

Modern Foreign Languages Curriculum Knowledge Informed; Skills Rich.

Vision

'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.' (National Curriculum 2014)

At school we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Curriculum Intent: Why do we teach Modern Foreign Languages at Penpol Primary School?

By learning a language at primary school, pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects. Penpol school looks to continue its strong links with France, with many students visiting France during the holidays. Furthermore, upper Key Stage 2 pupils regularly correspond with a primary school in Bordeaux which provides an authentic platform for them to use their French and communication skills.

Implementation: How is MFL taught at Penpol School?

At Penpol Primary School, The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff. In addition, links have been developed with language schools in Rouen and Biarritz to further teachers' own competence and enthusiasm delivering outstanding MFL lessons. This ensures that at the forefront of language learning, pupils learn a language authentically and are given opportunities to use a language for a real purpose.

Impact: What will we see from the teaching of MFL?

- Children will be provided with opportunities to communicate with each other in the target language.
- Children will be given the opportunity to look at other languages – particularly if children are bi-lingual.
- Children will learn how language skills can be applied to a range of languages.
- To make young children aware that language has structure, and that the structure differs from one language to another;
- Children will develop their language through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of culture.

KS2 French SoW- Knowledge Organisers

Click on the links to view key content throughout the scheme of work



Term		Stage 1	Stage 2	Stage 3	Stage 4
Autumn	1	<ul style="list-style-type: none"> Greetings and Feelings Numbers 0-10 Colours 	<ul style="list-style-type: none"> Welcome to the school 	<ul style="list-style-type: none"> Saying more about ourselves School subjects and opinions 	<ul style="list-style-type: none"> Time Daily routine
	2	<ul style="list-style-type: none"> Days Months 	<ul style="list-style-type: none"> Classroom/robot commands Town and shops 	<ul style="list-style-type: none"> In the city Buying a present 	<ul style="list-style-type: none"> House
Spring	1	<ul style="list-style-type: none"> Animals 	<ul style="list-style-type: none"> Family Alien Faces 	<ul style="list-style-type: none"> Going to the market 	<ul style="list-style-type: none"> Sports
	2	<ul style="list-style-type: none"> 11-20 and ages 	<ul style="list-style-type: none"> Parts of the body and monsters 	<ul style="list-style-type: none"> Clothes and fashion shows 	<ul style="list-style-type: none"> Hobbies and this is me
Summer	1	<ul style="list-style-type: none"> Hungry giant 	<ul style="list-style-type: none"> I don't feel well Jungle animals 	<ul style="list-style-type: none"> Planets Travellers ID 	<ul style="list-style-type: none"> Café dialogues and foods In the restaurant
	2	<ul style="list-style-type: none"> Gingerbread man questions and answers Picnics 	<ul style="list-style-type: none"> Weather Ice Creams 	<ul style="list-style-type: none"> Seaside 	<ul style="list-style-type: none"> N/A- <i>This module revisits all prior learning</i>

End of Phase Outcomes for Assessing children

	Listen actively	Speak confidently	Read fluently	Write imaginatively
KS1	Listen to and appraise French songs and short conversations	Sing along to French songs and nursery rhymes	Recognise some basic French vocabulary	To write some nouns and introductory phrases in French.
Year 3	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
Year 4	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can understand simple written phrases. Can match sounds to familiar written words.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.
Year 5	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Year 6	Can understand the main points and some detail from a short, spoken passage with	Can take part in a simple conversation and can express simple opinions. Generally accurate	Can understand the main points and simple opinions of a longer written passage (e.g. letter,	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and

	comprising of familiar language.	pronunciation (to a sympathetic native speaker).	recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language.	regular verbs in the present tense on a familiar topic using reference materials, support if necessary.
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