

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	<p>French language Topics:</p> <p>Introducing yourself, various greetings and saying your name</p> <p>L'Alphabet Francais (including les lettres, les voyelles, les liaisons, the sounds of the letter et le cas spécial: le H dans l'alphabet français</p>	<p>Geographical Study</p> <p>of a French speaking country:</p> <p>Canada</p>	<p>French language Topics:</p> <p>Les nombres 1-20 (Maths)</p> <p>La Classe (including objects and colours)</p>	<p>Art/Design Study</p> <p>of a French artist/craftsman:</p> <p>George Seurat</p>	<p>French language Topics:</p> <p>Les parties du Corps (link with Science)</p> <p>Les Fruits (including following a French recipe - Food Tech)</p>	<p>Historical Study</p> <p>of an aspect of French history:</p> <p>Kings & Queens</p> <p><i>including Chateau Versailles</i></p>
Year 4	<p>French language Topics:</p> <p>Your age and asking others their ages</p> <p>Les saisons</p> <p>Les Nombres 1-31 (Maths)</p>	<p>Geographical Study</p> <p>of a French speaking country:</p> <p>La Reunion</p>	<p>French language Topics:</p> <p>Days Of The Week & Months of the year</p> <p>Les Vetements</p>	<p>Art/Design Study</p> <p>of a French artist/craftsman:</p> <p>Edgar Degas</p>	<p>French language Topics:</p> <p>La Nourriture</p> <p>Bonne Santé (link with healthy eating / Science)</p> <p>Understanding a French recipe</p>	<p>Historical Study</p> <p>of an aspect of French history:</p> <p>Napoleon</p>
Year 5	<p>French language Topics:</p> <p>In our town and where we live</p> <p>Writing about our town using the prepositions <i>dans & il y a</i></p> <p><i>Understanding masculine and feminine nouns</i></p>	<p>Geographical Study</p> <p>of a French speaking country:</p> <p>Seychelles</p>	<p>French language Topics:</p> <p>L'Ecole Francais (how school is in France and the subjects)</p> <p>Le Temps</p>	<p>Art/Design Study of a French artist/craftsman:</p> <p>Van Gogh</p>	<p>French language Topics:</p> <p>A Paris – (including monuments and places to visit)</p> <p>Cultural awareness</p>	<p>Historical Study of an aspect of French history:</p> <p>The French Revolution (1789)</p>
Year 6	<p>French language Topics:</p> <p>Les Sports (PE)</p> <p>Hobbies and what do you like doing in your free time</p> <p>Opinion about sports and the verb to play in the first person</p>	<p>Geographical Study</p> <p>of a French speaking country:</p> <p>Morocco Belgium & Switzerland</p>	<p>French language Topics:</p> <p>Les Nombres (up to 50)</p> <p>L'Argent / Euros (Maths)</p> <p>Types of transport</p>	<p>Art/Design Study</p> <p>of a French artist/craftsman:</p> <p>Claude Monet</p>	<p>French language Topics:</p> <p>Les Pays / countries (link with Geography)</p> <p>En vacances (using <i>il y a ...</i>)</p>	<p>Historical Study</p> <p>of an aspect of French history:</p> <p>France in World War I</p>

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 through trips, family mornings, links with secondary schools, visiting speakers and the internet.