

# **Peover Superior Primary School**

*Care, Aspire, Believe*



## **MFL French Rationale**

### **Intent:**

#### **Why teach a modern foreign language?**

Our children live in a globally oriented and highly interconnected world, a world that is technology and information rich and characterised by increasing linguistic and cultural diversity and the growing interdependence of people, communities, and nations. Learning languages develops particular capabilities in cognition, cultural understanding and communication that support students today and into the future.

Intercultural language learning develops the following benefits:

#### *Communicative benefit*

Proficiency in additional languages extends learners' capability to communicate. Learning a language also develops their understanding of a language in addition to their own.

#### *Intercultural benefit*

Learning additional languages enables learners to engage with people of diverse cultures in ways that recognise differences and create connections. Language is inseparable from ways of knowing the world. Knowing additional languages and cultures involves connecting, engaging, and interacting with others and negotiating boundaries based on diverse ways of understanding the world.

#### *Linguistic benefit*

Learning additional languages develops an understanding of how languages are structured and how they work to create meaning, thereby extending language awareness.

#### *Cognitive benefit*

Learning additional languages extends an individual's capacity to think and to use knowledge and information in interaction with others, using a range of technologies. Research has reinforced the belief that language learning uses and develops intelligence and particular conceptualisation and metacognitive skills.

Learning additional languages increases the personal, social, and economic capacities of both individuals and communities. It also assists learners in shaping, engaging with, and

making meaning from these new learning environments. Learners with knowledge of additional languages and cultures will be more able to shape and navigate their own environments. Knowing additional languages and cultures increases our students' capabilities to:

- Be open to cultures of other countries
- Interact successfully with others
- Respond creatively to change
- Be aware of the world around them

## **MFL at Peover Superior Primary School**

The Modern Foreign Languages curriculum at Peover aims to foster children's curiosity and deepen their understanding of the world. Throughout their MFL teaching, children will be taught to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing. We want our pupils to be able to communicate in French for practical purposes such as buying a drink in a shop or saying hello or describing themselves, but also to learn new ways of thinking and expose children to great literature in another language. Throughout the children's learning in French, opportunities are made to link to other European languages such as Spanish, to provide a foundation for learning future languages, equipping children to study and work in other countries in the future.

Throughout Key Stage 2, children follow a cycle of similar themes allowing for planned revisiting of knowledge and concepts each year e.g. *About me* is taught at the beginning of both Year 3 and Year 4, recapping on previous learning and introducing new content in a familiar context. Through each cycle the children will develop their knowledge of key vocabulary and an understanding of grammatical concepts in French which progress year on year and also encourage them to apply their new knowledge to each theme. The design of the curriculum enables opportunity for bridging back to knowledge previously taught, spaced repetition and over learning throughout KS2.

### **Design:**

Our curriculum is designed to:

- Support children to **understand and respond to spoken and written language** from a variety of authentic sources with an appropriate balance between spoken and written French across KS2
- **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

- Enable pupils to **understand and communicate ideas, facts and feelings in speech and writing**, focused on **familiar and routine matters** such as school, home, food and holidays using their knowledge of phonology, grammatical structures and vocabulary.
- **provide opportunities for children to 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

### **EYFS and KS1**

Whilst not a statutory requirement at EYFS or KS1, children are introduced to spoken language in French through songs, music, stories, rhymes and poems. Children have the opportunity to listen to spoken language in different forms and begin to show their understanding and enjoyment by joining in and responding to oral language play.

By beginning to explore the patterns and sounds of language through songs and rhymes in the early years and KS1, children will have a firm foundation to begin to link their understanding of patterns and sounds of language to the spelling, sound and meaning of words they will encounter in KS2.

### **Key Stage 2:**

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 (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.

### **French in Year 3 and Year4**

Pupils in Key Stage 2 primarily use the Languagenut platform for MFL teaching and learning. Please see the separate document for full details of the curriculum.

Languagenut is a digital language learning tool which ensures that whether the teacher is a language specialist or a generalist primary teacher, language lessons can be delivered with confidence to meet the needs of all pupils. The resources are adaptable pupils of all abilities in KS1 and KS2 and fully meet the demanding requirements of mixed aged classes.

Languagenut is a multi-sensory approach to facilitate accelerated learning for all pupils. Delivered by our MFL specialist teacher, Languagenut enables the teacher to respond to individual student needs

**Level 1:** Units 1-6 Level 1 of Languagenut online learning platform allows learners to explore the basics of their new language. There are six units covering a variety of topics, such as greetings, food and drink, hobbies, and family. Whilst pupils are introduced to a range of new vocabulary, they are also encouraged to formulate simple phrases and sentences to further develop their knowledge and use of the language. Grammar points are included throughout and in this first level, learners will become familiar with concepts such as masculine and feminine nouns (in the languages where this occurs), negatives, and various verb conjugations.

**Level 2:** Units 7-12 As users of Languagenut progress to Level 2, will continue to find out more about how their chosen language works and will discover more useful vocabulary from areas such as jobs and professions, going on holiday, and healthy lifestyles. Again, sentence building will form an integral part of users' learning as they encounter new phrases and start to link them together. Other grammar points include the introduction of reflexive verbs and demonstrative pronouns, as well as comparatives and superlatives. By the end of this level, learners will be able to tell the time, talk about their morning routine and discuss weather and holidays.

## Cycle A LKS2

<b>Autumn 1</b>  <i>About me and Where I live</i>  basic information, greetings, age, family members and languages.  countries, local area, houses, rooms, furniture and home activities.	<b>Spring 1</b>  <i>Animals, Colours and Sizes</i>  pets, animals, colours and sizes	<b>Summer 1</b>  <i>Going to work and Going to school</i>  morning routine, travel, transport, school subjects, classroom items and opinions.  jobs, workplaces, money, shopping, numbers and time.
<b>Autumn 2</b>  <b>How I look</b>  body parts, facial features, descriptions and days of the week	<b>Spring 2</b>  <b>Food and Drink</b>  meals, food, drink and shopping	<b>Summer 2</b>  <b>Around the world</b>  countries, directions, languages, air travel and holidays

## Cycle B LKS2

<b>Autumn 1</b>  <i>About me and Where I live</i>  basic information, greetings, age, family members and languages.  countries, local area, houses, rooms, furniture and home activities.	<b>Spring 1</b>  <i>Going to work and Going to school</i>  morning routine, travel, transport, school subjects, classroom items and opinions.  jobs, workplaces, money, shopping, numbers and time.	<b>Summer 1</b>  <i>Clothes and shopping</i>  getting dressed, descriptions, shopping and laundry.
<b>Autumn 2</b>  <b>Hobbies and Pets</b>  useful phrases, numbers, hobbies, playtime and pets.	<b>Spring 2</b>  <b>Healthy lifestyle</b>  sports, outdoor activities healthy eating and comparatives/superlatives.	<b>Summer 2</b>  <b>Weather</b>  weather, numbers, temperature, clothes,

		weather reports and extreme weather
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### **Upper Key Stage 2:**

**Level 3:** Units 13-18 Languagenut's third level extends learners' target language capacity by introducing question words and phrases and possessive pronouns, amongst other grammar points. Again, an interesting array of topics such as food and cooking, music and sounds, around the house, and travel all present key vocabulary. In addition, learners can familiarise themselves with the construction of longer phrases and sentences through the use of connectives and by the end of the unit will be in a position to comfortably discuss the topics offered here alongside those from previous levels.

**Level 4:** Units 19-24 The fourth and final level of the Languagenut system provides a wider range of adjectives, prepositions, and a glimpse into using the past tense. A more advanced range of topics is also offered, including technology, the environment, and healthcare. By the end of this level, learners will be able to draw upon a wide range of target language vocabulary and understand a number of key grammar features. By combining these into more complex sentences and developing the ability to talk about topic areas in more detail, they will be able to interact confidently in their chosen language.

Each level has 6 units and each unit has 60 word/phrases and sentence building to bring the content into context.

<b>Cycle A UKS2</b>		
<p><b>Autumn</b></p> <p><i>On the way to school</i></p> <p>journeys, buying tickets, local area, town features, crossing the road and asking for directions</p>	<p><b>Spring 1</b></p> <p><i>Around the house</i></p> <p>furniture, activities and household chore</p>	<p><b>Summer 1</b></p> <p><i>Describing people and things</i></p> <p>hairstyles, patterns, colours and quantities</p>
<p><b>Autumn 2</b></p> <p><i>Seasons and holidays</i></p>	<p><b>Spring 2</b></p> <p><i>Our world</i></p>	<p><b>Summer 2</b></p> <p><i>The environment</i></p>

weather, time expressions, birthdays, parties, presents and family	countries, continents, geography, holidays, cities and beaches	environmental issues, recycling, pollution, energy and ordinal numbers
<b>Cycle B UKS2</b>		
<p style="text-align: center;"><b>Autumn 1</b></p> <p style="text-align: center;"><i>Useful phrases</i></p> <p>questions, opposites, connectives, future time phrases, clarifications and possessive pronouns</p>	<p style="text-align: center;"><b>Spring 1</b></p> <p style="text-align: center;"><i>More about school</i></p> <p>school rooms, prepositions, school subjects, break time and connectives</p>	<p style="text-align: center;"><b>Summer 1</b></p> <p style="text-align: center;"><i>Technology</i></p> <p>mobile phones, computers, internet, games, music and videos</p>
<p style="text-align: center;"><b>Autumn 2</b></p> <p style="text-align: center;"><i>Music and celebrations</i></p> <p>opinions, instruments, negatives, sounds and celebrations</p>	<p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;"><i>Food and meal times</i></p> <p>time, lunchtime, cafeterias, cooking, growing food and descriptions</p>	<p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;"><i>Health and health care</i></p> <p>hygiene, health, illnesses, doctors, dentists, accidents and useful words</p>