

Statement of intent

“One language sets you in a corridor for life. Two languages open up every door along the way.”

Frank Smith

The intent of our MFL offer is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will:

- ❖ Develop their understanding of other cultures
- ❖ Express their ideas and thoughts in another language
- ❖ Develop curiosity and deepen their understanding of the world
- ❖ Develop an interest to learn other languages
- ❖ Understand and respond to spoken and written language from a variety of authentic sources
- ❖ Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say
- ❖ Continually improve the accuracy of their pronunciation

Our intent is built upon the study of a broad range of subjects that will enable children to be able to learn key vocabulary in order to have conversation. These subjects are outlined in our MFL curriculum map. Through developing and practising key skills and learning new vocabulary at each stage, we endeavour that all our students make significant progress in one language.

Implementation

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop communicative and language skills throughout their time at Wantage CE primary School can have strong conversation in another language with their peers. Through the following, we aim to provide a rich and broad experience in the study of French.

Planning and Lesson

From the long-term overview, teachers plan a sequence of lessons, using the skills and knowledge progression. Teachers aim to provide content with rich vocabulary for each topic covered, through conversation, practical activities and cultural experiences. Lessons are planned to be mainly through conversation with some elements of writing as they go through key stage 2, gaining more confidence. Pupils are encouraged to communicate with one another to practise their fluency and intonation, showing their understanding of the language.

Enhancements

Pupils will experience a wider range of whole school activities. For example, having a French week where children experience French food, have French conversation and EAL children share their own cultures. In addition to whole school events, pupils will experience additional enhancement activities, bringing their cultural experience to life. An example of this, children experience a 'flight' to France and have an afternoon in France where teachers will teach children further elements of the French culture. Children will also get a chance to practise speaking the language.

Assessment: FS Pupils are assessed against the EYFS Framework. Pupils in years 1-6 are assessed against the criteria in our progression and skills document. Pupils are assessed using the following criteria: B=Working well below the age-related expectations; WTS= Working towards the age-related expectations; ARE= Working at age-related expectations and GD= working at greater depth (above the age-related expectations)

Impact

By the time the children at Wantage leave our school they should have developed:

- ❖ A passion for learning another language and keen to learn it in greater depth
- ❖ An understanding of the importance of being able to speak another language.
- ❖ Knowledge of a culture different to their own.
- ❖ Confidence to communicate in another language.
- ❖ An enjoyment of languages.

Skills Key:

Year/ Term	Term 1	Term 3	Term 5																																											
Year 3	National Curriculum: ➤ 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 Knowledge & Skills: <u>Topics covered: basic conversation / numbers</u> oui <i>yes</i> non <i>no</i> S’il vous plaît. <i>Please</i> Merci. <i>Thank you</i> Ça va? <i>How are you?</i> Ça va bien. <i>It’s going well</i> comme-ci, comme-ça. <i>so-so</i> Ça va mal <i>I am feeling bad</i> Un 1 Deux 2 Trois 3 Quatre 4	Knowledge & Skills: <u>les couleurs – colours</u> Quelle est ta couleur préférée? <i>What is your favourite colour ?</i> <table><tr><td>blue</td><td>bleu</td></tr><tr><td>purple</td><td>violet</td></tr><tr><td>yellow</td><td>jaune</td></tr><tr><td>green</td><td>vert</td></tr><tr><td>red</td><td>rouge</td></tr><tr><td>orange</td><td>orange</td></tr><tr><td>white</td><td>blanc</td></tr><tr><td>black</td><td>noir</td></tr><tr><td>grey</td><td>gris</td></tr><tr><td>pink</td><td>rose</td></tr><tr><td>brown</td><td>marron</td></tr></table>	blue	bleu	purple	violet	yellow	jaune	green	vert	red	rouge	orange	orange	white	blanc	black	noir	grey	gris	pink	rose	brown	marron	Knowledge & Skills: <u>les jours de la semaine – the days of the week</u> Quel jour est-ce? <i>What day is it?</i> Aujourd’hui, c’est vendredi. <i>Today is Friday.</i> Demain c’est samedi. <i>Tomorrow is Saturday.</i> Hier c’était mardi. <i>Yesterday was Tuesday.</i> lundi <i>Monday</i> mardi <i>Tuesday</i> mercredi <i>Wednesday</i> jeudi <i>Thursday</i> vendredi <i>Friday</i> samedi <i>Saturday</i> dimanche <i>Sunday</i> <table><tr><td>janvier = January</td><td>juillet = July</td></tr><tr><td>février = February</td><td>août = August</td></tr><tr><td>mars = March</td><td>septembre = September</td></tr><tr><td>avril = April</td><td>octobre = October</td></tr><tr><td>mai = May</td><td>novembre = November</td></tr><tr><td>juin = June</td><td>décembre = December</td></tr></table> Quelle est la date aujourd’hui? <i>What is the date today?</i> Aujourd’hui c’est le 24 septembre. <i>Today is the 24th September</i> <table><tr><td>15 septembre</td><td>1 mai</td><td>29 mars</td></tr><tr><td>30 juillet</td><td>25 février</td><td>12 novembre</td></tr><tr><td>2 juin</td><td>17 juillet</td><td>1 octobre</td></tr></table>	janvier = January	juillet = July	février = February	août = August	mars = March	septembre = September	avril = April	octobre = October	mai = May	novembre = November	juin = June	décembre = December	15 septembre	1 mai	29 mars	30 juillet	25 février	12 novembre	2 juin	17 juillet	1 octobre
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	Cinq 5 Six 6 Sept 7 Huit 8 Neuf 9 Dix 10 Onze 11 Douze 12 Treize 13 Quatorze 14 Quinze 15 Seize 16 Dix-sept 17 Dix-huit 18 Dix-neuf 19 Vingt 20 Enhancement: apply it to other topics in the curriculum e.g art – colours		
Year 4	National Curriculum: ➤ To be using the variety of grammatical structures that they have learnt Knowledge & Skills: <u>Grammar the verb 'etre – to be'</u> Je suis I am Tu es You are Il est he is Elle est she is Nous sommes We are Vous etes You are	Knowledge & Skills: <u>Ma routine – My routine</u> je me lève / wake up je me lave les dents / brush my teeth je prends le petit déjeuner / eat breakfast j'attends le bus / wait for the bus je vais à l'école / go to school je prends le déjeuner / have lunch	Knowledge & Skills: <u>Ma famille – My family</u>

	Ils sont They are (masculine)		je rentre chez moi <i>I go home</i>	le père <i>the father</i>	la mère <i>the mother</i>
	Elles sont they are (feminine)		je rencontre des amis <i>I meet some friends</i>	les parents <i>the parents</i>	le frère <i>the brother</i>
	heureux heureuse Happy		je prends le dîner <i>I have dinner</i>	la sœur <i>the sister</i>	le fils <i>the son</i>
	triste Sad		je lis un livre <i>I read a book</i>	la fille <i>the daughter</i>	l'enfant <i>the child</i>
	généreux généreuse Generous		je prends ma douche <i>I take my shower</i>	le bébé <i>the baby</i>	le mari <i>the husband</i>
	égoïste Selfish		je me lave le visage <i>I wash my face</i>	la femme <i>the wife</i>	le fiancé <i>the fiancé</i>
	timide Shy/reserved		je fais du sport <i>I do sports/I exercise</i>	la fiancée <i>the fiancée</i>	le grand-père <i>the grandfather</i>
	chaleureux chaleureuse Warm/caring		je regarde la télé <i>I watch TV</i>	la grand-mère <i>the grandmother</i>	les grand-parents <i>the grandparents</i>
	distant distante Cold/distant/alooof		je me couche <i>I go to bed</i>	les petits-enfants <i>the grandchildren</i>	l'oncle <i>the uncle</i>
	joyeux joyeuse Cheerful			la tante <i>the aunt</i>	le neveu <i>the nephew</i>
				la nièce <i>the niece</i>	le beau-père <i>the step father</i>
				la belle-mère <i>the step mother</i>	le cousin <i>the cousin (male)</i>
				la cousine <i>the cousin (female)</i>	le beau-frère <i>brother in-law</i>
				la belle-sœur <i>sister in-law</i>	le beau-père <i>father in-law</i>
				la belle-mère <i>mother in-law</i>	

	grincheux grincheuse Grumpy Enhancement: PHSE – to be able to say they feel and discuss members of family		
Year 5	National Curriculum: ➤ 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 Knowledge & Skills: Topics covered – weather and animals Enhancement: Geography – look at maps and discuss what the weather would be like in different countries. In this term – choose a previous topic from year 4 to recap. E.g routine Revise vocab. Practice basic conversation:	Knowledge & Skills: <u>Le temps – the weather</u> <i>Quel temps fait-il ? What is the weather like?</i> <i>Quel temps fait-il à Montréal ? What is the weather like in Montreal?</i> 1. <i>Il fait froid.</i> — It's cold. 2. <i>Il fait très froid.</i> — It's very cold. 4. <i>Il fait beau.</i> — It's nice out 5. <i>Il fait chaud.</i> — It's hot. 6. <i>Il fait mauvais.</i> — The weather is bad. 8. <i>Il fait du vent.</i> — It's windy. Note: This can also be said as <i>il y a du vent</i>, and usage depends on region and age. 9. <i>Il fait beaucoup de vent.</i> — It's very windy 10. <i>Il fait (du) soleil.</i> — It's sunny. 11. <i>Il y a du brouillard.</i> — It's foggy.	Knowledge & Skills: <u>les animaux – animals</u> le chien – the dog le chat – the cat le lapin – the rabbit le poisson rouge – the goldfish les poissons – the fish le serpent – the snake le hamster – the hamster le lézard – the lizard la souris – the mouse le rat – the rat l'oiseau – the bird (m.) (les oiseaux = the birds) Je peux amener mon chien ? – Can I bring my dog Je peux caresser (ton/votre) chien ? – Can I pet your dog? Mon chien ne mord pas – My dog doesn't bite J'ai peur des chiens – I'm afraid of dogs. Où est le chat ? – Where is the cat?

	ouiyesnonno S'il vous plaît. Please Merci. Thank you Ça va? How are you? Ça va bien. It's going well		
Year 6	National Curriculum: ➤ 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 ➤ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt Knowledge & Skills: Topics covered – Clothing and rooms of the house Enhancement: Golden age of Islam topic – materials used in clothing. In this term – choose a previous topic from year 5 to recap. E.g The weather Practice basic conversation: ouiyesnonno S'il vous plaît. Please	Knowledge & Skills: Des vêtements – clothing un tee-shirt – a t-shirt une chemise – a button-down shirt un pull – a sweater une robe – a dress une (mini) jupe – a skirt / a mini-skirt un short – a pair of shorts un pantalon – pants un jean – jeans un pyjama – pyjamas les chaussures – shoes (f.) les chaussettes – socks (f.) les baskets – sneakers (f.) les sandales – sandals (f.) un chapeau – a hat un bonnet – a beanie / winter hat des gants – gloves (m.) une écharpe – a scarf une ceinture – a belt des bijoux – jewelry (m.) une montre – a watch un bracelet – a bracelet un collier – a necklace des boucles d'oreilles – earrings chic – chic confortable – comfortable élégant(e) – elegant moderne – modern	Knowledge & Skills: Chez moi – at my house une maisonHouse un appartementapartment un ascenseurelevator un balconbalcony un couloirhall un escalierstairway une fenêtr>window un jardinyard, garden un meublepiece of furniture des meublesfurniture une moquettecarpet un murwall un parquetfloor un patio patio un plafondceiling un porche porch

	Merci. Thank you	sale – dirty neuf/ neuve – new Je vais me changer – I'm going to go change Je m'habille(e) – I'll go get dressed enlever – to take off (for example, take off one specific article of clothing) s'habiller – to get dressed se déshabiller – to undress	une porte un rideau un sol un tapis une véranda une pièce, une salle un grenier un sous-sol la cuisine une cuisinière un évier un four un four à micro-ondes un réfrigérateur la salle à manger une chaise une table une salle de séjour, un salon un canapé une chaîne stéréo une télévision un bureau une affiche une étagère une imprimante une lampe	door curtain floor rug porch room attic basement kitchen stove kitchen sink oven microwave refrigerator dining room chair table den, living room couch stereo television office, study, desk poster (book)shelf printer lamp
	Ça va? How are you? Ça va bien. It's going well			



MFL at Wantage CE Primary

Design Revision April 2020



			<i>un ordinateur</i>	computer
			<i>un téléphone</i>	telephone
			<i>une chambre</i>	bedroom
			<i>une armoire, un placard</i>	closet
			<i>une commode</i>	dresser
			<i>un lit</i>	bed
			<i>un oreiller</i>	pillow
			<i>un réveil</i>	alarm clock
			<i>une salle de bain</i>	bathroom (room with a bathtub)
			<i>les toilettes, le WC</i>	water closet (room with a toilet)
			<i>un bain, une baignoire</i>	bathtub
			<i>une douche</i>	shower
			<i>un lavabo</i>	bathroom sink
			<i>un miroir, une glace</i>	mirror