

‘Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils’ learning, giving them an insight into their own culture and those of others’

NATIONAL CURRICULUM 2013

Intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. At St Thomas a Becket, we intend to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Currently, we teach French across the Trust, however we celebrate opportunities to experience a range of other languages and cultures through events such as European Day of Languages. It is our intention to ensure that by the end of our children’s primary education, they have acquired an understanding of both spoken and written French and have confidence to communicate in French with others. Our programme of study will promote intercultural understanding and appreciation, and children will know how important other languages can be in their future. To summarise, we aim to lay strong foundations for future language learning through the use of the Language Angels scheme.

The Language Angels curriculum follows the 2014 Primary MFL National Curriculum.

Aims – pupils should be able to

- 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
- 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.

The curriculum provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. It enables 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.

Pupils are 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: feminine, masculine 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.

Implementation

Taught lessons: Our interactive MFL curriculum is designed to develop not only our children's language skills, but also their love of learning a language. It progressively develops language skills, through regularly taught lessons. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics. We use Language Angels as a scheme to follow, which encourages and supports children to develop their communication skills through purposeful activities, such as conversational work, stories and games.

Wider cultural and language links: Help children to make links between previously acquired language and vocabulary using cognates.

School environment: Signs around the school help to make language learning feel more meaningful to the children, and give it a purpose.

Enrichment: European Day of Languages, International Schools Award, International Languages Family groups are all celebrated across the Trust. French Fridays provide teachers and children the opportunity to use incidental language, such as answering the register, instructions, numbers, colours and greetings in order to expose children to the language on a day-to-day basis.

In order to ensure children are able to recall and build on their prior knowledge, our curriculum is organised into three 'key concepts'

- **Phonics**

We have created a list of phonemes that we envisage all pupils, after at least four years of solid teaching and learning in a foreign language should be able to recognise and recall accurately. These have been picked to ensure pupils can read a piece of unknown text with relative high accuracy but importantly also understand more of what they read. The list consists of the most frequent and useful sounds in the foreign language appropriate to this stage of learning. The phonemes will be taught explicitly in a lesson and then revisited multiple times through lessons, songs and interactive games. They will also be seen and heard implicitly. There are four sequential and progressive phonics lessons incorporated into all our long-term planning. These should be taught at the start of the year. These four lessons build up pupils' phonetic knowledge, moving from the phoneme on its own, to seeing it in high frequency words and then finally incorporated in context in a longer piece of text. Each year group / teaching type has a particular group of phonemes to focus on. These have been carefully considered by the teaching team at Language Angels and are constantly revisited and revised in the subsequent lessons, including the end of unit revision lesson. As pupils move through the three teaching types they are expected to remember and recall previously learnt phonemes as well as learn the new ones added on. Phonics mats are also available with both a teacher and pupil friendly version available to download. This is to ensure pupils understand exactly what they are learning, when and why.

- **Vocabulary**

Essential vocabulary to be covered by the end of primary phase has been summarised within our curriculum. This is the minimum, most useful age-appropriate, non-negotiable language we recommend is taught at this stage of learning to be covered well before leaving primary phase. Beyond this, in lesson 1 of every Language Angels unit there will be a 'Unit Glossary' and 'Picture Vocabulary Sheet' that will contain all of the core language vocabulary that is covered and presented to pupils in that unit. Every unit will recap and consolidate the core vocabulary and then add on more language so that pupils gradually expand their range of language helping them to understand more and start to say and write more.

- **Grammar**

Grammar is woven into every unit in across all three teaching types. It is introduced both implicitly and explicitly - implicitly in the Early Learning units then moving towards a more explicit approach in our Intermediate and then Progressive units. The grammar we choose to teach has been carefully considered in order to be age-appropriate and most useful for pupils at this stage of their language learning journey. Once introduced, any grammar is constantly revisited and recycled in the units that follow.

Resources

- Language Angels Curriculum (including Interactive Games)
- French bilingual dictionaries
- Foreign language story books
- Online learning opportunities, such as stories being read in other languages

Disciplinary knowledge

Songs, games and stories are vehicles for us to rehearse, practise, understand, embed and make sense of language.

Rehearsing and repetition of listening, speaking and pronunciation in different contexts and for different purposes of communication.

Substantive Conceptual Knowledge (Revisited over time)

1. Phonics
2. Vocabulary
3. Grammar
4. Intercultural Understanding and Appreciation

Phonics

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge <i>Core / Specific</i>				Learn common phonemes to enable reading and speaking of vocabulary <i>CH OU ON OI</i> <i>Guttural “r”</i> <i>Silent letters</i> <i>Nasal sounds</i>	Revisit common phonemes from Year 3 <i>CH OU ON OI</i> <i>I IN IQUE ILLE</i> <i>H aspire</i> <i>Liason</i>	Practise segmenting and blending phonemes <i>CH OU ON OI</i> <i>QU Ç GNE EN AN</i> <i>I IN IQUE ILLE</i> <i>É E È EAU EUX</i>	Practise segmenting and blending phonemes. Apply phonic knowledge to new vocabulary <i>CH OU ON OI</i> <i>QU Ç GNE EN AN</i> <i>I IN IQUE ILLE</i> <i>É E È EAU EUX</i>

Vocabulary

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge Core / Specific				<i>Language necessary to ask and answer the question 'How are you?' in French.</i> <i>Numbers 1-10 and some colours.</i> <i>To be able to create short sentences with j'ai, je suis and j'habite</i> <i>Use the verb jouer in the first-person form (je joue) in short sentences relating to instruments.</i> <i>Some common animals plus their appropriate indefinite article. First person conjugation of the verb être (je suis = I am) and use of indefinite articles in short sentences relating to animals.</i> <i>Salutations – basic greetings and farewells.</i>	<i>Using the verb pouvoir in the first-person form, je peux, in short sentences with some common infinitive verbs.</i> <i>Know the French for some modes of transport.</i> <i>Using "je voudrais" in simple sentences about vegetables.</i> <i>Say "I have/I do not have" in the context of classroom items.</i> <i>Using et (and) and car (because) when explaining favourite seasons.</i>	<i>Asking and answering the questions related to basic personal details (name, age, where you live and nationality)</i> <i>Practising basic decoding skills for unknown words.</i> <i>Use words and phrases to order food and drink at a café.</i> <i>Some nouns and articles/determiners for family members, he/she is called and how to say how old others are.</i> <i>Conjugation for the regular 'er' verb porter to wear and use in simple sentences</i> <i>The verb faire and use around sporting activities.</i> <i>Using vocabulary to describe the weather.</i>	<i>Answer the question As-tu un animal? using the structure qui s'appelle and the two connectives et (and) and mais (but).</i> <i>Asking and answering a question about the date today.</i> <i>The 12 nouns for the months and how to ask and say when your birthday is.</i> <i>Positive and negative opinions in reply to the target question est-ce que tu aimes...? in relation to school subjects.</i>

				<i>The language-required to ask and answer questions about fruit you like/don't like (using the positive and negative form).</i>			
Vocabulary				Bonjour Ca va? Ca va bien Ca va mal Comme ci, comme ca Au revoir			

Grammar

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge Core / Specific				<i>Verbs & elisions/contractions.</i> <i>Introduction to definite articles/determiners (le la les)</i> <i>Nouns, gender, articles/determiners and verbs.</i> <i>Nouns, gender, articles/determiners and plural form.</i>	<i>Changing sentences from the positive to their negative form using the structure ne...pas de/d'...</i> <i>Modal verb must be followed by a verb</i> <i>Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs.</i> <i>Nouns, gender, articles/determiners & use of the negative.</i> <i>First person singular conjugation of high frequency verbs, use of the negative & imperative instructions.</i> <i>Indefinite articles, negative & high frequency verbs.</i>	<i>Adjectival agreement.</i> <i>Verbs, adjectives and nouns.</i> <i>Nouns, articles/determiners & possessive adjectives.</i> <i>Adjectival agreement & irregular verb faire.</i> <i>Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement.</i>	<i>Indefinite articles, high frequency verbs & negative.</i> <i>Use of il y a & faire in weather phrases.</i> <i>Ordinal & cardinal numbers.</i> <i>Nouns, gender, definite articles & high frequency regular verb étudier.</i> <i>+</i>

Intercultural Understanding and Appreciation

	N/R/1 class	2/3 class	4/5/6 class
Knowledge <i>Core / Specific</i>	Children know that there are other languages (other than English) Children know that children in our school can speak other languages Children know that different languages are spoken around the world and children can name some Children can answer the register in another language Children can name some of the festivals that are celebrated around the world <i>Children can hear the difference in a different language</i> <i>I can say some words in another language and have a go at the accent.</i>	Children will learn key facts about France, basic geography of France and the countries that surround it. French vocabulary about Christmas. Carnaval de Nice (end of Feb/early March) Bastille Day (14th July) Galette de Rois (6th Jan) Bastille Day (14th July)	Poisson d'avril (1st April) Bastille Day (14th July) Bleuet de France (11th November) Bastille Day (14th July)
Vocabulary		<i>Le sapin, les cadeaux, la boule, les lutins, le traineau</i>	
Enrichment		French culture day	