



Cranborne

Church of England
First School and Nursery

Love, Learn, Fly

Do Everything in Love 1 Corinthians 16:14

Modern Foreign Languages at Cranborne First School and Nursery

At Cranborne First School, our intent is to produce a high-quality modern foreign language education that inspires Key Stage 2 pupils' curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. The skills, knowledge and understanding gained through learning a language contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others. At Cranborne First, we believe that the acquisition of French will facilitate the learning of other foreign languages later in life. We will prepare children for their Year 5 language curriculum be that in Middle School or another Primary to enable them to transfer confidently and successfully.

We teach French across Key Stage 2. Our MFL curriculum is designed to progressively develop children's skills in languages, through regular taught lessons. At Cranborne we believe in 'regular and often' French sessions, and make use of time in the school day to build in short practice sessions. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. All children in KS2 receive regular French lessons as part of their weekly learning. This provides clear progression for the development of speaking and listening and vocabulary acquisition. There are resources to support the teaching and learning opportunities for pupils. They use a variety of the following techniques to encourage children to have an active engagement with French:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play – these should relate to the situations the children may find themselves in the future.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary retention.
- French at Cranborne is taught in as practical a sense as possible. Consequently, impact is measured against the progression document through lesson observations and pupil voice.

Curriculum Drivers

	In all subjects...	In MFL this looks like...
Curiosity	Curiosity is an eagerness to learn or know and being confident in asking questions and researching. This approach to learning enables inquisitive thinking such as exploration, investigation and learning and nurtures future problem solvers.	<p>Careful sequential planning of the curriculum so that every child is equipped with knowledge and skills vocabulary needed to embrace French and to prepare them for the next stage in learning.</p> <p>Provide an inclusive classroom environment and learning experiences (visitors, Year 8 language leaders from the Middle School, French Café) where pupils thrive and build the cultural capital, they need to make aspirational choices about their own futures, overcoming any barriers.</p>
Communication	We believe that language is the tool that unlocks opportunities and enables children to share ideas effectively. We want our children to speak with clarity, confidence and eloquence, connecting the words they know (vocabulary) with what they know (knowledge) therefore becoming effective communicators. We know that vocabulary development and the ability to read fluently are key to life-long success and this is our intent for every child.	<p>We want our children to be able to communicate with others, including people from countries outside of the U.K. and to discover more about other cultures and peoples, including the context in which an MFL is rooted.</p> <p>Careful planning of the key words for every unit of learning is made so that children are able to speak accurately using subject specific language.</p> <p>Providing children opportunities to develop their understanding through practice, role-play and conversations.</p> <p>Giving opportunities to children to discuss and voice their own opinions in a safe environment.</p>
Resilience	Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'.	<p>Ensure that 'having a go' and 'imperfect practice' are part of our French lessons.</p> <p>Explicitly teach children understand how to get through challenging times, recognise that words and phrases may not all be familiar and that failure is part of success, especially within language learning</p> <p>Ensure that lesson design gives children opportunities to be curious, to be unsure, but give something a try and find the answers themselves or</p>

		with others. Being able to offer others support is kind and of huge value (in learning and for life) and being able to ask for support in the right way is really important (in learning and for life).
Independence	Independence is the ability to live your life to the full, confidently and to be self-sufficient. We aim to promote our children's independence and develop a commitment to learning and self-improvement, both inside and outside of the school environment. We will give our children opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise.	<p>Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding.</p> <p>Encouraging pupil talk, listening to children's responses and valuing what they say all helps develop children feeling confident in expressing themselves in French.</p> <p>Children build a sense of French speaking countries and places, their cultures, and are inspired and motivated to find out more.</p>
Aspiration	Aspiration is the hope, desire or ambition to strive to achieve something. To be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.	<p>We build children's confidence through praise for any contribution they make in the foreign language, however tentative.</p> <p>The acquisition of French will facilitate the learning of other foreign languages later in life</p> <p>Finding out about French speaking countries and cultures leaves our children with an abiding desire to learn more about them.</p>

Substantive Concepts – these are the concepts that give a subject substance or content

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key substantive concepts that children will revisit throughout KS2 Cranborne. Our substantive concepts are:

	National Curriculum Expectations	Year 3	Year 4
Speaking	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Asking simple questions, how old are you? Where do you live? What is your name? asking if you have something, How many? Saying if you have or don't have something.	Asking and giving personal information, birth date. Giving an opinion such as favourite sport. Conversational phrases – ordering food.

		Begin to order food (French Café experience).	
	Describe people, places and things and actions orally.	Recognising and using adjectives to (e.g., describe a monster) colour and size.	Using adjectives to describe appearance or character.
	Present ideas and information orally to a range of audiences	Introductions, saying your name, saying your age and where you live.	Planning and presenting a short description or presentation.
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using learned vocabulary/familiar words and phrases	Listening and repeating key phonemes with care. Repeating short phrases accurately (liaison of the final consonant before vowel, taking care with 's' at the end of words in French, etc.)	Comparing sounds and spelling patterns with those in English – e.g., blue in English, Bleu in French. Speaking in short exchanges with a partner.
	Speak in sentences using familiar vocabulary and phrases	Using short phrases (Je m'appelle..., it is...) Begin to adapt phrases (J'habite dans un maison mobile, etc)	Use a model to form spoken sentences. Speak in full sentences using learned vocabulary (weather, age, the date.)
Listening	Listen attentively to spoken language and show understanding by joining in and responding.	Responding to single words and short phrases, numbers, colours, greetings and introductions. Repeating a sequence. Pointing to objects and repeating a word or phrase.	Listening to vocabulary to identify shopping items. Listening and selecting information. Identifying items by an adjective – large/small, what colour it is.
	Explore the patterns and sounds in French through songs and rhymes and link to spelling, sound and meaning of words.	Listening and joining in with rhymes – songs. Begin to identify vowel sounds and combinations. Listening and noticing rhyming words.	Noticing and beginning to predict word patterns. Joining in with songs and noticing patterns in sounds, e.g., days of the week and the 'di' sound.
Reading	Read carefully and show understanding of words, phrases and simple writing.	Recognise familiar words in written form, numbers, colours, directions, homes.	Notice and discuss what cognates are – e.g., café.
	Appreciate stories, songs, poems and rhymes in the language.	Reading aloud a familiar sentence, rhyme or poem, e.g. 'Jacques a dit' .	Follow a short familiar text - e.g. Traditional tales, Cinderella, Cendrillon, listen and read at the same time.

	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary.	Begin to develop their dictionary skills. Recognise cognates and near-cognates.	Use a bilingual dictionary. Making comparisons of word order in English.
Writing	Write phrases from memory and adapt these to create new sentences that express ideas clearly.	Recall and write simple words from memory, such as colours, food items and numbers.	Select and write short words and phrases, e.g., food menu.
	Use familiar vocabulary in phrases and simple writing	Experiment with simple writing and copy accurately, e.g., birthday invitation, advert for a toy.	Make short phrases or sentences using word cards
	Describe people, places and things, including actions in writing.	Use adjectives, e.g., colour and size. Beginning to describe an animal.	Use adapted phrases to describe someone's character, personality or appearance. Describing an animal.
Grammar	Understand the basic grammar of French to include feminine and masculine forms and the conjugation of high frequency verbs. How to apply these to build sentences and how these differ from or are similar to English.	Begin to be able to identify plurals. Begin to recognise the gender of nouns. Begin to recognise that the placement of adjectives is different in French to that of English. Begin to notice the negative form (J'aime, Je n'aime pas) Begin to notice that verbs have patterns	Use he/she pronouns. Recognise and use the negative form. Recognise and apply rules for the placement and agreement of adjectives. Begin to use regular singular verb endings – l/she/he.

Second Order Concepts – Shape the Enquiry

Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values. There are many opportunities to link this strand closely with work in other subjects, such as Geography.

Objectives in this strand can be integrated into language lessons as well as taught separately in non-language teaching time, through other subjects. Learning a new language inevitably and naturally brings children into contact with aspects of the culture of other countries. The

practical nature of language learning may make this contact even more real, whether inside school, on special days or beyond the classroom, by using the internet, e-mail, school trips abroad when in upper KS2 and links with other schools.

	National Curriculum Expectations	Year 3	Year 4
Cultural appreciation and understanding	Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.	Recognise that different languages are spoken within our country, in different communities, countries and the world. Know that France is a country in Europe and name Paris as France's capital. Know some other countries where French is spoken. Know that some of the great artists came from France. Appreciate the work of Degas (charcoal).	Compare celebrations in the U.K. and France, April Fool's Day, Christmas, Easter. Discover some of the cities in France. Compare the high street typical shops in the UK and France. Recognise the Euro currency.

Over their Year 3 and Year 4 with us at Cranborne, children will be taught the following 8 units in a rolling two-year programme. To allow for this, Autumn 1 will involve sessions to introduce to 'new' Year three children greetings and simple questions and answers so they are able to access Unit 5.

Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phased introduction to Unit 1 content. Greetings and simple phrases, Consolidation for Y4.	Unit 1 To be able to greet people To be able to make simple statements about name and age To be able to ask simple questions about name and age	Unit 2 To be able to ask and answer simple questions in French Y3 To be able to say, read and recognise numbers 11-20 To be able to respond to a song or story in French	Unit 3 To be able to make simple statements about activities To know the months of the year To express praise To be able to write a party invitation	Unit 4 Sing 2 simple songs Play 'Jacques a dit' Recognise colours	Unit 4B Recognise parts of the body Design and describe a monster in French

	Y3 To be able to say, read and recognize numbers 1-12 To be able to listen and respond to simple rhymes.	To be able to express a preference	The je and tu forms of simple verbs		
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Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phased introduction to Unit 1 content. Greetings and simple phrases, Consolidation for Y4.	Unit 5. To be able to make statements about travel To know where French is spoken To describe the weather Y3 –12 Y4 To know numbers 21-30 To know the days of the week	Unit 6 To be able to express likes & dislikes To tell a simple story in French Y3 to read say & recognise numbers from 11-20 Y4 To know numbers 31-40	Unit 7 Create an advert for a toy Make simple statements about activities and diet	Unit 8 To build up sentences to be able to give a simple description of an animal Learn the French for 10 different animals (Le lion est féroce. Il est marron et grand. Il habite a la savane.)	Unit 9 Use a negative ne Pas Use of l' before a vowel To make simple statements about movement