

## **Modern Foreign Languages**

### **Curriculum Intent and Implementation**

#### **Intent**

At Broadfield Primary School, we recognise the benefits of learning a foreign language. Giving the opportunity to study a language in primary school, provides pupils with essential skills that are required for living in a modern multicultural world. Learning a modern foreign language will help to develop a wider intercultural understanding as well as enhancing their literacy, oracy and further enriches aspects in their own language(s). At Broadfield Primary School, we have chosen to deliver French in order to prepare the children for transition to Secondary school, in line with the Pinnacle Trust Academies.

#### **National Curriculum**

For every pupil in Key Stage 2, learning a foreign language is a statutory foundation subject. By the end of Key Stage 2, pupils are expected to know, apply and understand the matters and skills required and specified in the relevant programme of study. At Broadfield, we teach French in Years 3 to 6 as part of the National entitlement to the study of a foreign language. By introducing French to our Year 1 and 2 pupils we feel we are laying the foundations in order to further enrich development by the time the pupils reach Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- 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, including through discussions 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
- Discover and develop an appreciation of a large range of authentic writing in the language studied.

At Broadfield, our main aim in the teaching of a modern foreign language is to promote the early development of linguistic competence and a greater understanding of other cultures. We hope that our pupils will be encouraged to continue to develop life-long learning of languages as this will enhance not only their understanding of the world but their future economic well-being.

We feel that to accomplish this, we should support and encourage the pupils to do the following;

- Familiarise themselves with the sounds and written form of a modern language;
- Begin to communicate with a new language;
- Make comparisons between languages;
- Learn about different countries and their communities, increasing their awareness of other cultures;
- Develop a positive attitude towards the learning of foreign languages in general;
- Begin to use their knowledge of the foreign language with a growing confidence of not only understanding what they hear and read but to learn the art of expressing themselves in different ways;
- Through all of the above be able to acquire a secure basis for further study in Key Stage 3 and beyond.

### **Implementation Curriculum**

Schemes of learning are in place for French to be taught in Years 3 to 6 to ensure a balanced and well-distributed coverage of the attainment requirements set out in the National Curriculum. The units are also linked (where possible) to our geography and science curriculum. French vocabulary will be displayed in all Key Stage 2 classrooms as appropriate.

## French Cycle A - 2024/2025

<u>YEAR 3</u>	<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>
<p><b>MAPLE CLASS</b></p> <p>Paris and cities of the UK</p>	<p>Getting started in French</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Numbers</li> <li>• France and the UK</li> </ul>	<p>Discovering Paris</p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Paris landmarks</li> </ul>	<p>Introducing myself</p> <ul style="list-style-type: none"> <li>• Introducing myself</li> <li>• Countries and capital cities</li> </ul>
<u>YEARS 3 &amp; 4</u> Cycle A	<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>
<p><b>Woodlands Class</b> <b>Chestnut Class</b></p> <p>Paris and cities of the UK Paris parks and gardens</p>	<p>Getting started in French</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Numbers</li> <li>• France and the UK</li> </ul>	<p>Animals and habitats</p> <ul style="list-style-type: none"> <li>• Animals and their habitats</li> <li>• Masculine and feminine nouns</li> </ul>	<p>Introducing myself</p> <ul style="list-style-type: none"> <li>• Introducing myself</li> </ul> <p>My favourite animals</p> <ul style="list-style-type: none"> <li>• Likes and dislikes</li> <li>• Homes and gardens</li> <li>• French alphabet</li> </ul>
<u>YEAR 5</u>	<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>
<p><b>Ash Class</b> <b>Sycamore Class</b></p> <p>Districts in Paris</p>	<p>My town and telling the time</p> <ul style="list-style-type: none"> <li>• Town features</li> <li>• Time</li> <li>• More numbers</li> </ul>	<p>My town and telling the time</p> <ul style="list-style-type: none"> <li>• Telling the time</li> <li>• My town</li> </ul>	<p>My hobbies, my diary</p> <ul style="list-style-type: none"> <li>• My hobbies</li> <li>• My diary</li> </ul>
<u>YEAR 6</u>	<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>
<p><b>Elm Class</b> <b>Oak Class</b></p> <p>Districts in Paris</p>	<p>My town and telling the time</p> <ul style="list-style-type: none"> <li>• Town features</li> <li>• Time</li> <li>• More numbers</li> </ul>	<p>My town and telling the time</p> <ul style="list-style-type: none"> <li>• Telling the time</li> <li>• My town</li> </ul>	<p>My hobbies, my diary</p> <ul style="list-style-type: none"> <li>• My hobbies</li> <li>• My diary</li> </ul>

## French Cycle B – 2025-2026

Term	Year 3	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5	Year 6
Autumn	<b>Getting Started in French</b> Greetings Numbers France and the UK	<b>Getting Started in French</b> Greetings Numbers France and the UK	<b>Animals and Colours</b> Animals Colours Questions	<b>My Town and Telling the Time</b> Town features Time More numbers	<b>My Class</b> Days and months Birthdays Classroom objects
Spring	<b>Discovering Paris</b> Numbers Paris landmarks	<b>Animals and Habitats</b> Animals and their habitats Masculine and feminine nouns	<b>Discovering Paris</b> Numbers Paris landmarks	<b>My Town and Telling the Time</b> Telling the time My town	<b>My School</b> My school My family
Summer	<b>Introducing Myself</b> Introducing myself Countries and capital cities	<b>Introducing Myself</b> Introducing myself Landmarks  <b>Summer 2 My Favourite Animals</b> Likes and dislikes Homes and gardens	<b>My Favourite Animals</b> Likes and dislikes French alphabet  <b>Summer 2 Introducing Myself</b> Introducing myself Countries and capital cities	<b>My Hobbies, My Diary</b> My hobbies My diary	<b>Myself and My Family</b> Describing myself Clothes The weather

### **Embedding Languages in the Curriculum and Wider Opportunities**

Opportunities presented by the study of a foreign language help to reinforce knowledge, skills and understanding in other curriculum areas. By developing an understanding of the structure of a new language this can enhance children's general understanding of their own language and therefore links closely to the literacy curriculum. By learning a new language and culture of another country also contributes to history, geography, religious studies and SMSC. We will participate as a whole school in the European Day of Languages each September.

### **Inclusion**

At Broadfield, the teaching of a language in Key Stage 2 is a statutory requirement and forms part of the curriculum entitlement for all. We believe that all children should have the opportunity to access and benefit from the learning of a foreign language together. Therefore, all pupils regardless of race, gender, special educational needs or language spoken at home will have the opportunity to develop this language in school. A range of learning activities, strategies and adaptations are deployed to ensure all pupils are engaged and motivated.

### **Assessment**

The children are assessed continually throughout the year, through verbal feedback, observations and work scrutinies. The children are encouraged to self and peer assess.

## **Impact**

By the end of Key Stage 2, pupils should be able to:

- Listen attentively to spoken language and show understanding by participating 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 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.

## **Monitoring**

The MFL Co-ordinator, reporting to the Principle, will be responsible for the monitoring of teaching practices and outcomes.