

Modern Foreign Languages (MFL) at Perranporth School

Developed by Laura Pryor with support of the staff at Perranporth Community Primary School

Intent

At Perranporth Primary School, we are committed to ensuring that pupils access high quality French lessons that develop an interest and thirst for learning other languages. We aim to introduce the learning of the French language and the understanding of its culture in enjoying and stimulating ways. We hope to embed the essential skills of listening, reading, writing and speaking in French. We aim to highlight culture to pupils so that they are aware of similarities and differences between cultures. By working with local secondary schools, teaching weekly French lessons and offering Linguascope, which is a learning platform that can also be accessed at home, we lay the foundations for future language learning as well as a curiosity about travel and cultures.



Implementation
Our MFL curriculum has been designed to progressively develop skills in French. We currently use Linguascope to compliment and build on the delivered lessons. Pupils not only acquire a bank of vocabulary organised around topics but also develop their reading and writing skills. Pupils are given various opportunities to demonstrate their language skills through a variety of activities including partner work, singing, online activities and written activities.

All children in KS2 access a weekly French lesson. The teacher introduces a topic and pupils will learn particular vocabulary and grammar. Pupils engage with a teacher led lesson through ‘I say, you repeat’, group learning and written work. The following week, pupils access Linguascope so that they can cement the previous weeks learning. By using Linguascope, pupils of all abilities can access French and learn it at their own pace by repeating activities and listening to the pronunciation of words as many times as they need to. MFL is taught very practically so pupils can use the correct pronunciation and the repetition helps to embed the new vocabulary. KS1 children are introduced to MFL through exploring French and other languages informally when studying another country and during the daily register.

At Perranporth School, we feel it is important for pupils to learn about French culture not only through lessons but also through experiences including celebrating ‘Bastille Day’ and French cooking! This year, we are connecting with a school in the Congo. This particular school are also learning French as a second language. We aim to set up a ‘pen pal’ type-learning context. Not only will this provide a meaningful ‘writing for purpose’ opportunity but it also provides the opportunity for life skills such as writing a letter.

Impact

The impact of our MFL curriculum is that children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel as well as how it could help them in another country or to talk to a French speaker.

Our MFL curriculum is fun and enjoyed by learners, well resourced and planned to demonstrate progression through Key Stage 2. In addition, we measure the impact of our curriculum through:

* Pupil discussions about their learning
* Monitoring and reflection against subject-specific skills defined in each year of study
* Children applying their knowledge of language to other areas of the curriculum
* Children applying their cultural understanding and tolerance across society and cultures

Perranporth School ensures all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures.

Appendix

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| **YEAR 3** |
| **Term** | **Topics** | **Resources** | **Learning Objective** |
| **Autumn 1** | Greetings (Hello/goodbye)Introducing yourselfAsking how people are and respondingSimple instructions (stand up, go, stop, please etc) | **ELEMENTRY**BonjourCa-va? | **I can recognise and respond to words and phrases I hear.** **I can understand a simple instruction, such as ‘stand up’.** **I can join in with parts of a story or song.** **I can ask and answer simple questions about personal information.****I can use a familiar sentence and change one or two words to make a new sentence.** **I can speak clearly to an audience using good pronunciation.** **I can use some simple adjectives to describe a picture or objects.****I can match written words and phrases to pictures or symbols.** **I can read some familiar words aloud.** **I can learn and remember new words from my reading.****I can remember how to write some words on my own.** **I know that nouns may be masculine, feminine (or neutral).****I know the order of words in a sentence.**  |
| **Autumn 2** | Numbers (1 – 12)Days of the weekMonths | Nombres (1-12)SemaineMois |
| **Spring 1** | Numbers (1 -31)DatesAsking and responding to when is your birthday?  | Nombres (1-31)DatesAge |
| **Spring 2** | CountriesNationalities | PaysNationalities |
| **Summer 1** | WeatherColours | MeteoCouleurs |
| **Summer 2** | FamilyAlphabetAnimals | FamilleAlphabetAnimaux |

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| **YEAR 4** |
| **Term** | **Topics** | **Resources** | **Learning Objective** |
| **Autumn 1** | NumbersColours | **Les nombres (1-10)****Elementry nombres (1-31)****Les dizaines (tens)****Les couleurs**  |  **Show understanding of a range of familiar spoken phrases.****Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.****Ask and answer a range of questions on different topic areas.** **Using familiar sentences as models, make varied adaptations to create new sentences.****Read aloud using accurate pronunciation and present a short learned piece for performance.** **Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.** **Follow the written version of a text he/she is listening to.** **Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other slues.** **Write words and short phrases from memory.** **Use a range of adjectives to describe things in more detail, such as describing someone’s appearance.** **Write descriptive sentences using a model but supplying some words from memory.** **Recognise a wider range of word classes including pronouns and articles, and use them appropriately. Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.** **Recognise questions.** |
| **Autumn 2** | Where do you live?Animals | Ou j’habiteMes animaux |
| **Spring 1** |  Clothes The body | Les vetements (1)Les vetements (2)Le corps |
| **Spring 2** | Facial featuresDescription of the faceDescription of the body | Le visageDescription du visageDescriptions physiques |
| **Summer 1** | Personality traitsFamily membersInjuries | Les traits de personaliteLes members de la familleLes douleurs |
| **Summer 2** | WeatherCountriesNationalities | La meteoLes paysLes nationalities  |

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| **YEAR 5** |
| Term | Topics | **Resources** | **Learning Objective** |
| **Autumn 1** | My houseHousehold itemsMy bedroom | Ma maisonLe mobiler Ma chambre |  **Gain an overall understanding of an extended spoken text, which includes some familiar language, for example summarising in English the key points of what he/she has heard in French.** **Take part in conversations and express simple opinions giving reasons.** **Create a short piece for presentation to an audience.** **Read aloud and understand a short text containing mostly familiar language, using accurate pronunciation.****Learn a song or poem using the written text for support.** **Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.** **Write phrases and some simple sentences from memory and write a short text such as an email with support from a word bank.****Use a wide range of adjectives to describe people and things and use different verbs to describe actions.** **Adapt sentences to form questions.**  |
| **Autumn 2** | In townThe shops | En villeLes magasins  |
| **Spring 1** | Wild animalsFarm animals  | Les animaux sauvages Les animaux de la ferme  |
| **Spring 2** | My journeyTransport | Ma journeeLes transports |
| **Summer 1** | Whats in my pencil case?In classSubjects | Dans ma trouseDans la classeLes matieres |
| **Summer 2** | TimeLost PropertyCosmetics | l’heure Les objets trouves Les produits cosmetiques |

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| **YEAR 6** |
| **Term** | **Topics** | **Resources** | **Learning Objective** |
| **Autumn 1** | FruitsVegetablesBreakfast | **Les fruits****Les legumes** **Le petit dejeuner**  | **Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.** **Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.****Engage in longer conversations asking for clarification when necessary.** **Create his/her own sentences using knowledge of basic sentence structure.** **Use pronunciation and intonation effectively to accurately express meaning and engage an audience.****Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.** **Attempt to read a range of texts independently using different strategies to make a meaning.** **Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.****Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.** **Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.****Begin to use some adverbs.****Understand how to use some adverbs in sentences.** |
| **Autumn 2** | SnacksUtensils | Les snacks Les untensiles de cuisine  |
| **Spring 1** |  JobsWork | Les metiers (1)Les metiers (2)Lieux de travail |
| **Spring 2** | TelevisionFilmsComputers | A la teleLes genres de filmsSur l’ordinateur |
| **Summer 1** | HobbiesMusic |  |
| **Summer 2** | Indoor SportsOutdoor Sports | Les sports de interiorLes sports de exterior |