

The Holme Primary School MFL (French) LTP

Our Intent

At The Holme, there is a belief that the acquisition of a language is part of a broader curriculum involving language and culture.

We believe that the skills, knowledge and understanding gained through learning a new language make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others.

Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

Language teaching at The Holme Primary intends to provide opportunities for the children to:

- Foster an interest in learning other languages.
- Have fun.
- Understand that language has a structure, and that the structure differs from one language to another.
- Develop their awareness of cultural differences in other countries.
- Develop their speaking and listening skills.

Implementation

The Holme Primary provides French language learning in Years 3, 4, 5 and 6. Each class has 1 x 30minute MFL lessons which is taught on a weekly basis.

A variety of language teaching methods are used to match groups and individuals with different learning styles, these include games, role-play, use of a range of media and songs.

The lessons are made as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.

At The Holme Primary, there is a clear progression of skills and understanding that builds through Key Stage based on the National Curriculum Programme of Study.

At The Holme Primary, teachers will use QCA lesson plans, slides and resources.

In the future it is our intent to buy into The Salut scheme of work to support and guide teachers with planning and resources. This will support staff in ensuring that their delivery of French is accurate, even if they are not a French speaker themselves. This planning will take into account the prior learning and will build on it. At each stage, it will allow the teacher to refer to prior learning and carry out informal assessment of children's stage of development before moving on.

Impact

The intended impact of the MFL Curriculum is that the majority of children in each year group are working at or above the expected level for their age. (At the end of each unit, the teacher will carry out assessment linked to the progression in skills document)

In addition, it is the intended impact that the children:

- are inspired by the MFL Curriculum and want to learn more.
- show the progression in their skills, knowledge and understanding in the work in their books.
- can discuss their learning and remember what they have learnt.

learn about the country France and what it is like to live in this country

MFL (French) LTP

	Year 3	Year 4	Year 5	Year 6
National curriculum statements	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding understand basic grammar appropriate to the language being studied 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 <p>Writing phrases.</p>		<p>Including NC statements from Y3 and Y4</p> <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* write phrases from memory, and adapt these to create new sentences, to express ideas clearly 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 Moving on to writing sentences. 	

Skills Progression	Spoken language <ul style="list-style-type: none"> • I can name and describe people. • I can name and describe a place. • I can name and describe an object. • I can have a short conversation saying 3-4 things. • I can give a response using a short phrase. • I am starting to speak in sentences. Reading <ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can read a passage independently. • I can use a bilingual dictionary or glossary to look up new words. Writing <ul style="list-style-type: none"> • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic. • I can say what I like/dislike about a familiar topic. 		Spoken language <ul style="list-style-type: none"> • I can hold a simple conversation with at least 4 exchanges. • I can use my knowledge of grammar to speak correctly. Reading <ul style="list-style-type: none"> • I can understand a short story or factual text and note the main points. • I can use the context to work out unfamiliar words. Writing <ul style="list-style-type: none"> • I can write a paragraph of 4-5 sentences. • I can substitute words and phrases. 	
Autumn 1	QCA Unit 1 All about me	QCA Unit 7 All aboard	QCA Unit 13 Enjoy your meal	QCA Unit 19 Our School
Autumn 2	QCA Unit 2 Games and Songs	QCA Unit 8 Pocket Money	QCA Unit 14 I am the music man	QCA Unit 20 Our world

Spring 1	QCA Unit 3 Celebrations	QCA Unit 9 Tell me a story	QCA Unit 15 On the way to school	QCA Unit 21 Creating a cafe
Spring 2	QCA Unit 4 Portraits	QCA Unit 10 Our sporting lives	QCA Unit 16 Beach Scene	QCA Unit 22 Then and Now
Summer 1	QCA Unit 6 Growing Things	QCA Unit 11 Carnival of animals	QCA Unit 17 Four Seasons	QCA Unit 23 At the theme park
Summer 2		QCA Unit 12 What's the weather like	QCA Unit 18 Planets	QCA Unit 24 What's in the news