



# Modern Foreign Languages

## The Lovelace Way

### Modern Foreign Languages at Lovelace Primary School

In 2014, Primary Language teaching became part of the National Curriculum. At Lovelace, we teach French throughout KS2 from Year 3 to Year 6. We have chosen French because it is a language taught by most local secondary schools, allowing students to continue to progress throughout their school life. Also, children are given the opportunity to visit France on a residential trip in Year 6 where they can use their language skills. As well as this, it is the language the teachers tend to feel most confident in.

#### Our aims:

By the end of Year 6, children should be equipped with the skills to enable them to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence and fluency; 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
- write at varying length, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in French.

#### Progression:

Throughout their language journey, children will be improving different strands of their French skills. They will improve their phonology, grammatical structure and vocabulary.

The planning is based around vocabulary topics and there are grammatical and phonological elements to each of these units.

Half term	Year 3	Year 4	Year 5	Year 6
Autumn 1	Moi: me <a href="#">Y3 autumn 1 greetings.pptm</a>	Recap/extend vocabulary from topics of previous year. <a href="#">Y4 autumn 1 revision.pptm</a>	Recap/extend vocabulary from topics of previous year. <a href="#">Y5 autumn 1 revision.pptm</a>	Recap/extend vocabulary from topics of previous year. Trip to France

				<a href="#">Y6 Autumn 1 revision.pptm</a>
Autumn 2	La nourriture: food <a href="#">Y3 autumn 2 food.pptm</a>	Notre ville: Our town <a href="#">Y4 autumn 2 town.pptm</a>	La nourriture: food <a href="#">Y5 autumn 2 food.pptm</a>	Voyage: travel <a href="#">Y6 Spring 1 Travel.pptm</a>
Spring 1	L'école: school <a href="#">Y3 spring 1 school.pptm</a>	Notre école: our school <a href="#">Y4 spring 1 school routine.pptm</a>	Les animaux: animals <a href="#">Y5 spring 1 animals.pptm</a>	Moi: me <a href="#">Y6 Spring 2 About me.pptm</a>
Spring 2	Les animaux: animals <a href="#">Y3 spring 2 animals.pptm</a>	Saisons: seasons <a href="#">Y4 spring 2 seasons and weather.pptm</a>	Moi: me/ asking questions <a href="#">Y5 spring 2 about me.pptm</a>	Ma maison: my house <a href="#">Y6 Summer 1 my house.pptm</a>
Summer 1	Ma famille: family <a href="#">Y3 summer 1 family.pptm</a>	Ma maison: my house <a href="#">Y4 summer 1 my house.pptm</a>	Les passe-temps: hobbies <a href="#">Y5 summer 1 hobbies.pptm</a>	No topic - SATS
Summer 2	Les passe-temps: hobbies <a href="#">Y3 summer 2 hobbies.pptm</a>	Ma famille: My family <a href="#">Y4 summer 2 my family.pptm</a>	Notre monde: our world <a href="#">Y5 summer 2 our world.pptm</a>	No topic - transition

The Long Term Plan highlights all the key learning and progression that the children will follow. [French Long Term Plan.docx](#)

#### MFL Long Term Plan

Aims: the National Curriculum for languages aims to ensure that all pupils:	Additional notes:
<ul style="list-style-type: none"> <li>✓ Understand &amp; respond to spoken and written language           <ul style="list-style-type: none"> <li>✓ Speak with increasing confidence and fluency</li> <li>✓ Communicate what they want to say through discussions</li> <li>✓ Write, at varying length, using grammatical structures that have been covered</li> <li>✓ Appreciate a range of texts in a different language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ During the week, vocab should be revisited at least once to aid retention.           <ul style="list-style-type: none"> <li>✓ Try to include 'daily parcels': register numbers, early work, etc</li> </ul> </li> </ul>

Year 1 and Year 2 – do not have a timetabled French lesson each week but are encouraged to use some French around the classroom. For example, taking the register in French and counting in French when possible.

Emerging   Developing   Secure   Mastering

Year: 3 Term: -	Topic	Key skills and progression.	Sticky vocabulary	Grammar	Phonics	Vocab page (open in powerpoint)
1	Moi: me	<ul style="list-style-type: none"> <li>- I can listen to new words or phrases and repeat them with some accuracy.</li> <li>- I can imitate pronunciation with some success.</li> <li>- I can read and understand familiar words and phrases.</li> <li>- I can write or copy simple words fairly accurately.</li> <li>- I know where the language is spoken in the world.</li> <li>- I can join in with a simple rhyme, story or song.</li> <li>- I can appreciate the different languages in my class.</li> </ul>	<ul style="list-style-type: none"> <li>- Simple greetings ( hello, goodbye)</li> <li>- My name is</li> <li>- How are you question and answers</li> <li>- How old you are.</li> <li>- Numbers to 10.</li> </ul>		ç j	<a href="#">Y3 autumn 1 greetings.pptm</a>
2	La nourriture: Food	<ul style="list-style-type: none"> <li>- I can remember words and I can say basic information using words and set phrases.</li> <li>- I can understand familiar words and phrases, and I can read aloud some familiar words, phrases, sounds etc ...</li> <li>- I can hear and understand some familiar words and phrases – I may need repetition or clues to help me understand (gestures/ visuals.)</li> <li>- I can engage in simple role plays (questions and answers) with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>- Different types of ice cream.</li> <li>- Fruit and vegetables.</li> <li>- Je voudrais = I would like.</li> <li>- Voilà = here you go</li> <li>- Et = and</li> </ul>	Conditional tense: Je voudrais	Oi (wa sound)	<a href="#">Y3 autumn 2 food.pptm</a>
3	L'école: school	<ul style="list-style-type: none"> <li>- I can listen attentively for specific, familiar words and phrases, and use a physical response to show understanding of these.</li> <li>- I can understand familiar words and phrases.</li> <li>- I can spot similarities between English and words in the foreign language.</li> <li>- I generally copy with accuracy (words/simple phrases.)</li> <li>- I can select appropriate words to label items.</li> </ul>	<ul style="list-style-type: none"> <li>- Subjects</li> <li>- Classroom objects</li> </ul>	Cognates between English and French	ais (ay sound)	<a href="#">Y3 spring 1 school.pptm</a>
4	Les Animaux	<ul style="list-style-type: none"> <li>- Copying and labelling is generally accurate.</li> <li>- I can select some familiar words to complete short phrases or sentences e.g. gap-filters.</li> </ul>	<ul style="list-style-type: none"> <li>- Names of animals.</li> <li>- Colours.</li> </ul>	Adjectives come after the verbs.	Ch (sh sound)	<a href="#">Y3 spring 2 animals.pptm</a>

The long term plan also highlights the grammatical progression that children will learn, alongside the vocabulary.

For each topic, there is a detailed knowledge organiser. When downloaded onto Powerpoint, you can click on the vocabulary in order to hear the pronunciation. These include the key objectives to be taught in the unit, alongside useful songs and/or stories that can be used.

### Key vocabulary:

## Year 3, Autumn 1: Greetings and About Me

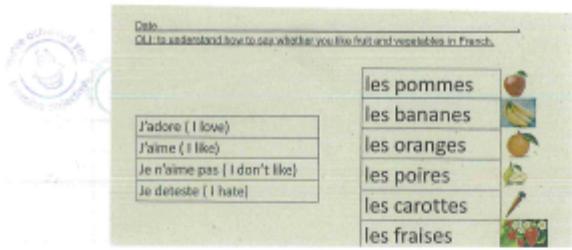
## Planning:

- All French planning should be recorded on the Lovelace Medium Term Foundation Subjects plan.

LOVELACE PRIMARY SCHOOL																							
Medium Term Planning for Foundation Subjects																							
TERM: Spring 2				THEME / TOPIC / SUBJECT: French																			
Key WOW factor: Fun lessons with games and a role play at the end.			Key end learning task: A role play in a restaurant.						Time available, key resources & relevant hyperlinks: [ <a href="#">View</a> ]														
English		ICT	MFL	Science	History	Geography	RE	Art	D & T	Music	PE & Sport												
PSHE/SMS C		MATHS																					
Sequence week or progression	Key objectives [OLI] for Key Skills / Attitudes / Knowledge & Understanding	Learning Tasks & Activities				Differentiation & Personalisation		Key Vocabulary		Resources / ICT		Success Criteria 'I can...'											
I can remember words and I can say basic information using words and set phrases.																							
I can understand familiar words and phrases, and I can read aloud some familiar words, phrases, sounds etc ...																							
I can hear and understand some familiar words and phrases – I may need repetition or clues to help me understand (gestures/ visuals).																							
I can engage in simple role plays (questions and answers) with a partner.																							
Lesson 1 part 1	OLI: to order an ice cream in French.	<p>Teach the children how to say ice cream and the three main flavours. Get them to repeat it by asking them to repeat after you and by asking individuals what their favourite type of ice cream is.</p> <p>Get some children to come up and role play asking for an ice cream in English. What vocabulary do we need to know in French? Show them the French vocabulary</p>				<p>Que voulez-vous? What would you like? Je voudrais un glace .... si vous plait. I would like a ... ice cream please. Voilà – there you go. Au chocolat- chocolate A la vanille – vanilla</p>		Smart board		I can say some food names.													

*To stimulate and challenge every child, every day in every lesson.*

- All lessons should have a clear learning objective and success criteria that are appropriate for the age range of the children. The objective may be linked to vocabulary, grammar or phonics/pronunciation.
- Each year, the children should be taught to and given the opportunity to do the following skills (from the 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
  - 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
  - describe people, places, things and actions orally and in writing
  - understand basic grammar appropriate to French, including: 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.
- Within planning, teachers should consider how the children are going to record each piece of work and there should be a variety of ways of doing this, for instance, photos of children engaged in activities linked to French culture, labelled drawings and more extended pieces of writing. It is not expected for written work to be produced each lesson but 1-2 pieces of written work should go in the children's French book each half term.



J'adore les fraises. ✓

J'aime les pommes. ✓

Je n'aime pas les carottes. ✓

Je déteste les bananes. ✓

Je déteste les oranges. ✓

J'aime les pommes et les fraises. ✓

Je déteste les carottes et les poires. ✓

Je n'aime pas les oranges et les bananes. ✓

J'adore les fraises et poires. ✓

VOCAB OLI: to know the numbers 1-10.  
SKILL OLI: to read and understand familiar words and phrases.

Bonjour, je m'appelle Fred.  
J'ai cinq (rank) ans.

Bonjour, je m'appelle Rosie.  
J'ai dix (deesse) ans.

Bonjour, je m'appelle Pierre.  
J'ai neuf (nerf) ans.

Bonjour, je m'appelle Clare.  
J'ai quatre (katre) ans.

Fred is 5 cinq years old.  
Rosie is 10 dix years old.  
Clare is 8 katere years old.  
Pierre is 9 nerf years old.

Bonjour je m'appelle  
Hettie j'ai six ans

## Meeting the needs of our learners

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities to enable all children to achieve. We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of responses;
- Grouping children by language ability, and setting different tasks for each group;
- Providing a range of challenges with different resources;
- Having adults support the work of individual children or small groups.

## Feedback and Marking

- All written French work should be marked by the teacher in green pen and according to the Lovelace Marking Policy (see separate document).
- Verbal feedback can be useful in language learning and it should be noted on pieces of work when this has happened.
- Children should be given 'Next Step' progressive marking, where appropriate and should be given adequate time to respond to that marking.

## Displays

- ✓ Modern Foreign Languages should have a clear presence through displays and learning areas throughout the school.
- ✓ Where possible, these should include current vocabulary being taught. Photos of children engaged in linked role plays with written speech bubbles is a good way of helping the children to recall what they have learnt.



## Resources

- ✓ The Language Library has a wealth of books written in different languages. Children should be encouraged to choose books from here to read. All adults and children using the area should take care to ensure that the area is looked after and books put back in the correct place. All French books are photocopied and saved on the G-drive. [French stories](#)
- ✓ In the PPA room, there is a cupboard filled with resources, such as posters and dictionaries, for the different topics.

