Holy Family Catholic Primary School
Modern Foreign Languages (French) – Intent and Long-Term Plan

In our holy family, we all thrive socially, academically and spiritually to our fullest potential.

In order to celebrate and welcome differences in our world, it is vital for pupils to have an understanding of different languages and countries. By exposing our children to this through our Modern Foreign Languages (MFL) curriculum we will inspire a love of language, deepen their ability to show respect for others and encourage them to play a valuable part in our global society. We intend to provide opportunities through our curriculum to build the children's 'cultural capital' so that they have a knowledge and understanding of the richness and diversity between cultures.

National Curriculum Purpose of study	Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality language 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. 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 pupils to study and work in other countries
National Curriculum 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.

Development Matters National Curriculum objectives Our Learning Intentions	FS1	FS2
	Development Matters: Children will develop language throughout the curriculum Pupils can: Listen to words, phrases and greetings spoken in the foreign language and begin to communicate basic words and phrases.	
	Year 1	Year 2
	Children will: LI 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 LI to recognise and use nouns and articles and 1st person singular of high frequency verbs LI to listen and respond to basic commands and greetings with increasing confidence. LI to count in a foreign language. LI to begin to write single words in the foreign language to communicate (e.g. colours, days of the week).	**Children will:** LI to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help LI to speak in sentences, using familiar vocabulary, phrases and basic language structures LI to recognise and use nouns and articles and 1st person singular of high frequency verbs LI to listen and respond to basic commands and greetings with increasing confidence. LI to count in a foreign language. LI to begin to write single words in the foreign language to communicate (e.g. colours, days of the week).

Year 3	Year 4
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. **Children will:** LI to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases LI to_read carefully and show understanding of words, phrases and simple writing LI to learn nouns and articles and 1st person singular of high frequency verbs LI to hold conversations (increasing in complexity throughout the key stage) where they listen, question and respond in the foreign language. LI to read familiar and well-known texts and information on topics across the curriculum in a foreign language. LI to write longer pieces of text including conversations, stories and information on a chosen topic to communicate and share with others. LI to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning LI to be taught how to look up and research language they are unsure of	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. **Children will:** LI to present ideas and information orally to a range of audiences LI to describe people, places, things and actions orally and in writing LI to learn the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation LI to hold conversations (increasing in complexity throughout the key stage) where they listen, question and respond in the foreign language. LI to read familiar and well-known texts and information on topics across the curriculum in a foreign language. LI to write longer pieces of text including conversations, stories and information on a chosen topic to communicate and share with others. LI to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning LI to be taught how to look up and research language they are unsure of

Year 5	Year 6
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. **Children will:** LI to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary LI to write phrases from memory, and adapt these to create new sentences, to express ideas clearly LI to learn the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation (Year 4 and 5). LI to hold conversations (increasing in complexity throughout the key stage) where they listen, question and respond in the foreign language. LI to read familiar and well-known texts and information on topics across the curriculum in a foreign language. LI to write longer pieces of text including conversations, stories and information on a chosen topic to communicate and share with others. LI to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning LI to be taught how to look up and research language they are unsure of	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. **Children will:** LI to 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. LI to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases LI to be able to give opinions and introduce the concept of whole high frequency irregular verb conjugation (Year 6) LI to hold conversations (increasing in complexity throughout the key stage) where they listen, question and respond in the foreign language. LI to read familiar and well-known texts and information on topics across the curriculum in a foreign language. LI to write longer pieces of text including conversations, stories and information on a chosen topic to communicate and share with others. LI to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning LI to be taught how to look up and research language they are unsure of

Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons across the EYFS, KS1 and KS2 which will be taught by class teachers.
Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.
Language Angels are categorised by **'Teaching Type'** to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.
Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.
Early Language units are entry level units and are most appropriate for **KS1 and Year 3** pupils or pupils with little or no previous foreign language learning.
Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for **Year 4-5 pupils** or pupils with embedded basic knowledge of the foreign language.
Progressive and **Creative Curriculum** units are the most challenging units and are suitable for **Year 6 pupils or pupils** with a good understanding of the basics of the language they are learning.
In EYFS, where appropriate: opportunities set up and facilitated so the children can apply the skills both independently and supported by an adult e.g. French words displayed in the classroom and used in basic greetings etc.
MFL lessons in KS1 and Year 3 following the Early Language Units and Core Vocabulary lessons should be timetabled for approximately 30 minutes. The key learning from the lesson should be reinforced throughout the week e.g. at the end of each day, before lunchtime through repetition, practice and application. For example, reciting the days of the week in French when lining up, counting in French, questioning "Who can tell me...?"
MFL lessons for Year 4, 5 and 6 who are following Intermediate, Progressive and Creative Curriculum units should be timetabled for approximately 45 minutes. As in KS1 and Year 3, learning from these sessions should be revisited daily and often in order to embed understanding and learning.
Teachers will use the Grammar Grid to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge. Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

Children's learning and progression will be assessed at the end of each half term after each 6-week teaching unit. The opportunity to assess children's learning and progression will be performed using the Language Angels Tracking and Progression Tool. This will allow teachers to record, monitor and analyse the progress of children across school and to feedback on progress in French.

Children will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

In addition the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from France.
- Fashion shows demonstrating typical / traditional clothing from France.
- Weather forecasts based on maps from France.

School celebrations of national feast days from France when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness
The four key language learning skills; **listening**, **speaking**, **reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase.

Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.

Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Language Angels – Unit Organisation and Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		Phonetics and Pronunciation (French Alphabet) Greetings	Phonetics and Pronunciation Salutations (Basic greetings)	Phonetics 1 I'm learning French	Phonetics 2 Presenting myself	Phonetics 3 Planets	Phonetics 4 Me in the world
Autumn 2		Colours and numbers	In the jungle	I am able... I know how to...	The Romans	My Family	At School
Spring 1		Transport	Minibeasts	Animals	What is the weather?	Do you have a pet?	Healthy Lifestyle
Spring 2	Experiences throughout the wider curriculum	Nursery Rhymes	Seasons	Seasons	Habitats	Habitats	Habitats
Summer 1		Under the sea	Teddy Bear Picnic	Fruits	In the classroom	Clothes	World War II
Summer 2		In my town	In my town	My family	At the cafe	My Home	The Weekend