

Subject Coordinator:

Miss Johnstone



Towngate Primary Academy

French at Towngate Primary Academy



Links to subject page and resources:

<https://towngateacademy.co.uk/modern-foreign-languages>



French

Contents

Academy Overview	1
The 3 'I's'	2, 3
Overview of Subject	4
Whole School Overview	5
Retention/memory/recall	6
Key Skills Taught	7
Progression	8
Assessment	9
BV and SMSC	10, 11
Protected Characteristics	12
Magic Moments & Events	13
How to Help at Home	14

uzzles

in download and print dozens of free French crosswords and word searches for your He or she will have fun playing, while simultaneously learning French vocabulary and sentences. Keep a stack in the car for long road trips.

emory game

some French flashcards and place them face down on a table. Your child will flip over cards. If the pictures match, your child will flip over two more cards. The point of the is to match all of the cards from memory.

oloring books

ase a French coloring book for. These coloring books will spark your child's creativity, helping him or her learn various vocabulary words and themes.

ad French books

are a ton of beginner French books. Le Petit Prince is one of the most well-known French n's books. You can find the book in almost any book shop or online.

ingman

rench activity is played exactly like the original Hangman version, except you are using i vocabulary words and phrases instead of English.

How to Help at Home

Here are some suggestions for ways you can help your child:

1. Take your child to a museum

France has produced some of the most talented artists, such as Monet and Renoir. Check your local museum's schedule to see when it is featuring a French-inspired exhibition and bring your child along. The admission for children is typically free.

2. Celebrate French holidays

Celebrating important French holidays, such as Bastille Day, will teach your child about French history. Celebrate by making some fun crafts or taking part in holiday traditions. Similar to the Fourth of July, the French display fireworks.

3. Cook a French meal

Familiarize your child with French cuisine by having him or her help you whip up a traditional French meal. Your child can channel their inner Julia Child with traditional French dishes, such as quiche and crême brûlée.

4. Watch a French movie

Fire up Netflix and host a French movie night with your family. Here are some kid-friendly French movies you and your child can enjoy: "A Monster in Paris," "The Red Ballon," and "Tintin and the Lake of Sharks."

5. Listen to French music

Do you have a Pandora or Spotify account? Download some French songs to listen to while at home or on the road. Listening to French music will help familiarize your child with French accents and pronunciations.

Academy Overview

6. Pu:

You ca
child.
simple

7. Mei

Create
two ca
game

8. G

Purch
while l

9. Re

There
childre

10. Ho

This F
French

Learning languages is an important part of the Curriculum at Towngate Academy. Young people who have a second language are at a huge advantage in life. It opens doors to new friendships, gives them greater facility to learn different tongues and enables them to think both laterally and creatively. Children gain a great sense of accomplishment from learning to say something in a foreign language – it's like learning to crack a code! Language learning also provides frequent opportunities to perform be-

3 Intentions

Intent

The intention of the French curriculum at Towngate Primary Academy is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and creative skills. We strive to stimulate and encourage children's curiosity about language. We help children develop their awareness of cultural differences in other countries. We strive to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Implementation

Our MFL curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. **All our children in KS2 will have regular language lessons.**

Magic Moments and Events

KS2 French Café



Protected Characteristics

Year Group	Disability	Race	Religion	Maternity / Pregnancy	Gender	Age	Sexual Orientation	Gender Reassignment	Marriage / Civil Partnership
KSI						N/A			
Y3		THEME DAY	FRENCH NATIVITY						
Y3/4		THEME DAY	FRENCH NATIVITY						
Y4		THEME DAY -promote positive attitudes toward other cultures	FRENCH NATIVITY				Discuss: Legalisation of gay marriage in 2013 Compare: LGBT rights in different countries		
Y5		FRENCH CAFÉ							
Y6		FRENCH CAFÉ							

We have language specialists in our Academy. These focus primarily on French. We use the Wakefield language scheme 'La Jolie Ronde'. Additionally, in year 3, children put on a French Nativity play for parents and the community. In year 5 and 6, children run regular 'French Café' events for other classes. Annually, we have a French day across the academy to raise engagement across the community with MFL. In cookery sessions, children cook French recipes and have a display of ingredients using French vocabulary.

Impact

We strive to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. The learning challenges used, to plan and teach MFL, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the co-ordinator.

Overview of Subject

Our MFL curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. **All our children in KS2 will have regular language lessons.**

Teaching focusses on enabling pupils to make substantial progress in one language. The teaching 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.

SMSC

SMSC in MFL

Spiritual:

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning

Moral: MFL encourages students to be understanding of the ability of others and the need to be supportive rather than critical when learning a new language.

Social:

Problem solving skills and teamwork are fundamental to MFL through creative thinking, discussion, performance presentation of ideas in a French. Pupils are encouraged to develop their skills in communicating with others and explaining concepts with each other. Through various different activities, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.

Cultural:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to a new language and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

British Values

British Values in MFL

Individual Liberty –

Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it.

Democracy –

Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics. Students are encouraged to learn about democracy and allowing everyone the opportunity to have their say and compare this with other cultures and countries they are learning about.

Mutual Respect –

Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe. They are encouraged to respect everyone's abilities and performances during lessons. Children develop respect and understanding differences across countries.

Tolerance –

Students learn about other faiths and cultures. They are able to compare similarities and differences between themselves and others. They develop understanding that English is not everyone first language. Children are taught to understand and respect other cultures and beliefs.

The Rule of Law –

How democracy and the law works in Britain, in contrast to other forms of government in other countries.

Whole School Overview

Year group	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
3	Greetings, asking and saying how you are Colours Numbers	Classroom instructions French Nativity	Ask for and give name	Easter Ask for and state age	Names of fruit	Days of the week Months of the year
4	Greetings, Colour Numbers 0-10 revision Parts of the body	Parts of the body Asking for French translation Adjectives Christmas	Revision of French translation Zoo animals	Letters of the alphabet French vowels Easter	Verbs – être Quantifiers and adjectives Members of the family	Story vocab: Le radis Pets Leisure activities and weather. Opinions and phrases.
5	Il y a Buildings on the high street Directions Connectives and adjectives	Asking where places are Pause words Revision of days of the week Times of day	Christmas Revision of colours and verb être, je suis / je ne suis pas	Days of the week, hobbies revision. Simple future tense Months of the year	Revision of sports and hobbies. Numbers 0-50 Comparisons and immediate future Fruit and food (French café)	Breakfast foods, ingredients for French desserts. Weather and days of the week / months. Saying where you live.

Retention, Memory and Recall

Different Learning Styles:

Visual learners learn best by seeing

- memorises by strong visual associations
- Visual prompts, word mats, displays showing key vocabulary.

Auditory learners learn best through hearing.

- learn through music and songs. Sing songs to help remember key words.
- Listen to French stories and songs to hear the accent and remember key vocabulary.

Kinaesthetic learners learn best through doing and movement

- memorises by moving around, using actions when speaking. Act things out.

Assessment

The Learning Challenge Curriculum used to plan and teach MFL, ensure that children are accessing MFL lessons and skills at age related expectations, with regular opportunities to be challenged through higher-level objectives. AfL is carried out by class teachers every lesson and children are assessed according to age related expectations in line with curriculum requirements.

L
• Do
unc
pa
of f
lan
• Do
unc
inst
me
dia
sha
• Ca
an
poi
per
on
Spoken
speed
interfe
short s

Li
r
• Do t
und
pass
of fe
lang
sent
• Car
the
and
Spoken
speed v
interfe
some it
repeate

Progression

The subject knowledge content and skills of the National Curriculum are delivered through the use of the 'La Jolie Ronde' scheme of work. These are based on the year group expectations from the new curriculum document. A whole school mapping process ensures that all the skills are covered and taught at an appropriate level across the Academy. Class teachers are provided with a progression skills document so they're aware of the skills that have been previously taught.

Key Skills Taught

Knowledge, Skills and Understanding breakdown for Foreign Languages			
Years 3 and 4			
Listening and responding	Speaking	Reading and responding	Writing
<p>Can they understand short messages made up of familiar language?</p> <p>Can they understand instructions, messages and dialogues within short passages?</p> <p>Can they identify and note the main points and give a personal response to a passage?</p> <p><i>at near normal with no accent. May need actions repeated.</i></p>	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<ul style="list-style-type: none"> Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? 	<ul style="list-style-type: none"> Can they write 2-3 short sentences on <a familiar topic>? Can they say what they like and dislike about <a familiar topic>? <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>

Knowledge, Skills and Understanding breakdown for Foreign Languages			
Years 5 and 6			
Listening and responding	Speaking	Reading and responding	Writing
<p>Can they understand longer messages made up of familiar language in simple sentences?</p> <p>Can they identify main points and some details?</p> <p><i>at near normal with no accent. May need prompts to be used.</i></p>	<ul style="list-style-type: none"> Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p>	<ul style="list-style-type: none"> Can they understand a short story or factual text and note some of the main points? Can they use context to work out unfamiliar words? 	<ul style="list-style-type: none"> Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases? Can they use a dictionary or glossary to check words they have learnt? <p><i>They will draw largely on memorised language.</i></p>