

**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

MFL IMPLEMENTATION



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Modern Foreign Languages – Implementation

Knowledge

At Barrow, French is taught across each year group in KS2 in modules that enable pupils to study a new topic each half-term. In KS2 all children have a weekly French lesson which are delivered by a French specialist teacher on alternate weeks. In KS1 French is taught every other week for 15 minutes; this is delivered by a specialist French teacher.

Each SOW follows key structures, vocabulary and revision to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key knowledge. Each module is revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.

Planning

In KS2, children will encounter a new topic every half term which will cover French listening, speaking, reading, grammar, writing and intercultural understanding. The lessons are approximately 30 minutes.

All SOW have a sequenced overview outlining key concepts, knowledge and vocabulary to be taught. Children are taught by a specialist French teacher on alternate weeks, which is then followed up by the class teacher for the subsequent lesson. Teachers are provided with the specialist resources to rehearse and consolidate. This can also include a written task to follow up with the class teacher to put into practice the spoken vocabulary by the specialist teacher. The overview covers the key language skills, the specialist input and follow up activities for the class. Each lesson also provides a presentation for the smartboard, which includes key vocabulary, grammar points and games for the class teacher to repeat.

In KS2, written French is recorded in subject specific exercise books, with a front sheet to introduce the topic and knowledge notes to accompany each topic, including key vocabulary and grammar. For speaking, listening and other French lessons, evidence is captured on Seesaw.

Evidence of KS1 French is captured on Seesaw.



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French – Learning Strands

Listening

From the beginning of the French programme in year 3, children are taught active listening skills, learning to distinguish the different sounds and patterns of a foreign language. The children build their ability from listening to single words and sounds, to beginning to distinguish detail in classroom conversations.

Speaking / Oracy

Throughout the languages curriculum, children are given rich opportunities to rehearse using French to discuss their views, opinions and wider lives. They are given the opportunity to engage in purposeful conversations, for example, buying tickets or describing their homes and families, as well as using language to tell, instruct and gain information. Spoken language activities and practice underpin each activity in the French curriculum and provide children with the confidence to express themselves in another language.













Vocabulary

Vocabulary forms a key part of our wider curriculum and in French is taught discretely in every lesson. Children begin to build a bank of vocabulary throughout their journey through KS2, allowing them to develop more detailed responses and descriptions in their French language work. Vocabulary is taught and applied, both verbally and in writing, in French lessons with a core vocabulary developed within each topic. Vocabulary is re-visited often in future topics to increase retention and to improve confidence as children can communicate more fluently in French.

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Lesson 2: Au marché

Vocabulary - Fruits

une fraise	strawberry	
un citron	lemon	
un ananas	pineapple	
un abricot	apricot	
une pomme	apple	
une poire	pear	
une orange	orange	
une pêche	peach	
une banane	banana	
des raisins	grapes	
une pastèque	watermelon	
des cerises	cherries	

An example of a vocabulary bank with new words taught in a Year 5 lesson

Lesson 2: In the classroom

In my pencil case		
un crayon	pencil	
un balle-crayon	pencil sharpener	
un cahier	exercise book	
un stylo	pen	
un sac	bag	
un règle	ruler	
une gomme	eraser	
une trousse	pencil case	

Remember:

In French, there are two words for 'a' - *un* (masculine) and *une* (feminine).

Check in our vocabulary today, the feminine nouns end in 'e'.

Remember:

Dans mon sac, il y a une gomme, un stylo et une trousse.

Children in Year 3 learning to sing a Christmas song in French.



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Reading

Children begin to read in French, learning to spot correlations between words in English and French, building to beginning to recognise different parts of speech and verb endings by the end of KS2. They begin to build their confidence in reading authentic French documents for pleasure and to gain new knowledge. Children will read menus, nativity play etc and will incorporate French texts where to the topic using a variety of sources.

Writing

Beginning with simple labels and phrases, children develop their ability to write in French, finishing the end of KS2 with short written passages, for example, describing their house.

Grammar

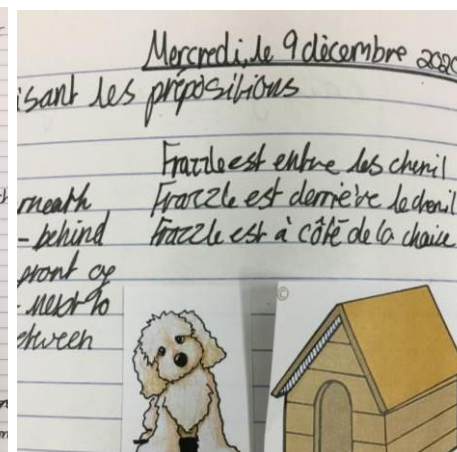
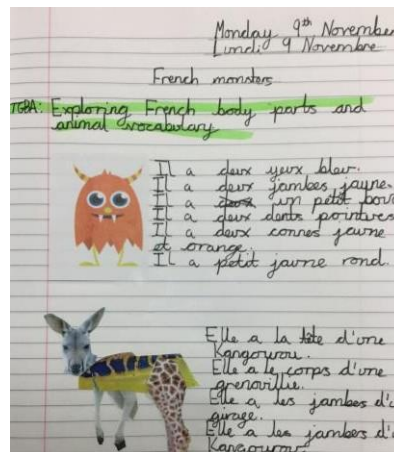
Discrete grammar teaching occurs in every French lesson, in a manner which supports the activity the children are completing. Teachers make links to grammar in the children's English curriculum and point out similarities and differences in order to help with understanding.

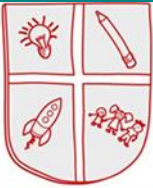
Intercultural Understanding

Throughout the French curriculum, teachers endeavour to make links to the wider world community, through celebrating events such as Christmas and national holidays, locating other French speaking countries.

Resources

All French topics are underpinned by high quality resources, which engage and stimulate children's curiosity whilst ensuring key skills are learnt.





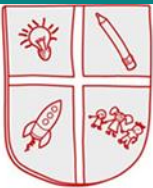
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Continuous Professional Development

Teachers are encouraged to develop their subject knowledge by accessing resources in school provided by the specialist. The subject leader conducts an annual skills audit in order to see what further training is needed and to monitor the use of the materials provided.

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum which has supported the development of a modular wider curriculum.



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Assessment

French is assessed at the end of each unit.

Teachers will assess each child against our assessment criteria (below) using our whole-school assessment system 'Insight'.

The children are scored on a scale from 0-3

0- Taught but not understood

1- Some evidence but not yet secure

2- Objective secure

3- Working at Greater Depth

Key Stage 1

Speaking & Listening only

French

Y1

Colours

Numbers 0-10

Greetings

Pets

Food

Ice cream

Family

Y2

Colours

Numbers 0-10

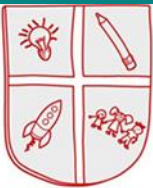
Greetings

Pets

Food

Ice cream

Family



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Assessment continued...

In Key Stage Two, all children have their own French book to record their French writing.

Key Stage 2 Speaking & Listening Reading Writing

Y3

Colours

Likes and Dislikes

Fruit

Food & Restaurants

Days & Months

Numbers 1-31 (to include dates)

Maps, Compass Points & Travel

Tour de France

Y4

Parts of the Body/ Feeling ill

My Village

Pets

Family Members

Hobbies

Numbers to 100

Weather

The Revolution

Y5

Likes and Dislikes (Extended)

Numbers Beyond 100 (Inc Years)

The Allotment

Food Inc Preferences and Culture (extended restaurant)

Days/Months/Seasons/Weather

Maps and Travel Inc Booking Tickets

A case study of another country or European countries

The Jungle

Y6

At the doctor

My Country, France and Other Countries

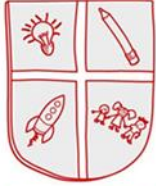
Pets/Family and What I like To Do

Hobbies/Likes and Dislikes (Further Extension)

Weather and Geography (Extended)

German greetings

German food & drink



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French- Greater Depth

What does "Mastery" in French actually look like?

Children working at greater depth in French should show flair and curiosity for language and its culture. They eagerly engage in learning new vocabulary, building on their current knowledge and seek to learn new phrases which they can apply within their spoken and written work. They will play with language and develop a greater understanding of grammatical rules and the start to link matching sound words from previous topics

They will develop a greater understanding of grammatical rules and recognise how these can be applied to existing knowledge.

Children working at greater depth will seek opportunities to expand their written and spoken work by applying new grammatical structures to link vocabulary from previous topics.

(For example including information about their pets in written work about their family and applying structures and grammar correctly).

Year 5/6

Children working at greater depth will actively use a bilingual dictionary correctly to increase their vocabulary and apply these new words correctly using their grammatical knowledge.

(For example identifying m/f nouns and amending their sentence as required).