

MODERN FOREIGN LANGUAGES CURRICULUM STATEMENT

Being a linguist at St George's Primary School means:

1. Being curious about other countries and learning about their culture:

At St George's, our language journey begins with exploring which countries our classmates have visited and the languages locals speak in those countries. This gives us the opportunity to learn basic greetings and the actions that might accompany these greetings in different countries, noticing similarities and differences compared to ours.

2. Listening to a foreign language:

Understanding simple words and phrases in an everyday context, such as opinions and responses to questions when modelled to us. We recognise grammatical rules as we progress, noticing how this compares to rules we know in the English language and remembering this as the basis for future language study as we get older.

3. Speaking in a foreign language:

Asking and answering questions in the everyday context, developing confidence to present ideas to varying audiences (partners, groups, classmates). Increasing accuracy with pronouncing learned words leads us to improving our overall speaking skills over time, even speaking with intonation to express emotion and tell stories.

4. Reading a foreign language:

Using knowledge from listening to and speaking in French to read familiar words and phrases aloud, including from short texts and poems of cultural significance in French-speaking countries. As we widen our language knowledge, we are able to use what we already know to understand similar words and the overall meaning of a passage.

5. Writing in a foreign language:

Beginning with a modelled sentence using learned words, we write phrases relating to a range of topics with increasing independence. As we learn the key grammatical features of modelled sentences, we build sentences of our own and use tools such as dictionaries to search for unfamiliar words.

We have chosen French because we have access to high quality teaching and partnerships in that subject. We will teach our children to describe learning French as:

EYFS and Key Stage One	Learning that people speak different languages across the world to communicate.
Years 3 and 4	Learning about the culture and language spoken in France through listening and speaking activities. Begin to write French words.
Years 5 and 6	Learning about the culture and language spoken in France to develop skills to hold a simple conversation. Begin to write simple sentences in French.

Key Questions:

We learn other languages to enrich our lives and learn about other countries, their language and their culture. Learning a language should also give us the skills and opportunity to consider visiting other countries and working or communicating with people who speak other languages. When learning languages we ask key questions such as:

- Which countries speak this language? Is it a global language? Do I know anyone who has been there?
- What are the most widely spoken languages?
- What are the key sounds (phonemes) and graphemes in other languages? How are they different/similar to English?
- How do I greet people in different languages?
- How do I ask questions in different languages?
- What are the important nouns, adjectives and verbs in different languages?
- How do I count in different languages?
- How does this language reflect the culture and history of the countries where locals speak it?
- What do I know about this country? What are the important historical events? What is its cultural importance?
- Which structures does the language use? Does it have different key sounds or phonemes?
- What are the grammatical rules in this language? How are they different to English?
- Has this language influenced English? What key words or phrases do I recognise?

Essential key skills:

- **Ask questions about the country/culture** to gain an overall picture of the setting that uses the language.
- **Develop an increasing grasp of pronunciation and intonation** to aid accuracy in spoken language.
- **Build a rich and varied vocabulary** to become effective and interested communicators.

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- **Refine conversational skills** to be able to ask for and understand information.
- **Read for comprehension.**
- **Write grammatically accurate sentences** to give information or answers.
- **Understand the need for a sensitive approach** to learning about other cultures.
- **Notice the patterns of language** to understand the similarities and differences compared to English.

Essentials and Desirable Aspects of MFL 2021-22

Each year we will review our essentials and desirable aspects of teaching to ensure that we are securing consistent high-quality learning across the school.

Essential in MFL	Desirable in MFL
<ul style="list-style-type: none"> ● French will be taught across Key stage 2. Lessons will follow the structure of listening, speaking, reading, writing. 	<ul style="list-style-type: none"> ● MFL will be introduced in EYFS and Key Stage One through simple phrases and in relation to different countries and cultures.
<ul style="list-style-type: none"> ● Recap vocabulary from previous lesson at the start of each new lesson. This is essential as research shows the importance of the link to prior knowledge. 	<ul style="list-style-type: none"> ● EYFS and KS1 begin to teach children some basic French words such as greetings and numbers.
<ul style="list-style-type: none"> ● Carry vocabulary through school in a single A4 book started in Year 3, as topics change each half term. This ensures that the children will be able to continually revisit prior learning. 	
<ul style="list-style-type: none"> ● Repeat modelled vocabulary, using increasingly accurate pronunciation. ● Children should be encouraged to use some vocabulary independently. Key Vocabulary should be displayed on a learning wall. 	<ul style="list-style-type: none"> ● Use new vocabulary independently as well as vocabulary learned in previous lessons.
<ul style="list-style-type: none"> ● Throughout the lesson teachers will make links to prior knowledge or similar English words. 	<ul style="list-style-type: none"> ●
<ul style="list-style-type: none"> ● Appreciate cultural differences in each topic, using VR and other media where appropriate. 	<ul style="list-style-type: none"> ● Explore cultural enrichment activities (tasters, visitors, music).
<ul style="list-style-type: none"> ● Practise vocabulary, questions and responses orally (consider QR codes in books for SEND or in role play lessons). 	<ul style="list-style-type: none"> ● Practise vocabulary, questions and responses in writing.
<ul style="list-style-type: none"> ● Opportunities will be provided for self-assessment, peer-assessment and teacher-led formative feedback. 	<ul style="list-style-type: none"> ● Develop opportunities for filming and recording to develop confidence in speaking.
<ul style="list-style-type: none"> ● Opportunities will be provided to enhance learning using linguascope (beyond curriculum learning). 	<ul style="list-style-type: none"> ● Use blended learning to support language development (Linguascope)

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Helping SEND Children Access Modern Foreign Languages

We have the highest ambitions for all pupils. Children with SEND needs must be supported to develop their historical knowledge and skills. We have researched our approach using <https://dera.ioe.ac.uk/13800/1/modernforeignlanguagesmfl.pdf> and [Language Without Limits evaluation](#). They state that for children with SEND MFL is important because:

- **All children are citizens of a plurilingual world.** All have a right, and perhaps a responsibility, to learn about other cultures and to sample other languages. Inclusive practice emphasises the need for exposure to different cultures and languages.
- **All children need to learn to accept and value people from backgrounds different from their own.** Children who saw themselves as 'different' from those around them were comforted to learn of a wider world in which people could be different and valued.
- **Learning another language helps children to become more aware of their own.** Especially evident in aspects of grammar and syntax. This awareness can lead to improvements in literacy across the curriculum.
- **Research shows that bilingualism, even partial bilingualism, can have a beneficial affect on brain development.**
- **It's another way for children with delayed social skills development to revisit basic concepts** and to learn social skills and conventions in a way that seems more interesting and grown up.

Accessing French	Recording French
Use of pre teaching to allow children to access vocabulary. Supported with ongoing resources such as vocabulary cards and vocabulary mats etc. Use of apps on I-pads linking prior vocabulary and conventions with pictures and videos can be very beneficial.	Children will be supported to record their learning using key vocab and using recording. Talking Tins and Ipads can be used. Need to master spoken language before we consider asking children with SEND to record their language in written format.
Grouping pupils with care. Evidence shows that manageable mixed-ability grouping or pairing is effective, when carefully planned, for a particular purpose such as QFT (pre teaching, feedback etc).	Ensure that as part of QFT. Children are supported to be secure in recording and communicating learning in the lesson. Immediate feedback (in the lesson) has a significant impact on all pupils but especially SEND pupils.
Visual resources can be used to support the vocabulary development. Liguascope will be used by children to develop and practise vocabulary. Word maps of key vocabulary will be available to support children.	Avoid time being wasted on unnecessary tasks that will distract from core learning. Examples include: <ul style="list-style-type: none"> ● Writing long titles (never ask any child to write out success criteria). ● Cutting out and sticking in sheets. ● Writing translations
Encourage use of accessible digital resources including audio clips, video links, large print texts etc. Good idea to have key resources on See-Saw and Google Classroom so children can revisit them to aid processing.	
Ensure that children have time to revisit prior learning before lessons starts. This might be looking at the key vocabulary from the previous lesson that will be displayed on the learning wall. Help strengthen working memory.	
Heavily emphasise use of learning intentions and success criteria to specific instructions so there is a clarity and guidance to learning. <ul style="list-style-type: none"> ● May reduce instructions/number of success criteria steps. ● May chunk learning into manageable and achievable steps. 	

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Promoting **RESPECT**

RESPECT Framework.	<ul style="list-style-type: none"> ● Learning a new language is never easy – it involves a lot of determination and perseverance. When have inhabitants of French-speaking countries had to show resilience in hard times? ● What is it like to live in other parts of the world? What can we learn about the country/countries that we are studying? What is life like in that country? ● How does learning another language and embracing another culture help to develop our self-awareness? How welcoming are we of other cultures and languages? ● How can we use our studies to celebrate other cultures (e.g. through communication with pen pals or by celebrating cultures through food, music, fashion, art, history)? ● Which famous people have successfully learned other languages and used this as a force for good (Eddie Izzard, Tony Blair)? How do we develop proficiency and excellence in learning foreign language? ● How could I support my classmates in their learning of French? How does my partner's French improve if I am an enthusiastic partner for them?
Oracy	Oracy is at the heart of our approach to French. Our children will be challenged to master their listening and speaking and then look at reading and writing. We also look at how French has influenced the etymology of English language. We can also compare known rhymes, traditional tales and songs between different languages.
Writing	There are numerous opportunities for high quality writing in French. These include writing postcards, simple instructions and identity cards and so on.
Reading	Our children will access a range of literature in French. This will include dictionaries, short stories, information books etc.
Humanities	Link learning of languages to development of cultures and civilizations. Explore different languages that have contributed to the development of Great Britain. In Geography and R.E there are invaluable opportunities to explore language, locality and culture.
Creative Arts	<ul style="list-style-type: none"> ● Language is linked to creative arts in culture and performance. As part of MFL we should share performances in French and also outline the importance of language in Opera and other mediums. ● France has provided a number of famous artists, including one already studied by key stage two children. Claude Monet was a leader of the impressionist style of painting, a technique he perfected over many years of study. Children could access information about Monet himself in combined French and English, to reinforce that it is possible to study the same topic in all languages. Also signpost (through google classroom) to famous artist such as Cezanne, Gauguin, Matisse, Degas etc. Also highlight other creative fields such as music (Debussy, Satie, Ravel etc), film and dance.
STEM	<ul style="list-style-type: none"> ● French uses a base 10 number system but applies this differently to English. This is evident in teen numbers onwards but there are patterns that we will discuss and remember for future use in a systematic way. Saying dates (including years), comparing ages and giving the time in French all reinforce number knowledge learned in the English language. ● There are plenty of opportunities for using ICT in languages, especially using the practice tools for listening, reading and vocabulary available on Linguascope. ● Researching – children can use Google Earth like in their geography lessons to find out more about the countries where French is the primary language. ● Must also celebrate French cultural impact of design, engineering and food.

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SMSC

As part of their studies, children should be familiar with key French cultural celebrations and note similarities and differences in calendar and how French celebrate their national days. We will also look at how our chosen country has influenced history, art, food, fashion, music and so on. Easy examples of important dates include St Nicholas on December 6th when learning about Christmas traditions and Epiphany on January 6th, linking to New Year's resolutions. Mardi-Gras, due to the French origins of the word, is easy to introduce alongside Shrove Tuesday discussions in English. Bastille Day on July 14th provides an interesting celebration to finish the academic year with as well as the opportunity to study Napoleon and the French Revolution.

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• Languages in the National Curriculum

Purpose of Study

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.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

Key stage 2: Foreign Language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.