"One language sets you in a corridor for life. Two languages open every door along the way." – **Frank Smith**

French Handbook

Approved by: Headteacher & SLT

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Next review: July 2023

Intent

To encourage pupils' curiosity and love of learning languages and discover and understand global citizenship, whilst enriching their command of English and value their home languages.

Implementation

Why has the specific content knowledge been selected?

The National Curriculum states that 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. Language teaching should provide the foundation for learning further languages, potentially equipping pupils to study and work in other countries. At Gaskell, we aim to provide all children with a basic conversational and written understanding of a new language.

Why is it taught in the order that it is?

Our MFL curriculum is provided with the aim of developing basic language understanding. Children at Gaskell will follow the CGP French programme lead by the class teacher which provides units which cover the fundamental elements of the language in order of challenge. The lessons are sequenced and progress over time. Children are able to build upon their prior knowledge as they move through key stage two.
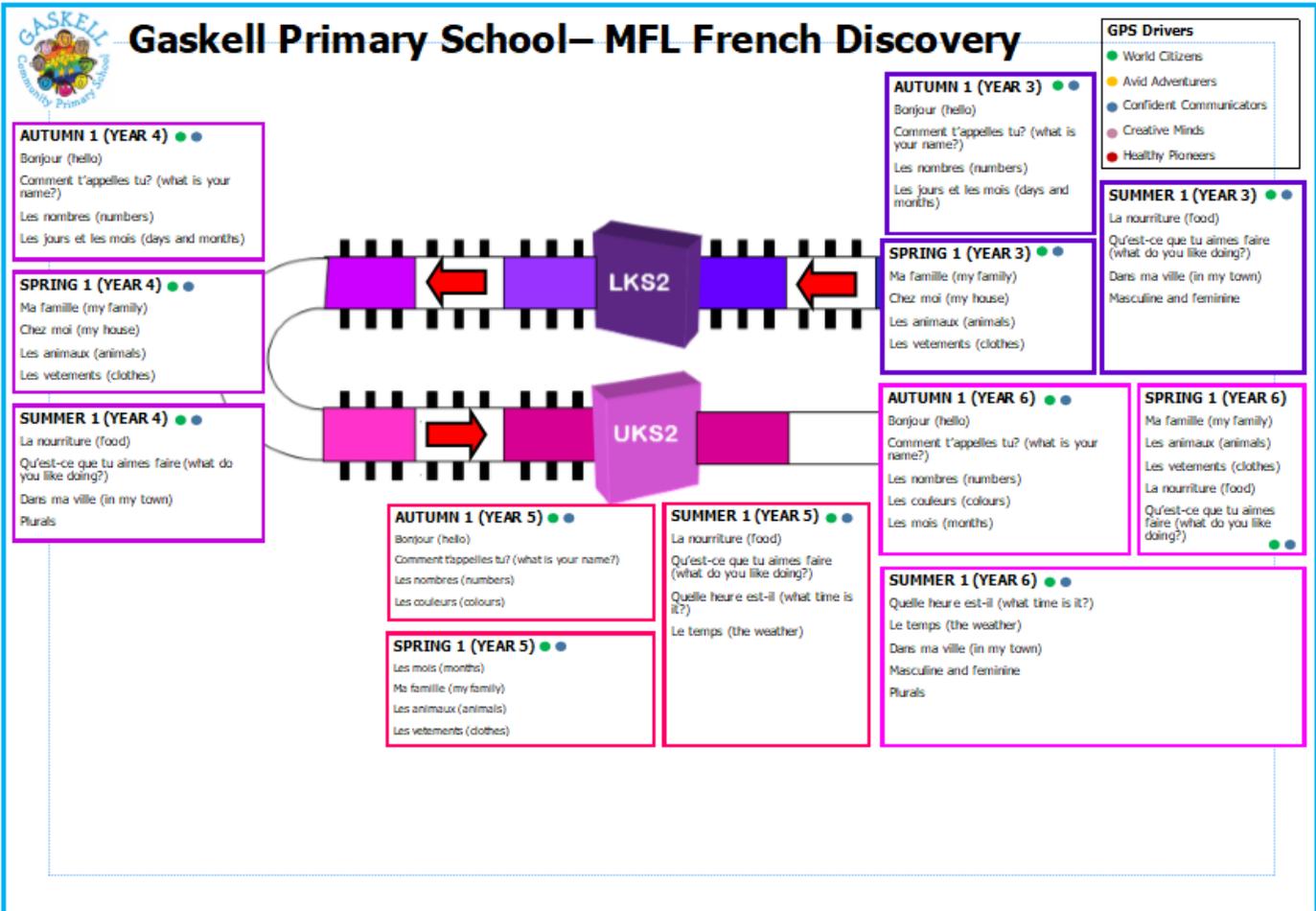
How are MFL lessons taught at Gaskell Primary School?

Children are first taught the pronunciation of the key vocabulary for their unit through fun, practical activities, it is important that all children listen carefully so they can articulate themselves correctly, they then work in pairs or groups to practise speaking in French. There are lots of opportunities to practise conversing in French with peers to gain confidence in speaking the language. Once children are confident with listening and speaking, they will then read and write out French phrases and conversations. Children are Gaskell are taught French once per week for 30 minutes. Children should recap prior knowledge and build on vocabulary. 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.

Impact

At Gaskell, we want our children to become global citizens that respect and appreciate languages from around the world. At the end of their time at Gaskell, we want all children to understand the importance of languages and diversity. We want to prepare our children for the teaching of MFL when they reach KS3 so that they can confidently contribute and share their understanding of languages with others. We want our children to have a passion for modern foreign languages and to understand the prospect that they could have a career in languages, working abroad or internationally.

Curriculum Structure

Gaskell Primary School— MFL French Discovery

GPS Drivers
- World Citizens
- Avid Adventurers
- Confident Communicators
- Creative Minds
- Healthy Pioneers

AUTUMN 1 (YEAR 3) ● ●
Bonjour (hello)
Comment t'appelles tu? (what is your name?)
Les nombres (numbers)
Les jours et les mois (days and months)

SUMMER 1 (YEAR 3) ● ●
La nourriture (food)
Qu'est-ce que tu aimes faire (what do you like doing?)
Dans ma ville (in my town)
Masculine and feminine

SPRING 1 (YEAR 3) ● ●
Ma famille (my family)
Chez moi (my house)
Les animaux (animals)
Les vetements (clothes)

AUTUMN 1 (YEAR 4) ● ●
Bonjour (hello)
Comment t'appelles tu? (what is your name?)
Les nombres (numbers)
Les jours et les mois (days and months)

SPRING 1 (YEAR 4) ● ●
Ma famille (my family)
Chez moi (my house)
Les animaux (animals)
Les vetements (clothes)

SUMMER 1 (YEAR 4) ● ●
La nourriture (food)
Qu'est-ce que tu aimes faire (what do you like doing?)
Dans ma ville (in my town)
Plurals

LKS2

UKS2

AUTUMN 1 (YEAR 6) ● ●
Bonjour (hello)
Comment t'appelles tu? (what is your name?)
Les nombres (numbers)
Les couleurs (colours)
Les mois (months)

SPRING 1 (YEAR 6)
Ma famille (my family)
Les animaux (animals)
Les vetements (clothes)
La nourriture (food)
Qu'est-ce que tu aimes faire (what do you like doing?) ● ●

SUMMER 1 (YEAR 6) ● ●
Quelle heure est-il (what time is it?)
Le temps (the weather)
Dans ma ville (in my town)
Masculine and feminine
Plurals

AUTUMN 1 (YEAR 5) ● ●
Bonjour (hello)
Comment t'appelles tu? (what is your name?)
Les nombres (numbers)
Les couleurs (colours)

SUMMER 1 (YEAR 5) ● ●
La nourriture (food)
Qu'est-ce que tu aimes faire (what do you like doing?)
Quelle heure est-il (what time is it?)
Le temps (the weather)

SPRING 1 (YEAR 5) ● ●
Les mois (months)
Ma famille (my family)
Les animaux (animals)
Les vetements (clothes)

Within this curriculum, speaking, listening and written skills are developed and extended each year from Year 3 to Year 6. Each year builds on previous years' knowledge to enable children to build up essential communication and fluency skills to be used throughout their time at school.
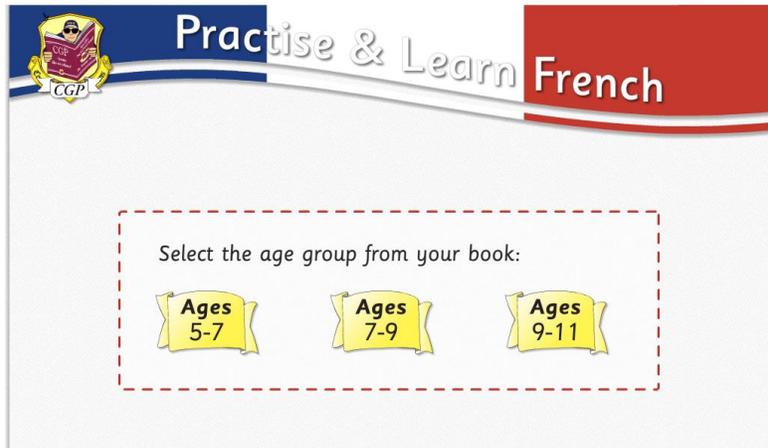
Please refer to the MFL Subject Discovery and Key Vocabulary Document to observe an overview of the knowledge and language taught across each term, which progresses for each year group.

French Key Vocabulary Progression Example (Y3-Y6):

Les nombres	Les nombres	Les nombres	Les nombres
un - vingt	un - vingt	un – vingt	un – vingt
Quel âge as-tu?	Quel âge as-tu?	vingt-et-un	vingt-et-un
J'ai … ans.	J'ai … ans.	vingt-deux	vingt-deux
Il a … ans.	Il a … ans.	vingt-trois	vingt-trois
Elle a … ans.	Elle a … ans.	vingt-quatre	vingt-quatre
		vingt-cinq	vingt-cinq
		vingt-six	vingt-six
		vingt-sept	vingt-sept
		vingt-huit	vingt-huit
		vingt-neuf	vingt-neuf
		trente	trente
		Quel âge as-tu?	Quel âge as-tu?
		J'ai … ans.	J'ai … ans.
		Quel âge ont-ils?	Quel âge ont-ils?
		Ils ont … ans.	Ils ont … ans.
		Quel âge a-t-il?	Quel âge a-t-il?
		Il a … ans.	Il a … ans.
		Quel âge a-t-elle?	Quel âge a-t-elle?
		Elle a … ans.	Elle a … ans.

Planning

For each French lesson, teachers will plan using the CGP books, desktop application and online resources. The desktop application is a great tool, which is interactive and simple to follow. There are 3 age categories to choose from dependent up on the age of the children the teacher is working with.

Once selected, each objective appears down the left hand side of the screen, displaying the key vocabulary linked to the objective on the right hand side, with very useful "play" buttons. These buttons allow the teacher and children to hear the correct pronunciation of each word, which can be repeated as many times as necessary. As children progress through the age groups on the desktop app, the vocabulary for each objective progresses also. Previously learnt phrases in each objective will always appear, alongside new phrases for the children to learn, embedding that "sticky knowledge". It is important that all vocabulary is revisited through games, quizzes or even songs to check the understanding of the pupils being taught.

Assessment

Building a picture of what children know, understand and can do in each French unit is essential for moving their learning forward. The knowledge and understanding they gain should form the basis of your discussions with children and inform your observations. The information you gather during each unit about the performance of individual children and groups will enable you to provide carefully tailored feedback, questioning, explanation and support, according to their needs. When each unit has been completed, teacher assessments are updated to the termly tracking tool (Insight). Seesaw will also be used to support objectives and showcase evidence, including images and small videos of the children demonstrating their knowledge of French. These videos could be of small conversations between some children or a simple sentence or phrase they have learnt during the lesson.