

Riverside Junior School

Nurture : Inspire : Challenge to develop Creativity : Love of Learning : Excellence

SUBJECT: Modern Foreign Languages (French)

Overview of Approach

Aims:

- ≥ To develop pupils' communication and literacy skills that lay the foundation for future language learning
- ≥ To develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English
- ≥ To enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others
- ≥ To provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects

Objectives:

- ≥ To foster an interest in learning other languages
 - ≥ To introduce young children to another language in a way that is enjoyable and fun
 - ≥ To stimulate and encourage curiosity about language
 - ≥ To encourage children to be aware that language has structure and that the structure differs from one language to another
 - ≥ To help the children develop their awareness of cultural differences in other countries
 - ≥ To develop their speaking and listening skills
 - ≥ To lay the foundations for future study
- To extend language teaching beyond mother tongue learning

Guidelines for Teaching and Learning:

The Key Stage 2 Framework For Languages Document forms the basis for what will be taught and what pupils will study. The emphasis is on the key skills of Oracy, Literacy and Inter-cultural Understanding. Using the National Framework For Languages ensures the requirements of the new 2014 Curriculum are met.

Riverside Junior School

Nurture : Inspire : Challenge to develop **Creativity : Love of Learning : Excellence**

All children will follow a scheme of work based on La Jolie Ronde, which sets out content, key skills and activities over the Key Stage. This scheme of work will need to be discussed and adapted in the event of mixed age classes.

Resources:

Numerous supplementary resources and materials are available, stored in the Reprographics Room. Teachers are encouraged to seek advice and ideas from the MFL co-ordinator if they are less confident in this subject area. Each year group has a copy of their scheme of work.

Cross-curricular links:

The teaching of MFL should make appropriate and imaginative links across the curriculum.

Equal Opportunities/Inclusion:

There must be equal opportunities for all children to access the MFL curriculum.

Assessment:

Most assessment is formative and is used to support teaching and learning and inform future planning. Teachers may make reference to the document: *Marking and Making Progress on the DCSF Languages Ladder* for ideas to support assessment.

Riverside Junior School

Nurture : Inspire : Challenge to develop Creativity : Love of Learning : Excellence

Monitoring:

Monitoring is carried out by the headteacher or the MFL co-ordinator through informal discussion with staff and pupils and by classroom observation.

New Curriculum Requirements 2014:

Pupils should be taught to:

- ≥ 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
- ≥ 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
- ≥ 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
- ≥ write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Riverside Junior School

Nurture : Inspire : Challenge to develop **Creativity : Love of Learning : Excellence**

- ≥ describe people, places, things and actions orally and in writing
- ≥ 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.

How we will ensure that the approach taken to *subject*:

- [**Reflects and reinforces Riverside's vision and values**
- [**Supports the goal of ensuring outstanding learning for all**
- [**Delete if core subject - Appropriately optimises opportunities to develop numeracy and literacy**

Rationale:

"Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can 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."

The Key Stage 2 Framework for Languages (DfES 2005)

The School Vision:

Inspire/love of learning through the medium of language

Creativity- through improvisation, learning different ways of communicating

Excellence- striving for confident speaking, accurate pronunciation, the ability to begin to communicate in another language

Nurture a love of languages and how they work

Challenge - high expectations both in knowledge and understanding

Riverside Junior School

Nurture : Inspire : Challenge to develop **Creativity : Love of Learning : Excellence**

SCHEME OF WORK SUBJECT OVERVIEW						
Year	Autumn		Spring		Summer	
3	Greetings, numbers 1-20, how you feel, name, age, classroom Instructions		Numbers, colour, days of the week, food and fruits, The Hungry Caterpillar, Poisson D'avril, Easter		Revision of language so far. Pets, Months of the year, conversations	
4	Revision of colours, parts of the body, Asking and answering questions, Adjectives,	Zoo animals, quantifiers, Christmas, short drama	Receptive vocabulary, family members, possessive adjectives, asking and answering questions	Le radis géant, revision of pets Easter,	Hobbies, likes and dislikes, weather	
5	The High Street. Directions, Asking and answering questions, revision of days of the week, times of day	Opinions, Revision of colours, the verb être, Christmas	Revision of days of the week, revision of hobbies, simple future tense,	Months of the year, revision of sports, hobbies, revision of numbers 0-50, comparisons, revision of immediate future tense	Revision of fruit from year 3, Food, revision of connectives, breakfast, recipes	Revision of days of the week, months of the year, weather, generalising terms, saying where you live
6	The Euro, paying for shopping. Clothes					

Riverside Junior School

Nurture : Inspire : Challenge to develop Creativity : Love of Learning : Excellence

Scheme/Block of Work (medium term plan) template

Title of scheme (eg, Creative Writing / Persuasive writing / a literary text)		
Year/class: year group/ designation	Dates (from.....to.....)	Number of lessons:
Objectives to be addressed in whole scheme NC English or cross curricular PSHE etc/ <i>Framework/</i> Exam syllabus		
Learning outcomes from the scheme/block <i>Work which pupils will produce. This is likely to be all the work that you will assess, so include oral work as well as written. Should identify, in broad terms, how work will be differentiated according to ability.</i>		

