

Subject: Modern Foreign Languages (MFL) - French

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.

Schools are not required by law to teach the example content in [square brackets].

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

The starred (*) content above will not be applicable to ancient languages.

Pedagogy for MFL at Bingham:

We aim for all our pupils to be able to access conversational French so they are ready for the next steps in their learning.

This will begin in Nursery and EYFS where the children will get to experience simple words, phrases, songs and language that is relevant to their age and stage.

This will not be through discreet MFL/French lessons, this is through stories, singing time, register answers, any opportunity to have theme days and food etc which form part of the curriculum experience. In the pre-curriculum guidance we have set out the basic expectations in bullet points to show what must be covered in the curriculum, teachers will decide how they do this as part of their curriculum.

Pre-Curriculum Guidance

In EYFS and KS1, children should be taught

- to count 1-10 in French
- Simple songs and rhymes
- Some key, simple nouns for everyday objects and animals
- Basic information about France, where it is in relation to the United Kingdom
- Some experiences of popular foods such as cheese, bread, pastries and learn some simple French names for popular foods that they eat.

Key Stage: 2

National Curriculum Expectations – for KS2.

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.

BINGHAM PRIMARY SCHOOL CURRICULUM

Year	Autumn 1 - outcomes		Autumn 2 - outcomes		Spring 1 - outcomes	Spring 2 - outcomes	Summer 1 - outcomes	Summer 2 - outcomes
3	<p>N - Names and greetings including your manners! Je m'appelle Bonjour Au revoir Comment t'appelles-tu? bonjour bonsoir bonne nuit salut merci/s'il vous plait comment ç ava ça va bien merci comme ci comme ça ç ava mal au revoir à tout à l'heure</p>		<p>R – name and greetings (A1) N – Family Voici.. Mon/ma (introduce masculine/feminine)</p>	<p>N - Numbers 0-20 Sing songs and rhymes. Count on and back Matching games</p>	<p>R – numbers 0-20 N – Age J'ai....ans Moi Et toi Quell age as-tu? Be able to ask the age of another child and also to be able to answer the question.</p>	<p>N – Colours Attach colour names to simple noun phrases to expand sentences. Il est un chat gris.</p>	<p>R – revise colours N – body parts Tete Epaules Genoux Pied Oreilles Yeux Bouche Nez touchez Body N – combining body parts and colours and create a simple sentence i.e. il as les yeux bleu.</p>	
4	<p>N - Directions Tournez Continuez Traversez Droite Gauche Tout droit</p>	<p>R - directions N - My journey to school Je vais Transports Comment vas tu a l'école? Je traverse J'arrive Devant Create a sequence of language that describes the journey. Join phrases with 'et' or</p>	<p>R - Revisit 1-20 N - numbers 21-30</p>	<p>N – animals Learn a bank of nouns for common pet and farm animals.</p>	<p>N - Likes and dislikes Je prefere Tu prefers Combien de J'aime Je n'aime pas J'adore Je deteste Et Tu aimes ca?</p>	<p>R – likes and dislikes N – hobbies Create a simple sentence that states favourite hobbies and which you prefer i.e. j'aime mais je prefere</p>	<p>R – likes and dislikes N – Sports Je joue Je fais Je joue au football Tenis Je fais de la danse Je fais du skate</p>	<p>R – colours R – likes and dislikes N – Weather Create a simple sentence that explains how you feel about the weather</p>

BINGHAM PRIMARY SCHOOL CURRICULUM

5	<p>R - directions N – features in the locality Poste Eglise Riviere Hospital Parc Magasin Passage pour pietons</p>	<p>R – directions R – features of locality N - On our travels Transport names Countries of the world Je vais au....</p>	<p>R – animals R – on our travels (countries) N – animal habitats Ou habites tu? J’habite dans Savane Foret Mer Ferme campagne</p>	<p>R – animal names R – habitats R - colours N – animal descriptions Adjectival agreement Grand Petit Fort Lent Rapide Feroce Timide. Create a sentence that names an animal – Voici – il est un Et il est</p>	<p>R - Revisit 1-30 N – c’est combien? Create a verbal number sentence where children add numbers together and give a total.</p>	<p>R – numbers to 12 N - What’s the time? Il est heures. Quelle heure et il? Midi/minuit Et demi Be able to tell the time to the hour and half past</p>	<p>R – numbers to 31 R - colours N - Days, dates and seasons Les mois Days of the week Months of the year Descriptions: Froid Chaud Aujourd’hui C’est</p>
6	<p>R – time N - School timetable and lessons A – l’heure Le/la/les Plus school subjects</p>	<p>R - directions R – timetable N - Places in school Be able to briefly describe how you would get to specific areas of the school. Give directions to another pupil.</p>	<p>R - directions N - Then places in my town Expand the directions and sentences to areas beyond the school, join simple phrases with Coninuez Et tournez</p>	<p>R – days dates and seasons N – Weather Il y a Il fait Weather phrases Quell temps fait ils? Place names Attach weather types to the seasons Attach weather features to places</p>	<p>R – numbers to 100 R – C’est combien? N - Coins and money Be able to structure verbal number sentences to add combinations of money and give a total.</p>	<p>R – likes and dislikes N – food Manger J’ai mange J’ai bu Food and drink words Things we experience and eat culturally in UK Cultural foods in France</p>	<p>R – greetings and manners R – food R – coins and money N - Ordering food Je voudrais Les snacks Les boissons Les glaces Putting the food nouns into simple sentences to order what they want. Create a simple conversation between customer and</p>

							waiter, including how much it would cost and completion of the transaction.
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Use Free Resources – <https://www.lightbulblanguages.co.uk/>

N = new learning, R = revision, learning that needs to be recapped first to undertake the new learning successfully.

