



Curriculum statement for MFL (French)

Intent

MFL Time Allocation: At St John's, French is taught in KS2 by an MFL specialist with dedicated lesson time (each class has 1 hr of French per fortnight). Year 6 also learn Spanish in their summer term, to give them the experience of a second language before starting secondary school. They can then also compare French with Spanish.

Cultural Capital: Our aim is to instil in our children a love and enthusiasm for foreign languages and different cultures. We want to open our children's eyes to the wider world around them, to be curious about other languages, cultures and to embrace our differences. Learning to communicate in another language is part of our school ethos, to celebrate the vast cultural diversity we have at St John's. MFL is also cross-curricular, having links with Literacy, Geography, History, RE, PSHE and Citizenship. MFL teaching also lays the foundation for learning further languages at a higher level at secondary school and beyond.

Spoken French: Our goal is to build pupil confidence when speaking in French, to encourage every child to "have a go" without worrying about mistakes, so that fluency increases. Children are encouraged to practise their speaking skills and use spontaneous French outside of French lessons, e.g. greet other staff and children in French, say excuse me, please and thank you in French, and in upper KS2 asking for pen, pencil etc in French. French is made as "real" as possible, e.g. using role play situations in class, watching videos of French children, learning French songs and children will be exposed to as much authentic French as possible.

Progression of skills: children develop their skills in listening, speaking, reading and writing in French, from single words, phrases, simple questions and answers in Year 3, to longer conversations, role plays, longer written texts, leading to writing letters to their French penpals in Year 6.



	<p>Differentiation: All children start at the same beginner’s level in French in Year 3. Some children may already speak more French or be fluent, in Year 3, or Spanish in Year 6. Those children will therefore be able to use their skills to support other children, demonstrate correct pronunciation etc, explain vocab. Some children will learn quicker than others, some may need more support, as the level of skills and vocab increases. There will be differentiation by outcome, e.g. letters to penpals in Year 6 will differ in content, sentence structure, some will give more details about themselves than others.</p>		
<p>Key learning outcomes</p>	<p>Knowledge</p>	<p>Skills</p>	
	<p>High level summary of what the children should know by the end of KS2, in French:</p> <ul style="list-style-type: none"> • use greetings, say how I’m feeling • give name, age, birthday • name months, days, say the date • count to 60 • name colours and clothes • name pets and siblings • act out a role play in a café and cinema • name classroom objects • describe the weather • describe own appearance 	<p>High level summary of what the children should be able to do by the end of KS2 in French:</p> <ul style="list-style-type: none"> • understand instructions in French • sing songs in French • listen carefully and repeat correctly • have confidence to use spoken French spontaneously in class and around the school • hold a conversation in French in a role play situation, with vocab given 	



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	<ul style="list-style-type: none"> • name school subjects and give opinions • name own hobbies, sports and give opinions • basic grammar: recognise masculine, feminine and plural nouns in French, and some pronouns • know that there is the formal and informal “you” in French 	<ul style="list-style-type: none"> • listen to and understand main points in a French video, film, or listening to a conversation • answer questions about themselves in French, and ask others • read aloud in French with confidence, use correct pronunciation, in chorus, or individually • know how to use a bilingual dictionary • write some phrases or sentences correctly from memory in French • read a French text and understand main points • use French for real: write about themselves to a French penpal 	
<p>Implementation</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • all children start at the same beginners level in French in Year 3, so differentiation is by outcome • work is differentiated, e.g. scaffolding, extra vocab given to LA children, HA answer questions in writing, LA have gap fill sentences or LA draw symbols, tick boxes, HA write correct phrases etc 		



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	<ul style="list-style-type: none">• mixed ability pairs to help LA children; any native speakers to help T by modelling authentic French and supporting LA children• extension tasks for HA children, e.g. Yr 6 letters to French penpals, children choose which level, how much info to give about themselves <p>Evidence of French in KS2 classrooms:</p> <ul style="list-style-type: none">• Children confidently using spontaneous French in and out of French lessons, with other staff and children• Children singing in French, role play, pair conversations, playing vocab or phonics games, watching videos• Children listening and repeating new vocab in different ways, showing understanding through various activities, games• Children reading authentic texts and writing in French, with or without extra vocab to help• French posters on wall with key vocab and months, days, numbers to 31• French exercise books for each child, with each lesson recorded and self-assessed in French• Pupil Voice books for each KS2 class with pupil comments, opinions on learning, examples of work etc <p>Cultural Capital</p> <ul style="list-style-type: none">• Children learn about French culture and compare with UK and other countries, e.g. French food in café role play, paying with Euros; how Christmas, Easter celebrated in France; differences between French and UK schools• As a very multicultural school, learning about other cultures is part of our school ethos; in French lessons we don't just learn about French culture, compared with the UK, but also compared with other cultures in our school, children are interested and value each others' cultures
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	<ul style="list-style-type: none"> EAL children will often also compare the French language with their own, e.g. Spanish, Italian and this helps other children to understand more about other languages 		
	<p>Listening skills:</p> <ul style="list-style-type: none"> Listen attentively to the teacher, French voices on CD, video or each other and show understanding by joining in, repeating or responding Listen to instructions and respond Listen to a question and be able to answer in French Listen to songs, rhymes, stories conversations 	<p>Speaking skills:</p> <ul style="list-style-type: none"> Repeat new French words correctly Join in with songs, poems, rhymes Ask and answer questions from the T or another child Speak in full sentences, with or without vocab sheets to help Have the confidence to speak spontaneously in French in the classroom and out, e.g. say please, thank you , greet staff Describe people, places, things, actions orally 	<p>Some basic Grammar:</p> <ul style="list-style-type: none"> Masculine/feminine/plural nouns (3 different words for "the" and "a") Pronouns: I, you, he, she 2 forms of you in French: friendly, informal and polite, formal Recognise grammatical terms in a bilingual dictionary (e.g. nm for noun masculine)
	<p>Reading skills:</p> <ul style="list-style-type: none"> Read and understand instructions in French Read simple authentic texts and understand main points, answer 	<p>Writing skills:</p> <ul style="list-style-type: none"> Write simple French accurately with vocab sheets to help Spell correctly using phonics knowledge (e.g. 	



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	<p>comprehension questions in English about a French text</p> <ul style="list-style-type: none"> • Read aloud with confidence • Read carefully with correct pronunciation, e.g knowing silent letters, common consonant and vowel sounds from French phonics knowledge 	<p>know common silent letters, double consonants)</p> <ul style="list-style-type: none"> • Describe people, places, things, actions in writing • Answer written questions with a full answer in French • use a bilingual dictionary to increase vocab when writing independently • use French for real: write to a French penpal in Yr 6 	
Curriculum Overview (i.e Long Term Plan)	Knowledge	Skills	Grammar
Year 3	<ul style="list-style-type: none"> • Phonics in French • Greetings, classroom instructions • name, numbers to 12, age • Christmas cards in French • Cinema/café role play • classroom objects • colours 	<ul style="list-style-type: none"> • say/write single words, phrases in French with help • ask and answer simple questions with prompts • start to learn correct pronunciation • begin to read words, phrases in French • start to use spontaneous French in class 	<ul style="list-style-type: none"> • Begin to recognise m/f nouns • Learn pronouns: I , you



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<p>Year 4</p>	<ul style="list-style-type: none"> • Numbers to 31, • months, dates, birthdays • days of week • Christmas carols in French • Cinema/café role play • Pets • food, café role play 	<ul style="list-style-type: none"> • Be able to hold a simple conversation without prompts • Know how to pronounce some words correctly • Begin to write some words, phrases correctly, from memory • Start to read authentic texts in French • Use more spontaneous French in class 	<ul style="list-style-type: none"> • Recognise m/f/pl nouns • Learn the 2 words for you , when to use
<p>Year 5</p>	<ul style="list-style-type: none"> • Bilingual dictionary use • describe appearance • Christmas in France • Cinema/café role play • hobbies, sports, opinions • describe town 	<ul style="list-style-type: none"> • Hold a conversation with confidence • Answer questions without help • Use phonics knowledge to pronounce new words • Write some sentences correctly with or without help • Read more authentic texts in French, increasing confidence and fluency • Use spontaneous French with confidence in and out of class 	<ul style="list-style-type: none"> • Understand terms in a dictionary: e.g. nm, nf, nfpl • Start to learn more pronouns: I, you he, she
<p>Year 6</p>	<ul style="list-style-type: none"> • Letters to French penpals with info all about self: name, age, address, appearance, hobbies, sports, likes, dislikes, family, pets, town etc • compare Christmas/Easter in France and UK • cinema/café role play • numbers to 60 • intro to Spanish, compare with French 	<ul style="list-style-type: none"> • speak more fluently in French, with confidence • answer written questions with or without prompts • use correct pronunciation. even with new words • read out loud confidently • write a text about self (letter to penpal) 	<ul style="list-style-type: none"> • Know which nouns are m/f/pl • Know 2 ways to say you • Know pronouns: I, you, he, she

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		<ul style="list-style-type: none"> • use increased spontaneous French with confidence with peers and adults around school and in class 	
Impact	<p>By the end of their time at St John’s, our children will be confident and enthusiastic at communicating in French, using their knowledge and skills, and not worrying about making mistakes. They will be able to make themselves understood and be able to understand others (peers, teachers and authentic French speakers). Their knowledge of French will help them to learn other languages at secondary school, making links with vocabulary and grammar. In Year 6 they already make links with Spanish, as a taster second language.</p> <p>Our children will leave St John’s confident in all 4 language skills: listening, speaking, reading and writing. They will be confident speakers, able to hold a conversation with a peer or teacher, and also using spontaneous French. They will be able to read authentic texts in French and understand key vocabulary. They will be able to listen to authentic French speakers and pick out key information (from a recording). They will be able to use writing for a real purpose in Year 6, writing to their French penpals, giving information about themselves.</p> <p>Our aim is that all children leave St John’s with a love of languages and a respect for other cultures, as we continue to promote the celebration of diversity in our multicultural school.</p>		