

Boutcher C of E Primary School Subject Story French (Modern Foreign Languages)



Intent

At Boutcher, we ensure that all children in Key Stage Two have an opportunity to learn a foreign language. We believe that children really enjoy learning to speak another language and feel that the earlier a child is exposed to a second language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school as they tend to be less self-conscious about speaking aloud at this stage in their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. Moreover, learning another language raises awareness of the multilingual and multicultural world in which they live and gives an insight into their own culture and those of others. An understanding of others is an integral part of our Christian beliefs and helps foster an ethos of care and consideration for others.

Implementation

At Boutcher, we teach French to all Key Stage Two children. Lessons are taught weekly to ensure progress and skills development, children are taught specific skills, concepts and vocabulary in 30-minute lessons with a fluent French teacher. The curriculum that we follow is based on the Key Stage Two Framework for Languages. This is split into three core strands of Oracy, Literacy and Intercultural Understanding, providing progression over four years. There are also two cross cutting strands: Knowledge about Language and Language Learning Strategies. These provide the children with the skills and tools they need for language learning. Units of work incorporate these objectives. Lessons are based around a topic e.g. Introducing Ourselves; Welcome to School, Me and my Friends and allows progression in vocabulary and sentence structures. Lessons include a variety of techniques to encourage the children to have an active engagement in language learning: these include games, role-play, songs, puppets, mimes, actions and stories. The emphasis is on enjoyment so that children develop a positive attitude towards language learning and grow in confidence. In Year Six, some children are offered the opportunity to participate in a German exchange trip. This provides children with the chance to live and experience life in another cultural and language context. Children attending this trip will learn some German words and phrases and become familiar with the families they are going to be staying with.

Impact

- Children are provided with opportunities to learn about different cultures and speak different languages through our exchange programme with a school in Germany. This opportunity provides the children with a unique experience to understand life in another country and supports our aim of creating a love for other languages.
- The MFL co-ordinator plans, delivers and assesses pupils learning. Most assessment is formative and used to support teaching and learning to inform planning.
- The Modern Foreign Languages co-ordinator frequently assesses the impact of MFL, ensuring the intent is implemented and that languages are taught effectively and meaningful.

What can I expect to see in a Modern Foreign Languages lesson at Boutcher?

- Children learning about languages in a whole class context where all children are engaged and where children have access to their learning.
- Scaffolds are given to children that require support, often word banks, pictures and visual aids to support them in their learning.
- Children having the chance to develop their oracy, literacy and intercultural understanding through having an active engagement in their learning.

Examples of our outstanding learning



Year Six on an exchange trip to Germany.



French Lesson with teacher.

What voice do pupils have?

Children are regularly asked for feedback on MFL lessons and their exchange trip to Germany.

Examples of pupil voice:

Year 3 children:

“My favourite thing about learning French is that I can speak with my auntie who is fluent in French.”

“I like that I can say my birthday in a different language.”

Year 6 children:

“I learnt from my trip to Germany that sports like bowling are played differently.”

“I loved learning about the things that are different in German schools compared to schools in England.”

How do children’s skills progress?

An example of skills progression from Year 3 – 6

French (Modern Foreign Languages): Progression Grid



Key Skills	Year 3	Year 4	Year 5	Year 6
Listening	Understand a few familiar spoken words and phrases – e.g. <ul style="list-style-type: none"> teacher’s instructions days of the week greetings numbers colours 	Understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Respond to a clear model of language.	Can understand the main points from a series of spoken sentences (including questions) May require some repetition.	Can understand the main points and some detail from a short-spoken passage with compromising of familiar language.
Speaking	Say and/or repeat a few words and short simple phrases – and would be understood by a sympathetic native speaker. Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).
Reading	Recognises and reads out a few familiar words or phrases – e.g. <ul style="list-style-type: none"> From stories and songs Labels on familiar objects The date Use visual clues to help with reading.	Can understand simple written phrases. Can match sounds to familiar written words.	Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can understand the main points and simple opinions of longer written passages (e.g. letter, recipe, poem, story, an account). Can use a bilingual dictionary to access unfamiliar language.

What successes were there in the last few academic years?

- Taking Year Six pupils on educational exchange visits to Germany for a week to provide them with the unique experience in understanding life in another country and creating a love for languages.
- Cross curricular links through children greeting each other in the morning and afternoon in French and count every day in French with the class teacher.
- Having a dedicated French teacher, teaching lessons to the pupils frequently so that pupils have opportunities to revisit, make links and connections to prior learning.

What are the priorities in Modern Foreign Languages?

- To ensure that children are building on their learning and cultural development.
- To have awareness of the multilingual and multicultural world in which they live and give insights into our own cultures.
- To continue to develop and audit resources needed for lessons.