, instructions	Use spoken language to initiate and sustain simple conversations on familiar topics Present to an audience e.g. role-play, presentation, performance,	Read aloud from a text with good expression Read and understand the main points from a short written passage.	Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.	Understand some basic grammar appropriate to the language being studied: • verbs –begin to use the past tense, reinforce understanding of future tense • adverbs

ASSESSMENT

Teachers assess pupil progress against the school's assessment criteria in Arbor at the end of a unit/project.

ENRICHMENT

Opportunities are sought to make learning authentic by having a Morning French Cafe for the family, links with secondary schools, visiting speakers and making use of the internet.

At Wormley, we believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our French curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the learning experiences of our children. Our French curriculum also includes social aspects that are for life-long learning, personal growth and development of independence. Some of the actions we take to achieve this are:

- Helping all pupils achieve to the best of their abilities, despite any special educational needs or disabilities they may have. The topics will not change; they will be working on the same topic. Short, simple instructions to encourage by setting a task planner. Let young people work in individual or paired settings rather than expecting them to work in groups.
- Making suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and gain maximum access to the French curriculum. Children with SEND will benefit from a key words list to act as prompts and to avoid difficulties and panic. The use of ICT in lessons where appropriate will be a tool for research and presentation as well as a visual aid.