Modern Foreign Languages at St Johns

**Intent**

At St John the Baptist we are keen to promote the study of an MFL(French) because of its increasing importance for our children to become successful global citizens. This is recognised in the National Curriculum where it is statutory to give every child between 7-11 the opportunity to learn a language. Learning a language and learning about another culture through the medium of its language helps children enjoy a broader more balanced curriculum. Younger children can be very enthusiastic and love learning about new worlds and new ways of saying things. We believe there are cognitive advantages to learning a foreign language such as problem solving, listening and attention skills and ability to switch between tasks.

 It is our intent that Pupils will:-

* read vocabulary fluently
* speak confidently
* write imaginatively
* whilst developing an understanding of another culture.

**This will be implemented through:**

* stories, songs, games and rhymes
* Listening attentively to spoken language, showing understanding and joining in
* Speaking in sentences using vocabulary and simple language structures
* Engaging in conversations, asking and answering questions, sharing how they feel and so on.
* Developing accurate pronunciation and intonation so that others can understand
* Broadening their vocabulary and understanding of new vocabulary including using a French dictionary
* Writing in phrases from memory and adapt these to create new sentences
* Describing people, places and things orally and in writing

Classroom

French is to be used throughout the school week as much as possible for routine communication. It is important that even at the early stages of language learning, children see French as a real means of communication with each other and not just a subject that they learn in school. French can be used for answering the register, when playing games( C’est a toi), it’s your turn as well as speaking to the teacher( Oui Monsieur/Madame). To support children with this, sometime should be spent at the start of the year, introducing and reinforcing useful classroom phrases and simple instructions eg. Regardez, Ecoutez, Bravo. These should be reinforced through display in every classroom. Involve the children in producing mimes to represent common classroom instructions and practice this using the French version of Simon Says( Jacques a dit). It is also important for children to hear French spoken in everyday situations and from native speakers. Where these exist in the school community optimise this and invite visitors into school to talk about their culture. Ask children who holiday in France to bring back real French resources such as post cards, food packaging, menus, train tickets.

French in Class 2

French in years 2 and 3 will be delivered through songs and games so that classroom phrases will become part of normal classroom practice. Repetition of previously learned vocabulary and phrases will be built into every session and displayed in the classroom to encourage their use throughout the week.

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| Sept- July 19-20 | Class 2 (Years 2 and 3) |
| Autumn term 1 Moi(All about me)Introduce some simple French phrases and greetings to raise awareness of where French is spokenMap work- where in the world is English spoken and where is French spoken and what other languages are spoken in the classSet up Francophone area | * Listen attentively to spoken language and show understanding by joining in
* Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words
* Appreciate songs in the language
* Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases
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| Autumn 2Jeux et Chansons (Games and songs)Counting to 20, some pets and hobbiesResearch some games from around the world and encourage children to try them in the playground. | * Listen attentively to spoken language and show understanding by joining in
* Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words
* Appreciate songs in the language
* Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases
* Express opinions and respond to those of others
 |
| Spring 1On Fait la fete (Celebrations)Birthday greeting, names of months, talk about achievements, favourite activities and sportsDisplay of famous French peopleEg. (football, music, dance) and what they are famous for. | * Listen attentively to spoken language and show understanding by joining in
* Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words
* Appreciate songs in the language
* Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases
* Ask and answer questions; express opinions and respond to those of others
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| Spring 2Portraits Main parts of the body and describe coloursLook at portraits bt Van Gogh and Picasso (portrait de Marie Therese or Dora Mar )Look at photograph of Picasso by Robert Doisneau. | * Listen attentively to spoken language and show understanding by joining in
* Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words
* Appreciate songs in the language
* Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases
* Understand basic grammar appropriate to the language being studied including key features and patterns of language.
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| Summer 1Les quatre amis (The four friends)Animals, their colour and movement Fairytales- research some French speaking ones from other cultures eg. Africa  | * Listen attentively to spoken language and show understanding by joining in
* Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words
* Appreciate songs, stories, poems and rhymes in the language
* Describe things and actions orally and in writing
* Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases
* Understand basic grammar appropriate to the language being studied including masculine and feminine forms
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| Summer 2Ca pousse!( growing things)Names of vegetables/fruits and say what we like and don’t like.Discuss foods eaten in the UK that come from France. What food is the UK known for? Try some French foods (croissant, baguette). Make a display of a French market stall with labels. | * Listen attentively to spoken language and show understanding by joining in
* Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words
* Appreciate songs in the language
* Ask and answer questions: express opinions and respond to those of others
* Understand basic grammar appropriate to the language being studied including masculine and feminine forms
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Class 3

In Class 3(4,5,6) will follow the same units with progression becoming evident in subsequent years and additional units will be added. Repetition of previously learned vocabulary, phrases and simple sentences will be built into every session and displayed in the classroom so they can be used throughout the week.

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| --- | --- |
| Sept- July 19-20 | Years 4, 5 and 6 |
| Autumn 1 revision of prior learning from class 2Simple phrases, numbers, names of months, birthday greetings, hobbies and sports, colours, parts of the body, animals, names of fruit and vegetables | * Listen attentively to spoken language and show understanding by joining in
* Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words
* Appreciate songs in the language
* Ask and answer questions: express opinions and respond to those of others
* Understand basic grammar appropriate to the language being studied including masculine and feminine forms
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| Autumn 2 – On y va! ( All aboard)The purpose of this unit is to learn about days of the week and some phrases linked to weather and transport.Cultural links-the children learn about the francophone work including some country names. This will involve looking at some world maps. | * Listen attentively to spoken language and show understanding by joining in and responding
* Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* Appreciate songs, poems and rhymes in the language
* Read carefully and show understanding of words, phrases and simple writing
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| L’Argent de pouche (Pocket Money)Revisit numbers in the context of money. Express likes and dislikesBring Euros into school, which European countries use Euros? | * Listen attentively to spoken language and show understanding by joining in and responding
* Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words
* Engage in conversations, ask and answer questions and express opinions and respond to those of others
* Speak in sentences, using familiar vocabulary, phrases and basic language structure
* Present ideas and information orally to a range of audiences
* Read carefully and show understanding of words, phrases and simple writing
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|  Spring 1 Raconte –moi une histoire!( Tell me a story)The purpose of this unit is to build onto prior knowledge of instructions. Numbers already learnt are recapped upon and multiples of 10 are introduced.French sounds/ adjective agreement are taught in the context of a fairy tale. | * Listen attentively to spoken language and show understanding by joining in and responding
* Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words
* Engage in conversations, ask and answer questions and express opinions and respond to those of others
* Speak in sentences, using familiar vocabulary, phrases and basic language structure
* Present ideas and information orally to a range of audiences
* Read carefully and show understanding of words, phrases and simple writing
* Understand basic grammar including masculine and feminine forms
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| Vive le sport! (our sporting lives)The purpose of this unit is to give children the opportunity to talk about sports and healthy and unhealthy eating habits. Build on previous vocabulary/phrases learnt. | * Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words
* Listen attentively to spoken language and show understanding by joining in and responding
* Develop accurate intonation and pronunciation so that others understand when they are reading aloud or using familiar words and phrases
* Understand basic grammar appropriate to the language being studied
* Present ideas and information orally
* Read carefully and show understanding of words, phrases and simple writing
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| Summer 1Le Carnaval des Animaux ( The Carnival of the Animals) The purpose of this unit is to teach the children the names of some of the animals. They will also learn to tell the time.Cultural link:- Le Carnaval des Animaux- By Camille Saint Seans – a French composer born in Paris in 1835 | * Listen attentively to spoken language and show understanding by joining in and responding
* Explore the patterns and sounds of language through songs and rhymes
* Speak in sentences, using familiar vocabulary phrases and basic language structure
* Appreciate stories, songs, poems and rhymes in French
* Broaden their vocabulary and develop their ability to understand new words
* Describe people, places, actions and things orally and in writing
* Develop accurate intonation and pronunciation so that others understand when they are reading aloud or using familiar words and phrases
* Present ideas and information orally
 |
| Summer 2Quel temps fait il?What’s the weather like?Intent of this unit is to teach more phrases to describe the weather and to talk about the temperature . The children will also learn to describe the clothes they need to wear in particular weather conditions. | * Listen attentively to spoken language and show understanding by joining in and responding
* Explore the patterns and sounds of language through songs and rhymes
* Develop accurate intonation and pronunciation so that others understand when they are reading aloud or using familiar words and phrases
* Appreciate songs, stories, poems and rhymes in French
* Read carefully and show understanding of words, phrases and simple writing
* Engage in conversations; ask and answer questions
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 Appendix 1 Assessment in MFL

* Effective assessment practices in language learning should foster motivation, enjoyment and progress in learners
* Assessment should support learners to feel confident and successful and help build resilience, enthusiasm and persistence in continuing to learn languages
* Assessment should be embedded in the language process respecting that language development includes making mistakes whilst developing high expectations for individuals
* All learners should be able to describe their own progress in ways that can be fully understood by themselves, their parents and other stakeholders
* Monitoring and describing progress in language should be consistent across key stage 2

Checklist for Primary Languages evidence and Assessment

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| Suggested examples of evidence to support assessment process |
| Observation notes post-its about children’s responses, comprehension, pronunciation, use and understanding of vocabulary ( including verbs) and grammar |
| Samples of work- any written evidence -photographic evidence - display - video/audio evidence |
| Planning -cross curricular links -cultural links -annotated planning - opportunities throughout the day |
| Resources - schemes of work -websites/ online resources -puppets - food and drink -native speakers -realia (authentic materials) |

Appendix 2 – Useful websites

 The following guidance is recommended by the Expert Subject Advisory Group in Modern Foreign Languages on assessment in language learning as starting points to support teachers and schools:

DfE Assessment Principles: generic policy information for all schools on developing effective assessment systems <https://www.gov.uk/government/publications/assessmentprinciples-school-curriculum>

The Association for Language Learning (ALL) hosts free pages of resources, advice and guidance for language teachers, language coordinators and head teachers. It provides a gateway to further free online support from a wide range of websites including cultural institutes, educational institutions, local authorities, blogs and publishers: <http://www.all-languages.org.uk/>

The Junior European Language Portfolio is designed to help young learners record their progress and achievement in languages: <http://www.bcatml.org/PORTFOLIO/portfoliojunior.pdf>

The Common European Framework of Reference for Languages (CEFR): Learning, Teaching, Assessment is a framework of reference used in Europe, designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency: <http://www.coe.int/t/dg4/linguistic/cadre1_en.asp>

DCSF Key Stage 2 framework for languages offers non-statutory guidelines and guidance for assessing language learning at KS2, including examples of expected outcomes from Year 3 to Year 6: [http://webarchive.nationalarchives.gov.uk/20110511211850/http:/nationalstrategies.sta ndards.dcsf.gov.uk/node/85274](http://webarchive.nationalarchives.gov.uk/20110511211850/http%3A/nationalstrategies.sta%20ndards.dcsf.gov.uk/node/85274)

DfE/CfBT Languages Support Programme Projects Overview outlines action research into good practice in 94 language projects from 33 Teaching Schools Alliances (TSA): http://www.camteach.org.uk/78/dfecfbt-languages-support-programme This includes the Westdene TSA’s project on the Assessment of Languages in the Primary Classroom <http://www.thelifecloud.net/schools/WTSA/spaces/LanguageSupportProgramme/>

Cultural institutes are developing their support for the teaching and assessment of languages in primary schools. Visit their websites for further information, eg, French: http://culturetheque.org.uk/blog/getting-started-with-primary-french German: http://www.goethe.de/ins/gb/lon/lhr/stu/ks2/enindex.htm Spanish: http://www.mecd.gob.es/reinounido/publicaciones-materiales/materialdidactico.html#material-reino-unido1

Appendix 3 Being Secondary ready in MFL (Expert Subject Advisery Group MFL )

**By the end of Key Stage 2 pupils will...**

**A Know why they are learning a FL**

1. Know why it is good to learn a language in addition to English.

 2. Know where some FLs are spoken globally, and some facts about the culture, people, and places in at least one of them

**B Know ways to help themselves learn and use a FL**

1. Know and be able to describe some strategies that help them to remember key words and phrases

2. Have practised using strategies when they don't understand e.g. using other words and the situation to guess meanings; looking at the end of words to work out meaning (e.g. common endings of nouns, adjectives, adverbs; clues about gender, singular/plural, tense, case)

3. Understand the term ‘cognate’ and ‘near-cognate’, and use knowledge of these to work out meanings

4. Have had experience working with a bilingual dictionary, know what it contains, how it is constructed, and how to use it both to learn a FL and learn about a FL

5. Understand that online dictionaries, translator websites and Apps cannot be trusted to translate accurately, and know some of the kind of language problems that can be caused by them

**C Have some understanding of how a FL works**

1. Be able to use grammatical terms about English and a FL e.g. noun, verb, adjective, adverb, pronoun, connective/conjunction

 2. Recognise that word order can be different in different languages (e.g. adjectives before or after a noun), and understand that word order can change the meaning of sentences e.g. making a question or a negative

3. Appreciate that a FL can use words (grammatical 'glue') that are not needed in English (e.g. je joue au tennis); and vice versa English has grammatical words that are not used or are used differently in FLs e.g. auxiliaries (e.g. do / have / be) + verb

4. Be able to talk about the ‘gender of nouns’ and ‘adjectival agreement’, and appreciate that English can be seen as the ‘odd one out’ compared to many European languages e.g. French, Spanish, German and Italian

5. Understand the word ‘tense’ and that in some languages a verb ending can express when something happens, and have compared this to English 6. Have some awareness that whether an event is 'ongoing' or 'finished' can be expressed differently in a FL compared to English (e.g. English ongoing expressions I am / was eating = Je mange / mangeais; English 'finished' expression I ate = J' ai mangé)

**D Have produced some FL in speech and writing**

1. Have used scaffolded phrases and sentences to create their own spoken and written sentences, using a variety of resources 2. Have had regular experience of talking to others in a FL (even if with a limited set of vocabulary and phrases) where mistakes are expected as a natural indication of progression in speaking.

**E Have listened to and understood a FL 1.** Have listened to spoken language to notice and understand particular items e.g. a phoneme, word, or phrase 2. Have heard a FL being used in everyday life at school, including during FL lessons (e.g. instructions, praise, questions, greetings)

**F.Have some emerging literacy in a FL**

1**.** Have learned that sound-spelling relations change across languages - spellings can look the same as English, but sound different, e.g., 'ai' and 'ou' make different sounds in English and French; 'w' makes different sounds in German and English; 'z' makes a different sound in Spanish and English. Some letters and letter combinations make sounds that do not exist in English e.g. ‘j’ and 'rr' in Spanish, 'on' in French

2. Have an awareness that symbols (e.g. accents, cedillas and umlauts) can exist in a FL, and what they do

 3. Have seen, heard and read out loud some of the written script (e.g. alphabet) in a FL e.g. be able to spell their name out loud or write it in another script

 4. Be able to understand and read out loud words and simple phrases in a FL

5. Have experienced noticing specific items in writing (e.g. words, phrases, capital letters, phonemes/graphemes, pronouns) in a variety of FL texts (e.g. story, song, weather report, newspaper article, letter, post card)

**Appendix 4**

 **Being Secondary-Ready: Beginning to Use Verbs**

 Verbs allow learners to create their own sentences to express their own meanings, and they drive progression. It is important to provide opportunities for learners to understand and produce verbs right from the start. Accuracy develops gradually, as learners become able to manipulate verbs. Many common verbs are irregular i.e. they change in unpredictable ways when the verb is used for a particular context (e.g. subject, number, tense). Research shows that changing verbs to suit the context is learnt slowly, with 'mistakes' particularly when speaking. As a guide, by the end of Key Stage 2, most pupils would be able to understand about 20 of the most common verbs in a FL. They would be able to produce about 10 common verbs (though some may be in a form that is not accurate in all contexts e.g. an 'infinitive' or 'short' form such as je faire; la fille aller; nous aime; j'ai boire). High frequency verbs in FLs include equivalents for most of the English verbs below. The specific verbs vary between languages (e.g. il faut + verb is common in French)

ask

be (e.g. am, was)

 be able/can

 come

do

drink

eat

find

give

go

have

have to (must / be obliged to)

 know

like

look

make

play

put

say / tell

see / watch

take / carry / bring

think

 use

 want

 work

**Appendix 5**

**How Can My Language Learning in Primary School Help Me at Secondary School?**

This document is designed to support language learning at Primary School and transition in MFL to Secondary School. Please note that examples are illustrative only and will vary with the foreign language being studied and the local context.

|  |  |
| --- | --- |
| **Be helpful if I have learned … Why? … why I am learning this language*** Know why it is good to learn a language in addition to English

 • Know some facts about cultures, people and places where languages  other than English are spoken | **In Year 7 I will already …** • understand and appreciate the value of learning a foreign language • understand that learning a language also involves learning about its context in the world |
| **How I can help myself to learn and use this language*** Know and describe some strategies which help me to remember key words and phrases.
* Practise using strategies to help me understand, such as using other words and the situation to guess meanings, looking at the end of words to work out meaning (eg, common endings of nouns, adjectives and adverbs; clues about gender, singular/plural, tense, case).
* Understand the term ‘cognate’ and ‘near-cognate’ and use knowledge of these to work out meanings.
* Work with a bilingual dictionary: know what it is, how it is constructed, what it contains, and how to use it effectively to support learning the language and about the language.
* Understand that online dictionaries, translator websites and Apps cannot be trusted to translate accurately and know the kind of language problems that can be caused by them.
* Use peer and self-assessment strategies to help myself improve my language learning.
 | **In Year 7 I will already** … • know some strategies for memorising new vocabulary in a foreign language • be able to use these strategies to help learn other languages • understand this terminology and feel confident in using it to discuss the vocabulary of a foreign language • know how to find new words in a foreign language by using a bilingual dictionary effectively • know how to use online sources effectively to support my learning • feel confident in knowing how to talk positively about own progress and how to help my peers |
| **How I can talk in an accent that is clearly understandable.*** • Have lots of experience of talking to others in the foreign language even if with a limited set of vocabulary and phrases
 | **In Year 7 I will already** … • be familiar with the idea of role-play conversations as a language-learning strategy |
| **How I can listen to and understand this language.*** Experience listening to spoken language to notice and understand particular items, eg, a phoneme, word or phrase.
* Hear a foreign language being used in everyday life at school, including during language lessons, (eg, for instructions, praise, questions, comments, greetings).
 | **In Year 7 I will already** … • be familiar with listening to spoken foreign language for details and gist • be familiar with the ‘target language’ being used in lessons and the idea of being able to respond or speak the foreign language spontaneously |
| **How I can express my ideas in this language**. • Practise using scaffolded phrases and sentences to create my own, using a variety of resources such as text cards, vocabulary lists and dictionaries to help me replace words or find my own choices in speaking and writing | **In Year 7 I will already** … • feel confident in knowing how to use some resources to support creativity and independence in using the foreign language |
| **It will be helpful if I find out …** **… how I can read and understand this language*** Learn that sound-spelling relations change across languages - spellings can look the same as English, but sound different, eg,, 'ai' and 'ou' make different sounds in English and French; 'w' makes different sounds in German and English; 'z' makes a different sound in Spanish and English. Some letters and letter combinations make sounds that do not exist in English e.g. ‘j’ and 'rr' in Spanish, 'on' in French.
* See, hear and read out loud some of the written script (eg, alphabet) in a foreign language, eg, be able to spell out my name.
* Be able to understand and read out loud words and simple phrases in a foreign language.
* Have experienced noticing specific items (eg, words, phrases, capital letters, phonemes and graphemes, pronouns) in a variety of foreign language texts (eg, story, song, weather report, newspaper article, letter, post card).
 | In Year 7 I will already … • understand that some sounds and letter combinations need to be said differently to English • know that making accurate sounds in another language necessitates making different mouth movements and not be embarrassed to do this • feel confident in tackling the pronunciation of new and unfamiliar vocabulary • be familiar with the idea of skimming and scanning text to find details |
|  **How this language works……**Be able to use grammatical terms about English and a foreign language, eg, noun, verb, adjective, adverb, pronoun and connective/conjunction. • Recognize that word order is different in different languages (e.g. adjectives before or after a noun), and understand that word order changes the meaning of sentences e.g. making a question or negative. • Appreciate that a foreign language can use words (grammatical ‘glue’) that are not needed in English, eg, je joue au tennis, and vice versa. • Be able to talk about the ‘gender of nouns’ and ‘adjectival agreement’, can talk about what this means, and appreciate that English can be seen as the ‘odd one out’ compared to many European languages such as, eg, French, Spanish, German and Italian. • Understand the word ‘tense’ and that in some languages a verb ending can express when something happens, and have compared this to English. Have some awareness that whether an event is ‘ongoing’ or ‘finished’ can be expressed differently in a FL compared to English. • Have learned that symbols such as accents, cedillas and umlauts can exist in the foreign language and what they do. • Have seen some verb tables and compared these to the English layout of the same verb so I can notice and discuss any patterns. | **In Year 7 I will already …** • know that these terms are useful for talking about English and other languages • know that words are arranged in different ways in different languages and that this can affect the meaning of a sentence • understand that some words need to be added or taken away to convey meaning accurately when translating from one language to another • understand that nouns having a gender is a normal idea in lots of other languages and is important in trying to learn and speak a foreign language accurately • understand that verb endings can change, in both English and a foreign language, when talking about the present, past or the future • understand that a foreign language might differ from English in this way and the role of these symbols • know that verb tables exist and be able to talk about why they might be useful to look at when learning a language. |