



Holy Trinity Church of England (Aided) Primary School

Curriculum Rationale

Modern Foreign Languages

The Best for Every Child - a Unique Child of God

See how much the Father has loved us! His love is so great that we are called God's children — and so, in fact, we are
(1 John 3:1)

Intent

Cookridge Holy Trinity values the importance of early language learning and aims for the pupils to feel inspired and engaged in their learning of the French language.

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”

(National Curriculum Purpose of Study for Modern Foreign Languages 2014)

Our aims are as follows:

- To enable the pupils to acquire knowledge and skills in French with particular emphasis on speaking and listening
- To capitalise on the ability of young children to rapidly acquire passive and active knowledge of French.
- To broaden the cultural awareness of the pupils and to foster positive attitudes to foreign language learning, to speakers of other languages and a tolerant, sympathetic approach to other cultures and civilisations.
- Where possible and relevant, to embed French into the main primary curriculum.
- To make language learning interesting and relevant by linking it to the outside world through links to schools abroad and language related events.
- To actively encourage the pupils to participate and enjoy the language activities, creating confident learners of another language.
- To use French wherever possible during the lessons.

Cookridge Holy Trinity aims to embed the statutory skills and knowledge stated in the National Curriculum (2014) objectives whilst promoting cross-curricular lessons.

Implementation

It is essential to have continuity and progression throughout the MFL curriculum so that it provides structure, purpose and meaning. The French Language was initially chosen as all secondary schools that we feed into deliver French lessons at KS3/4. We teach French throughout the school using the online scheme, Language Angels. (With elements of La Jolie Ronde Scheme and stand-alone lessons that link to topics.) This scheme enables all teachers, regardless of experience, the ability to deliver the MFL Programme of Study requirements in the National Curriculum and the Chris Quigley Essentials lesson objectives. Children are taught speaking, listening and basic reading and writing in French in Years Three and Four with a particular focus on games, songs and rhymes. These skills are then built on in Years Five and Six, where there are greater expectations in reading and writing French and the children begin to use their language skills to translate passages. Each year group is encouraged to revisit and over learn vocabulary and grammatical structures year to year to ensure that knowledge is embedded. Children take ownership of this process by completing Language Passports, which go up with them through school. Cross-curricular links are also made through topic lessons to improve and widen the children's knowledge of vocabulary in a range of subject areas.

Reception/Year One

Although teaching MFL is not compulsory at EYFS/KS1, Cookridge Holy Trinity Primary School greatly values the importance of early language learning and teachers introduce cross-curricular links between Topic lessons and French in EYFS/Key Stage One to encourage children to embrace learning a second language at an early stage. From September 2021, teachers introduce the French language through the topics greetings, colours and numbers and nursery rhymes using the Language Angels Scheme where appropriate. In the Autumn term in Year One, these topics are revisited and books that are taught in English lessons are also read to the children in French to allow the children to listen to spoken French for a longer period of time using familiar texts to aid their understanding. As the children progress through Year One, we then move towards using the Language Angels scheme alongside cross-curricular topics.

Year Two

Year Two teach French mainly focussing on speaking and listening skills, although reading, writing and grammar lessons are introduced through the Language Angels Scheme. To link to their topic on The Christmas Carol, the children listen to the Nativity Story in French and label the Nativity scene. They make French Christmas Cards and they learn about culture by comparing Christmas traditions in France and in England. In the Spring term, the children learn about colours and using their maths skills, collect data and produce tally charts in French. For their topic on chicks, they label a chick in French. When the children complete their topic on India, children learn the names of Indian animals and match sentences with the correct animal. For the cultural aspect of the curriculum, children will learn about Bastille Day and make crafts related to the celebration.

Year Three/Year Four

Building on from the prior learning of simple spoken French in KS1, teachers in KS2 focus on embedding those speaking and listening skills, while starting to introduce some simple reading and writing with a greater level of independence. In Year Three, cross-curricular links include writing about the houses and hunting weapons when learning about the Stone Age to the Iron Age. They also learn the names of different fruits and read the story of The Very Hungry Caterpillar in French. As part of their Ancient Greeks topic, children learn how to say and write simple phrases about the Olympic games in French.

In Year Four, children link their literacy work on the Iron Man, to labelling parts of the Iron Man's body in French. For the topic on the Titanic, children read a poster about the ship and use their language skills to identify words in French, by thinking of which words are similar in English. When studying Italy, children design and make their own pizzas, then discuss their favourite pizza toppings in French. For the Roman topic, they read French information posters about Roman soldiers and discuss the vocabulary. Romans is also taught as a Creative Topic Teaching Unit as part of the Language Angels Scheme. As part of their Egyptian topic, children discuss ancient buildings in French.

Year Five/ Year Six

In Upper Key Stage Two, children begin to apply their knowledge of reading and writing to translate passages. During the Autumn term, children enjoyed completing Christmas Craft activities and had to read the instructions in French to make the crafts. Children learn vocabulary linked to the planets as part of their Space Topic and label the various planets in the Solar System. Space is also taught as a Creative Topic Teaching unit as part of the Language Angels Scheme. To link to the children's science, the children complete a pulse rate activity in French and carry out work on exercise and hobbies.

In Year Six, children study "La Seconde Guerre Mondiale" as part of the Creative Topic Teaching Units in the Language Angels Scheme, which links to the Year Six Topic on Decades. In their topic on Mountains, children learn about the Alps and complete a comprehension activity and translate a passage on tourism at Mont Blanc. They then go on to writing about ski resorts.

Whole School MFL 2021-2022

The aim this academic year has been to give MFL a stronger presence alongside the rest of the curriculum and to embed cross-curricular links. In the Autumn term, Key Stage One learnt a French carol to sing in the production. In addition to this, all staff across KS1 and KS2 have planned and delivered cross-curricular lessons in French for each topic area. The new scheme of work has ensured that all objectives are covered and there is clear progression with the advantage that all units contain content produced by native speakers so that teachers can deliver quality French lessons with confidence, no matter what their ability in French. In response to the gaps that occurred during the various lockdowns, we are completing Planner F (For children with limited experience of French) on Language Angels and we can adapt the Long Term Plan accordingly each year to ensure further progression.

We have been very fortunate to receive funding for CPD of many members of staff, which ensures that there is at least one teacher in every year group who has received significant training in delivering French language lessons. As part of the application for this funding, Cookridge Holy Trinity Primary School have embarked on a project, The Best French for Every Child. This has included developing the following areas: Building and Developing International Links – working towards a global outlook; Improving Staff Competencies; Developing links between Computing and Languages; Introducing Languages from EYFS; Expanding understanding of global education systems and Fostering Closer links with the Local Community.

Impact

By the time pupils leave Cookridge Holy Trinity Primary School they will have experienced exciting and effective teaching methods and materials to build enthusiasm and motivation for learning languages. We recognise that language learning helps to develop confidence and self-esteem, provides key skills with learning in other subjects and enhances life skills. They will have developed an enthusiasm for learning languages, through enjoyable and engaging lessons, where children have had the opportunity to learn vocabulary and grammatical structures through games, rhymes, stories and song. We believe that in today's international and multicultural society, it is essential that children develop skills and attitudes which enable them to communicate with, understand and respect other cultures.

