



MFL (French) Curriculum Documents





Intent

The intent of our French curriculum is to ensure that every child enjoys learning a foreign language and becomes an enthusiastic lifelong language learner.

We recognise that language learning brings many and varied benefits, including developing greater intercultural understanding and appreciation of difference and diversity, enhancing pupils' problem-solving abilities and basic literacy and numeracy and improving their listening and communication skills. Our intention is to ensure that these aspects are developed fully through the way in which the curriculum is delivered. We seek to develop a rich and motivating language learning environment, in which risk-taking and creativity are encouraged and actively developed to promote independent learning.

Furthermore, through cross phase curriculum projects we intend to show pupils the real-world value of language learning and how productive communication strategies can be initiated and maintained to foster intercultural relations and co-operation.

Implementation

French is a compulsory subject from Year 3.

In Years 3 and 4 French teaching is delivered creatively and effectively by a specialist teacher, following the planning and support from the iLanguages and Early Start schemes and various other resources. In both these year groups pupils receive 45 minutes French teaching a week in a discrete timetabled slot.



Implementation continued

Children are taught to listen intently to spoken language and respond, and pronunciation skills are specifically taught at an age-appropriate level. Furthermore, learners are encouraged to develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered throughout the curriculum.

In the Summer Term, Year 4 pupils practise French in a real-life context in a cross-phase French Café Project, in which Year 7 pupils at Fairlands act as waiters, waitresses and French teachers and Year 4 pupils order food and drink in French, participate in a French lesson and a French food quiz.

Impact

Pupils' written work is recorded in an exercise book which spans both Years 3 and 4. This is supplemented by audio and video recordings where appropriate.

An assessment map is in place and pupils are assessed in 1 or 2 of the 4 key skills of listening, speaking reading and writing once per term. Results and completed tests are retained and a record is made of which pupils are at, above or below ARE.

Progression is achieved through liaison with MFL staff at Hugh Sexey to ensure that pupils continue to build on the progress they have made.



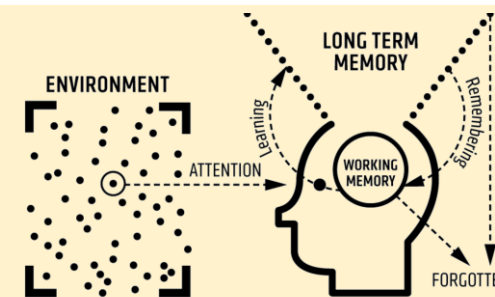
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn Routines

→ Linking Prior + New Learning

→ Focused Instruction 'I Do'

→ Practise Learning 'We Do'







→ Learning Check 'You Do'

→ Consolidating Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Emotional learning environment - physical learning environment 	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Pace of talk, clarity of instruction 	<p>Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching of vocabulary - Explicit teaching of listening 	<p>The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching paired, small group talk 	<p>Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i></p>



National Curriculum

Substantive Knowledge

*Is knowledge gained through experience
Learning about...*

Phonics- how sounds are made and represented.
Vocabulary- words and phrases, practised across different contexts and in different modalities.
Grammar- how words can be combined to produce meaningful utterances and sentences.

Disciplinary Knowledge

*Refers to facts and information e.g.
Learning how to...*

Memorise vocabulary
Read for detail and gist
Listen selectively
Write for a range of audiences and purposes.

Procedural Knowledge

*Is what is exercised in the performance of a task e.g.
Learning through...*

*Listening- understanding and responding to spoken language.
Speaking- communicating and interacting in speech.
Reading- understanding and responding to written language.
Writing- communicating in writing.*



Key Stage 2 National Curriculum Programme of Study

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 and how to apply these, for instance, to build sentences;
and how these differ from or are similar to English.



Substantive Knowledge		
	Year 3	Year 4
Phonics	oi / ou / an, en	au, eau / eu, e / in
Vocabulary	Greetings and how you're feeling, days, numbers to 20, name/ age, animals, colours, likes and dislikes, shopping.	Greetings (wider range), numbers to 31, months, birthdays, sports and free time activities, likes, dislikes and preferences, opinion adjectives.
Grammar	Indefinite article, gender, adjective positioning and endings, 1 st person of 'être' and 'avoir'.	Definite article, if/ ive adjective endings, 1 st 2 persons of 'être' and 'avoir'.



Learning how to... (skills)		
	Year 3	Year 4
Listening Understanding and responding to spoken language	<p>understand single words and short, common phrases when I hear them.</p> <p>pick out words which have letters pronounced differently from English (like 'oi') when I hear them.</p>	<p>understand the main points from spoken phrases.</p> <p>transcribe (write what I hear in French) familiar words (picking words from a choice of 2) using my developing knowledge of French phonics.</p>
Reading Understanding and responding to written language	<p>understand single words and short common phrases when I read them.</p> <p>use a word list to help me to understand sentences.</p>	<p>understand the main points from familiar sentences.</p> <p>translate words into English.</p> <p>recognise known words and cognates in short sentences on familiar topics.</p>
Speaking Communicating and interacting in speech	<p>pronounce some common words I know; I am starting to learn the most common phonic patterns like 'oi'.</p> <p>repeat and say individual words.</p>	<p>pronounce simple words I know using my beginning knowledge of phonics.</p> <p>retrieve some common core phrases with help.</p> <p>take part in a short conversation made up of words I know with prompts and support.</p>
Writing Communicating in writing	<p>copy and write single words and short phrases.</p> <p>use a vocabulary list to write words.</p>	<p>recall short phrases from memory.</p> <p>adapt sentences by swapping individual words with the help of a word bank.</p>



Disciplinary Knowledge

	Year 3	Year 4
Memorise vocabulary	<p>Repetition games. Retrieval practice quizzes. Spaced/ interleaved learning.</p>	<p>Visualisation exercises. Memory hooks- e.g. does it sound like an English word?</p>
Read for gist and detail	<p>Reading strategies- looking for cognates</p>	<p>Reading strategies- using words you know to guess the meaning of words you don't.</p>
Listen selectively	<p>Understanding the key message of a spoken story.</p>	<p>Picking out specific details from utterances, e.g. the date of someone's birthday.</p>
Write for a range of audiences/ purposes	<p>Writing a page for a class animal book. Dictionary skills.</p>	<p>Writing a poem with days and colours for display/ performance. Writing to introduce yourself to your new French teacher- personal details, likes and dislikes.</p>



Long Term Plan

Year 3

Year 4

Theme 1
Ourselves and Humankind

Greetings/ how you're feeling
Days of the week
Alphabet
Name- *Je m'appelle... / Comment tu t'appelles ?*

Greetings- more complex
Name/ how you're feeling dialogue
Days and colours- poem

Theme 2
Culture and Diversity

Numbers 1-10
Age- *J'ai ... ans*
Festivals
Christmas

Numbers 1-31
Months and birthday
Festivals
Christmas

Theme 3
Community and Citizenship

Animals
J'ai.../ As-tu... ?
Je suis...
Colours

Sports and free time activities
Likes, dislikes and preferences in relation to the activities learnt- *Je n'aime pas.../ Je préfère...*

Theme 4
Exploration and Discovery

Colours and adjective positioning
Animal book- *Lundi je suis un cochon rose.*

Conversation to buy sports equipment.
Je voudrais...

Theme 5
Expression and Creativity

Likes and dislikes of animals/ colours- *J'adore.../ J'aime.../ Je déteste...*

Café food and drink
Numbers to 100 in 10s and prices in Euros
Le Café

Theme 6
Ourselves and humankind

Numbers 1-20
Shopping- *je voudrais...*

Tout sur moi- transition project introducing yourself to your new French teacher.