



**Saltford**  
CofE Primary School

# MFL HANDBOOK 2022



**Intent:**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. At the Futura Learning Partnership, we aim to foster pupils' curiosity and deepen their understanding of the world. We strongly believe that languages are a skill for life, and something that pupils should enjoy and find rewarding. Through learning foreign language, students also develop literacy and oracy in their own language as well as resilience and problem-solving skills.

Language learning should provide the foundation for learning further languages. We hope to expand students' cultural knowledge whilst developing their language skills.

Through language learning, pupils gain a sound understanding of the structure of their **own** language, leading to effective communication in the foreign language. Students of all abilities can benefit from learning a foreign language, supporting and enhancing their literacy learning across the curriculum.

The Languages curriculum caters for students with varied previous language learning. It enables students to build upon prior knowledge or language learning skills.

Students are well-prepared at the end of each key stage to tackle the next steps in language learning but equally, should they choose not to continue their formal language learning, they are equipped with the skills and knowledge to use in the workplace or for leisure or to further their learning.

**Inclusion:** Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation



**Aims:** Underpinning the intent are key **substantive concepts**:

<b>Listening (comprehension)</b>	<p>To be able to listen attentively and respond to familiar spoken words and phrases.</p> <p>To identify key points in a new context and understand simple facts and opinions, with increasing complexity, in spoken sources.</p>
<b>Speaking (production)</b>	<p>To build up communication skills year on year until students are able to use spoken language, with increasingly accurate pronunciation and intonation.</p> <p>To initiate and sustain conversations on familiar topics and to describe incidents based on their own experiences.</p> <p>To be able to read aloud from a given text with good expression.</p> <p>To understand and be able to use transactional language.</p> <p>To give a description e.g. of a town, geographical features in a country.</p> <p>To seek clarification of meaning.</p>
<b>Reading (comprehension)</b>	<p>To read in groups, simple playscripts, poems etc.</p> <p>To read and understand the main points and key details from a short written passage.</p> <p>To read and understand increasingly detailed texts in terms of vocabulary and structure and length.</p>
<b>Writing (production) and Grammar</b>	<p>To write sentences and construct texts first by using a model and then from memory using knowledge of words, text and structure.</p> <p>To use adjectives to add interest and detail to a description.</p> <p>To understand the basic grammar appropriate to the language being studied; verbs – begin to use the past/future tense, adverbs.</p> <p>To be able to identify and manipulate tenses from a selection of sentences written in the present, past and future tense.</p>
<b>Independence - Using reference materials</b>	<p>To be able to use reference materials (e.g. dictionaries) in order to check, edit, improve and manipulate vocabulary.</p>
<b>Cultural Awareness and Understanding</b>	<p>To promote mutual respect for and tolerance of different cultures and those speaking other languages.</p> <p>To have an appreciation of the historical context of linguistic spread.</p>



**Implementation:**

The way in which French is taught at Saltford School and across the trust is through a combination of specific taught vocabulary, grammar and phonics and story-making.

In every **odd term** (Terms 1, 3 and 5) children will be exposed to a rich diet of key vocabulary, grammar and phonics through a topic or topics that will then be revisited in the story-making phase the following term. These lessons are delivered through the Language Angels scheme of work which contains comprehensive lesson plans and resources.

In every **even term** (Terms 2, 4 and 6) children will then use this knowledge from the previous term to recognise familiar vocabulary from a simple story.

Years **3 and 5** will focus solely on learning the story through a variety of ways including drama, story mapping and partner talk. The key focus is on fostering an enjoyment of learning to retell a whole story from beginning to end with the correct pronunciation and pride in performing this to an audience.

Years **4 and 6** will also use their increasing knowledge of the French language to begin to innovate the same story from the previous year through the addition, substitution or changing of key parts of the story in order to make it their own version. Key grammatical concepts will be taught alongside this in order to further support and enhance the children's knowledge and understanding.



**Overview of learning:**

**Years 3 and 4**

MFL	J'apprends le français (Y3) Les jours (Y3) La phonétique (lesson 1) Je me presente (Y4) Quel est le date? (Y4) La phonétique (Lesson 2)	A story in french: La chenille qui fait des trous	Chez Moi (Y3) En classe (Y4)	A story in french: Le Roi tete en l'air	Le Petit Chaperon Rouge (Y3) Les vêtements (Y4)	A story in french: Va t'en Grande Monstre vert!
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**Years 5 and 6**

MFL	La phonétique Les animaux (Y5) As tu un Animal? (Y6)	A story in french: Les Trois Cabris	Les saisons (Y5) Manger et Bouger (Y6)	A story in french: Antoine le paresseux	La famille and prepositions (Y5) Moi dans le monde (Y6)	A story in french: La piece perdue
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## Resources

Language Angels units can be matched to each story so children learn how to say words and phrases linked to the various topics.

### Example of lesson plans:

Select a LESSON

Lesson 1 Lesson 2 Lesson 3

Lesson 4 Lesson 5 Lesson 6

J'apprends le français!

UJ-Apprends Le Francais.zip

Unit Summary.pdf Support Notes ().pdf Pupil Learning Intention Sheet.pdf

Lesson\_Plan.pdf Unit Vocabulary List.pdf

Unit Background ().pdf Map Worksheet.pdf

Map Worksheet ANSWERS.pdf

Matching Exercise.pdf

Matching Exercise ANSWERS.pdf

Picture Vocabulary Sheet.pdf

Picture Vocabulary Sheet.pdf



All stories have been recorded in French for staff to use.

Dictionaries should be used especially in Y5 and Y6.

**Impact and Assessment:**

**Formative Assessment**

The level achieved by all children will be judged on their ability to speak French as well as what is recorded in their books. Each term the class will record the story as a whole either in the form of a story map or short sentences and this will feed into the assessment process.

**Summative Assessment**

At the end of the year, the class teacher enters their teacher judgement for each foundation subject onto Insight, informed by the children's work, homework and participation throughout the year. They are given the following grade:

1 – WT

2 – EXS

3 – GD