

# How we teach Modern Foreign Languages at Tudor School

**TUDOR PRIMARY SCHOOL**

Updated 2022

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## **Mission Statement**

**Together we create a happy and caring community where all our children love to learn and want to achieve.**

*"Languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen. This includes the importance of tolerance and understanding, which is crucial knowledge in today's world. "*

## **Intent**

Our aim at Tudor, which is at the heart of the programme of study for KS2, is to develop an enthusiastic and positive attitude to other languages and language learning. We hope to encourage a life-long learning of languages among our pupils in order to enhance their understanding of the world. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

We believe that to accomplish this, we should help the children to do all of the following:

- familiarise themselves with the sounds and written form of a modern foreign language;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

We also believe that positive attitudes towards MFL for children should be developed by staff who are confident in the MFL curriculum and how to deliver this in a lesson. Learning languages should be fun and engaging for all, staff as well as pupils. Where staff are less confident in their knowledge they are encouraged to admit to the class that they're on the learning journey too.

## **Which Languages are studied at Tudor and when?**

Our chosen language of French will be taught in 30/40 minute weekly sessions across KS2. Using the Twinkl Scheme of work and resources children will develop skills through regularly taught and well-planned weekly lessons by class teachers and/or by PPA cover. Children

will progressively acquire, use and apply a growing bank of vocabulary, language skills and skills knowledge organised around age-appropriate topics.

## Implementation

At Tudor primary school we use the Twinkl PlanIt scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils are expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of resources to help them with their spoken and written tasks going forward.

### Scheme of Work

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>		Getting to know you/All about me	Family and friends	Time (Days/Months) / Weather
<b>Year 4</b>		Revise All about me / Telling the time	Food Glorious Food/ Going shopping	Around town / On the move
<b>Year 5</b>		Getting to know you	School life/Time travelling	Food and Drink/ Writing basic conversations
<b>Year 6</b>		This is France	Lets go shopping	All in a day

The scheme provides staff with a unit overview and individual lesson plans and resources to use for each topic. These can then be adapted by staff and coverage is shown on the year group Curriculum Maps.

## Lesson Breakdown

## Resources

### 1. O'Clock, Half Past, Quarter Past, Quarter To

Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.

- I can say and write a sentence to tell the time.



### 2. a.m. and p.m.

Describe people, places, things and actions orally and in writing, in the context of saying when things happen in a day.

- I can tell the time using French phrases to describe a.m. and p.m. times.

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of conjugating verbs.

- I can follow a pattern to conjugate verbs.

Individual whiteboards/paper



### 3. 5-Minute Intervals

Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.

- I can say and write a sentence to tell the time.



## All in a Day:

### O'Clock, Half Past, Quarter Past, Quarter to

<b>Aim:</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time. I can say and write a sentence to tell the time - o'clock and half past.	<b>Success Criteria:</b> I can say and write a sentence to tell the time - o'clock and half past. I can say and write a sentence to tell the time - quarter past and quarter to.	<b>Resources:</b> Lesson Pack
<b>Prior Learning:</b> It will be helpful if children have learned how to tell the time in English o'clock, half past, quarter past and quarter to.	<b>Key/Use Words:</b> Quelle heure est-il? What time is it? Il est... (Il est... à... heures) L... (o'clock), et demie Half past... à... (quarter past), moins le quart Quarter to.	<b>Preparation:</b> Printout: Telling the Time Loop Cards Print the differentiated Telling the Time Activity Sheets as required.
<b>Learning Sequence</b>		
<b>Quelle heure est-il? What Time is it?</b> Ensure that the children are able to tell the time in English - o'clock and half past. Use the Lesson Presentation to introduce how to tell the time - o'clock and half past, in French.		
<b>Quelle heure est-il? Recap</b> Recap on telling the time - o'clock and half past, with a partner.		
<b>Quelle heure est-il? What Time is it?</b> Ensure that the children are able to tell the time in English - quarter past. Use the Lesson Presentation to introduce how to tell the time - quarter past, in French.		
<b>Quelle heure est-il? Recap</b> Recap on telling the time - quarter past, with a partner.		
<b>Jouons! Let's Play!</b> Distribute the Loop Cards. Time the children as they play the game. Repeat several times each time trying to beat their previous time. There are 24 cards in the set. LA ability children could be paired with a partner.		
<b>Activité 1 (Don't give out)</b> Children complete differentiated Telling the Time Activity Sheet. Children say what the time and show on clocks, in French.		
Children write the time - o'clock and half past, using a word bank to help.	Children write the time - o'clock, half past, quarter past, using a word bank to help.	Children write the time - o'clock, half past, quarter past, without the use of a word bank.
<b>Task:</b> <b>Aim:</b> Encourage the children to ask their partner <i>Quelle heure est-il?</i> across the day. Teacher also to ask the class the time throughout the day/week, especially when it is quarter past/to.		
<b>Creation:</b> Children create a chart about things they do across the day, draw a picture and underneath write the time in French.		
<b>Language Notes:</b> • The literal meaning of quarter past - <i>et quart</i> is 'and quarter'. The literal meaning of quarter to - <i>moins le quart</i> is 'minus a quarter'.		

## Access for all

At Tudor we endeavour to ensure every child, no matter what their individual needs or barriers to learning are, has equal access to learning and the same opportunities to achieve. The curriculum is designed to be ambitious and meet the needs of all pupils. In MFL we ensure that children with additional needs are supported, and lessons are adapted to overcome possible barriers to learning in a variety of ways, including:

- Using multi-sensory approaches to teaching and learning, including the use of information and communications technology (ICT)
- Use of visual aids e.g., vocabulary mats, checklists
- Over learning
- Additional adult support
- Resources to support individual physical needs
- Use of learning partners
- Having a variety of resources and materials accessible to all
- Tasks and activities being simplified/adjusted as required
- Alternative ways to record ideas e.g., voice recorders, Clicker, Seesaw
- Scaffolding of tasks e.g., use of writing frames, question prompts

## Resources

Here at Tudor it is important that staff and students have easy access to a wide range of resources.

The MFL resource Shelf (Located in the work room KS2 building) contains:

- 15 French/English Bi lingual dictionaries
- French story Books
- Resources to support the topics.

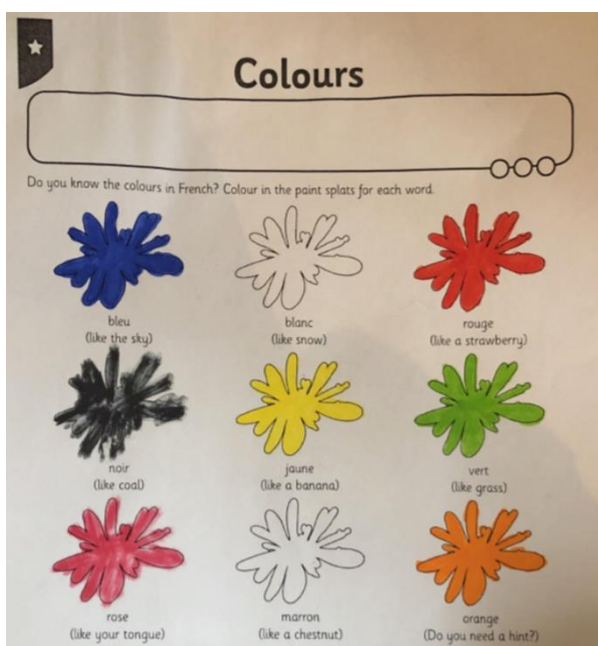
Staff and pupils also have access to translator apps on the I pads and Chrome books School Membership to Twinkl to access the scheme of work resources is provided. Teachers and TAs are responsible for making resources, provided with the scheme of work, that can be used in the future to build a year group bank of resources to use with the topic.

# Impact

## What MFL looks like across KS2

In KS2 our lessons help children to build on prior knowledge alongside the introduction of new skills. The focus in LKS2 is to work on creating an enthusiasm for language learning through focusing on vocabulary building and oracy through songs and games.

## LKS2 Examples of work



### French Breakfast

Look at the items on this typical French breakfast table and the word list beneath. Can you match up the words to the correct breakfast item? Use your common sense and knowledge of English words to help. To check your answers, or if you get stuck, use the vocabulary list which follows afterwards.

1	Un pain au chocolat	6	Pain grillé
2	Du lait	7	Soupe
3	Des cereales	8	Beurre
4	Un cafe	9	De la confiture
5	Un jus d' orange	10	Un croissant

L.O: To understand that nouns have different genders.  
 \* I can name clothes in French.  
 \*\* I know that un and une mean masculine or feminine nouns.  
 \*\*\* I understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.

masculin		feminine
un tee-shirt		des chaussettes
un sweat		des chaussures
un pull		une jupe
un short		une chemise
un pantalon		une robe

jeudi 24 Février 2022

L.O: To express an opinion in French  
 \* I can I can ask a question to a partner  
 \* I can answer questions in writing sentences in French.

I can write sentence answers to a question, using quantifiers.

Write a sentence to say how you like each fruit. Use either J'aime... Je n'aime pas... J'aime beaucoup... J'aime un peu...

E.g. J'aime un peu les prunes.

les pommes	J'aime beaucoup les pommes.
les oranges	J'aime les oranges.
les pêches	Je n'aime pas les pêches.
les prunes	J'aime un peu les prunes.
les bananes	J'aime un peu les bananes.
les fraises	J'aime beaucoup les fraises.
les poires	Je n'aime pas les poires.
les raisins	J'aime les raisins.



## UKS2 Examples of work

The focus in UKS2 is to build on the vocabulary and basic writing and grammar skills from LKS2. Children revisit topics and are supported in developing their written French work and developing a secure pronunciation of French when speaking.


Vendredi 25<sup>th</sup> Septembre 2020

LO: To be able to name the neighbours of France.  
I can name neighbours to France in French using a dictionary for support.  
I can write a sentence using the correct form of de.

Level of support: Independent Moderate High CT TA Peer

French Neighbours

Complete the table with the names of neighbours to France.



1	2	3	4
la France	l'Espagne	le Royaume-Uni	l'Allemagne
l'Italie	la Belgique	la Suisse	le Luxembourg

Now write 3 sentences of your own, telling me who neighbours who?

Example:  
La France est un voisin de l'Espagne.

La France est un voisin de la Suisse.  
L'Italie est un voisin de la France.  
La Belgique est un voisin de l'Allemagne.

Thursday 5<sup>th</sup> November Samedi 5<sup>th</sup> Novembre

LO: To select key words for descriptions.  
I can recall key vocabulary and apply it to my writing.  
I can select from a vocabulary bank for a particular theme.  
I can choose nouns, verbs or adjectives.  
I can use a bilingual dictionary to translate a word.

Level of support: Independent Moderate High CT TA Peer

### Bonjour, Je Me Présente

I can remember appropriate language to express my ideas.  
I can select key words for descriptions.

Here is a new friend from France. He's going to tell us all about himself. Can you complete the missing phrases from the word bank?

Salut ! Je m'appelle Pierre Rameau et je suis français. J'ai 12 ans et dans la date de mon anniversaire est le 5 novembre. J'habite à Paris avec ma famille : ma mère Elisabeth, mon père André, mon frère Louis et ma sœur Annaëlle. Il y a aussi nos deux chats et un perroquet. J'aime jouer le football mais pas les chiens parce qu'ils sont trop effrayants. J'aime beaucoup faire du sport, j'aime aussi la natation mais je n'aime pas le sport. Je suis toujours un jean, un sweat et des baskets ; cool, n'est-ce pas ? À bientôt !

Word Bank

mon père	J'adore le tennis	J'ai 12 ans
Je porte	Je préfère	Je déteste le sport
J'habite à Paris	tous les animaux	Je m'appelle

Aditi

Hi! My Name is Pierre Rameau and I am French. I am 12 and my birthday is on the 5<sup>th</sup> of November. I live in Paris with my family: my mother Elisabeth, my father André, my brother Louis and my sister Annaëlle. We also have 2 cats and a parrot. I like all animals but I think dogs are very frightening. I like Sports alot. I love Tennis and I play nationally. I hate Golf.

Vendredi 8 Novembre 2019



une bouteille de la coca  
une tasse de chocolate chaud  
une verre de d'orange

Qu'est-ce que vous désirez boire ?

Je voudrais une bouteille de coca.

Je voudrais une tasse de chocolate chaud.

Je voudrais une verre de jus d'orange.

Vendredi 16<sup>th</sup> Juillet

LO: To learn a song for poem using written bank for support.  
I can use a French/English dictionary.  
I can use my knowledge of French words for classroom objects.  
I can read the poem and loud.

Level of support: Independent Moderate High CT TA Peer

Sur le chemin de l'école,  
Les enfants se croisent.  
Sourire du curable  
Pour découvrir des fleurs.

Les lettres font la fête  
Dessous les couleurs.  
Elles chantent toutes  
L'alphabet des couleurs.

Chaque en couleurs  
Sont les couleurs.  
Elles chantent sur la route  
Tous un tas de couleurs.

Couleur pour  
Chant sing  
mél  
rhyth

au dessus: above  
sous: below  
à droite: right  
à gauche: left

## Recording MFL across the school

All KS2 pupils are given a pink lined book in Year 3 which follows them through the school up to Year 6. This enables the children's language learning journey to follow them as they grow. Children are able to look back at previous learning for vocabulary or support in creating written sentences in French. Children are also encouraged to create a personal dictionary at the back of their book to record any vocabulary they come across and translate in addition to vocabulary covered in lessons. Teachers are also encouraged to record pupils using ipads, or microphones speaking in French.



Target tracker provides age specific statements for Listening, Speaking, Reading, Writing and Grammar. Teachers are then able to identify whether pupils are working towards, achieved or mastered a statement.

The Scheme of work also provides a clear progression map to show the progression of skills and knowledge from year 3 to year 6 linked to the National Curriculum Objectives.

### **End of year assessment**

At Tudor summative assessment for MFL is marked at B (beginning) W (working towards) and S (secure) within the year group the child is in. We are able to clearly see what that child is working at based on the evidence collected against each statement through the year.

### **Action Planning:**

The current situation of MFL at Tudor school is one of great progression in the quality of French being taught and learnt in the school. Children speak confidently and with enthusiasm for the subject and what they are doing in class. Teachers refer to the scheme of work and cross references this with the national curriculum and target tracker to ensure a thorough coverage.

Throughout the academic year of 2020-2021 as subject lead I will continue to ensure that there is good coverage of the French curriculum across KS2 and that teachers are able to clearly evidence skills and progress, through their assessments of pupils.