



French Statement of Intent, Implementation and Impact

Intent

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children 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 children to study and work in other countries.

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

1. understand and respond to spoken and written language from a variety of authentic sources
2. 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
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied.

At Humshaugh C of E (Aided) First School:

Children have weekly lessons in French throughout Lower Key Stage 2, using the resources and units of work from iLanguages French. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed when the children move up to Middle School, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

It is intended that when children leave Humshaugh First School, they will have a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

Implementation

In line with the National Curriculum for MFL, pupils at Humshaugh First School are taught to:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clear

11. describe people, places, things and actions orally and in writing
12. 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.

This is done through a weekly French lesson, taught by the class teacher. Classes are mixed age Year 3 and 4 so languages are taught on a 2-year rolling programme.

Impact

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language.
- Marking of written work.
- Images and videos of children completing speaking and listening activities.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum to parents.
- Learning walks.
- Subject tracking.

The MFL subject leader will continually monitor the impact MFL teaching is having on the children's learning, through work scrutinies, to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning. Impact will also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and summative assessments aimed at targeting next steps in learning.

Y3-Y4 iLanguages French Scheme of Work Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals	Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas	French names Colours Opinions Word order of adjectives A traditional story: the Enormous turnip	Numbers 1-10 French maths:addition and subtraction <i>J'ai</i> (I have) Age Easter	Definite (<i>le,la,les</i>) and indefinite (<i>un, une, des</i>) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>	<i>C'est</i> Extending sentences with <i>aussi</i> Numbers 1-15 Days of the week Assessments Paris project
Cycle B	Revision of animals and classroom instructions A French poem How to use a French bilingual dictionary Parts of the body Introduction to the negative	Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the snowman	<i>Je voudrais</i> with food Phonemes e and an Revise numbers 1-15 Months Numbers 16-31 French maths:division and multiplication April fool's day (<i>poisson d'avril</i>)	Dates and birthdays Personal descriptions (hair and eye colour) The third person (verbs) Phonemes r and ch	Family vocabulary Possessive adjectives (<i>mon,ma,mes</i>) Phoneme eu Further dictionary skills Clothing vocabulary Revise adjectival agreements	Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions Assessments French food project

MFL Age related expectations

	Year 3	Year 4
Listen and understand	Listen to and understand familiar spoken words and phrases.	Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences.
Listen and recount	Follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story.	Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts.
Identify sound-spelling link	Identify phonemes in the target language and use them to aid understanding.	Use strings of phonemes to help understand new words and short phrases.
Transcribe	Listen to the phoneme or words including the phoneme and transcribe accurately.	Listen to high-frequency familiar words and phrases and transcribe accurately.
Read and understand	Read and understand some familiar written words and short phrases, sometimes using visual cues.	Read and understand a range of familiar written phrases and simple sentences.
Read aloud	Read aloud individual words and short phrases with accurate pronunciation.	Read aloud a series of sentences with accurate pronunciation and intonation.
Use reference materials	Identify familiar words in a text.	Use a dictionary to find the meaning and gender of nouns from English to French and French to English.
Apply phonic knowledge	Read aloud words and short phrases, applying some phonic knowledge.	Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation.
Apply knowledge of alphabet		Be able to recognise and use letters of alphabet to spell short basic words with support.
Speak	Repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation.	Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation.
Listen & speak	Ask and answer simple pre-learned questions from memory and use several short phrases and questions.	Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation.

Write with support	Copy words and short phrases accurately.	Write sentences accurately using support such as a sentence builder or word list to check spellings.
Write independently	Write some familiar simple words from memory, with plausible spelling.	Write several short phrases or sentences from memory with understandable spelling.
Adapt a written model	Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).	Adapt different elements of a sentence to create new sentences using a sentence builder.
Translate	Translate words from French to English and English to French.	Translate phrases or simple sentences from French to English and English to French including the use of a dictionary or supporting resource.
Grammar: Articles	Use indefinite (<i>un, une, des</i>) articles in the masculine, feminine and plural nouns. Use definite (<i>le, la, l', les</i>) articles in the masculine, feminine and plural nouns.	
Nouns	Form regular plural nouns.	Use a variety of plural nouns, including some irregular ones.
Agreements	Identify adjective and noun position. Use masculine, feminine and plural adjectives correctly.	Use adjectives (agreement and position) with more confidence. Use possessive adjectives (<i>mon, ma, mes</i>).
Conjunctions	Use the conjunctions <i>et, aussi, mais</i> .	Use the conjunctions <i>parce que</i> and <i>car</i> .
Verbs	Use the high-frequency verb forms in the 1 st person (e.g. <i>j'ai, je suis</i>) and opinion verbs confidently. Use <i>c'est</i> . Use <i>je voudrais</i> to express a desire or request.	Use the high-frequency verb forms in the 1 st and 3 rd person (e.g. <i>j'ai, il/elle a, je suis, il/elle est</i>) confidently. Use opinions + infinitive verbs. Use <i>je voudrais</i> to express a desire or request.
Negatives	Use the negative ' <i>ne...pas</i> ' with opinion verbs in the 1 st person.	Use the negative ' <i>ne...pas</i> ' with a range of high frequency verbs in the 1 st and 3 rd person.
Cultural capital	Foster children's curiosity about France: an introduction to France and its capital city. Key vocabulary relating to traditional events, i.e. Christmas and Easter. Appreciate authentic songs and rhymes.	Foster children's curiosity about life in France: an introduction to daily life in France. Typical customs and traditions e.g. April Fool's Day. Appreciate authentic songs, poems and rhymes.

