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A 3D map of France is shown, colored in the French flag's blue, white, and red vertical stripes. The map is positioned on the left side of the image. To its right, there is a small, detached red 3D object that resembles a piece of the map or a small sculpture. The text "French at Alex Park" is overlaid in the center in a large, orange, outlined font.

# French at Alex Park



# Intent

At Alexandra Park Junior School, the intention of our MFL curriculum is that children are taught to develop an interest and thirst of learning another language. We aim to teach this in a way that is enjoyable and stimulating. We want our children to develop their awareness of the similarities and differences between cultures.

Our MFL curriculum is designed so children develop the essential skills in speaking, listening, reading and writing so their knowledge can help them lay the foundations for the future. We follow the LCP scheme of work to ensure progression across school.

# Implementation



Our curriculum is in line with the National Curriculum for MFL which is taught on a weekly basis for one hour. This includes a variety of different teaching strategies to suit individual needs such as: games, songs, games and drama.

At Alex Park, we aim to provide engaging and entertaining lessons so children have a positive outlook to learning a foreign language. There is a clear progression of skills and knowledge which is important for each unit which is based on the National Curriculum. Teachers refer back to previous learning so they can develop on from what they have learned.

- Teachers follow a range of techniques to make sure children are motivated and thoroughly engaged:
- Action song/ rhymes and poems- to understand the vocabulary, develop memory skills and make sure the pronunciation is accurate.
- Games- using reading, writing, speaking and listening skills and develop the language through repetition.
- Drama techniques- familiarise themselves with the vocabulary as well as put themselves in different situations.
  - Writing- implementing what they have learned to confidently write in a foreign language.
- Children's work is displayed in classrooms and they use different French phrases to give the language a purpose.



KS2 FRENCH



# Impact

Teachers assess French throughout the lessons using 'assessment for learning' but also at the end of topics.

We measure the impact of our curriculum through:

- Book scrutinies
- Planning scrutinies
- Staff and pupil voice
  - Pop-ins
- Data analysis (December and June)

# Progression of knowledge and skills

## PROGRESSION of SKILLS – MFL - KEY STAGE 2

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Speaking And Listening	I can listen and understand some key nouns.	I can listen and understand short phrases on familiar themes.	I can listen and understand sentences containing some unfamiliar words.	I can listen to and understand longer sentences.
	I can listen and respond using actions with support.	I can listen and pick out key information.	I can listen and note key words and information.	I can listen to longer texts and note key points.
	I can communicate using simple words or phrases with adult support.	I can communicate using a few phrases eg. weather in French.	I can communicate using phrases "have a go" - give information on a topic using simple sentences.	I can understand a short passage made up of familiar phrases and words.
	I can ask and answer simple questions with support.	I can ask and answer some simple questions.	I can ask and answer questions and listen and respond to class instructions.	I can ask and answer a wider range of questions and respond to instructions.
	I can start to understand that letters make different sounds to develop accurate pronunciation.	I can gain more understanding of sounds accurately pronounce some new words.	I have a wider understanding of sounds and can say sounds more confidently, pronounce some new words independently.	I can gain confidence in accurate pronunciation and intonation.
	present some key personal information.	I can present some personal information with a wider familiar phrases.	I can prepare a presentation using some long sentences.	I can present a topic using longer sentences.
		I can begin to understand some opinions.	I can ask for and give opinions.	I can ask for and give an opinion.
Reading	I can read and understand a short list of nouns.	I can read and understand nouns and phrases.	I can read and understand longer sentences.	I can read and begin to understand, with support, a range of texts.
	I can join in with some stories, songs, poems and rhymes.	I can read and understand familiar stories, songs, poems and rhymes.	I can follow the text of a story, rhyme or song and understand some words.	I can use the bilingual dictionary to assist understanding and to check spellings.
	I can begin to recognise single words.	I can use the French vocabulary to find meanings of words.	I can use the French and English dictionary to find meanings.	
	I can recognise written phrases.	I can use text and visual clues to help understand a simple text and understand the term "cognate."	I can use text type and visual clues to help understand a range of texts.	I can use de-coding techniques including context to help understand the gist of an unfamiliar text.
Writing	I can accurately copy basic words.	I can accurately copy and adapt simple phrases.	I can accurately copy and adapt sentences using a model and begin to use a dictionary to check spellings.	I can use a bilingual dictionary to check spelling.
	I can write a few words from memory.	I can write basic simple sentences from memory.	I can write simple sentences from memory.	I can write short simple sentences from memory with understandable accuracy.



PROGRESSION of SKILLS – MFL - KEY STAGE 2

		I can translate some key phrases.	I can translate a few basic sentences from memory.	I can translate longer sentences.
	I can use simple memory techniques to learn spelling.	I can use memory techniques to help learn spelling and meaning.	I can use memory techniques to help learn spelling, meaning and gender of words.	I can use more memory techniques to help learn longer phrases and sentences.
Grammar	recognise gender of nouns le / la start to understand singular and plural nouns	I can begin to use the definitive article - le/la/les un, <u>une</u>	I can begin to develop the agreement and word order for colour and size adjectives.	I can use high-frequency verb forms.
	I can name some basic adjectives.	I can recognise that adjectives can change word order.		I can use adjectives of size and colour correctly to form sentences.
	I can use present tense key verbs in first person.	I can use some simple present tense verbs.	I can use present tense verbs with support.	I can begin to conjugate simple verbs in the present tense.
	I can use the high-frequency verb forms (I have, it is, there is/are).	I can recognise and simple negative.	I can understand the concept of present tense.	I can begin to understand the concept of "present tense" and "past tense."

## Our next steps

- Develop staff knowledge and resources of teaching French with the correct pronunciation (CD with sound).
- Include French activities in the retrieval lessons so children have the basic knowledge and can develop from that.
- Develop the assessment system that focuses on formative, ongoing assessment and summative assessment.

Children have learned names of some vegetables grown in the garden and how to say which vegetable they like and which vegetable they dislike.



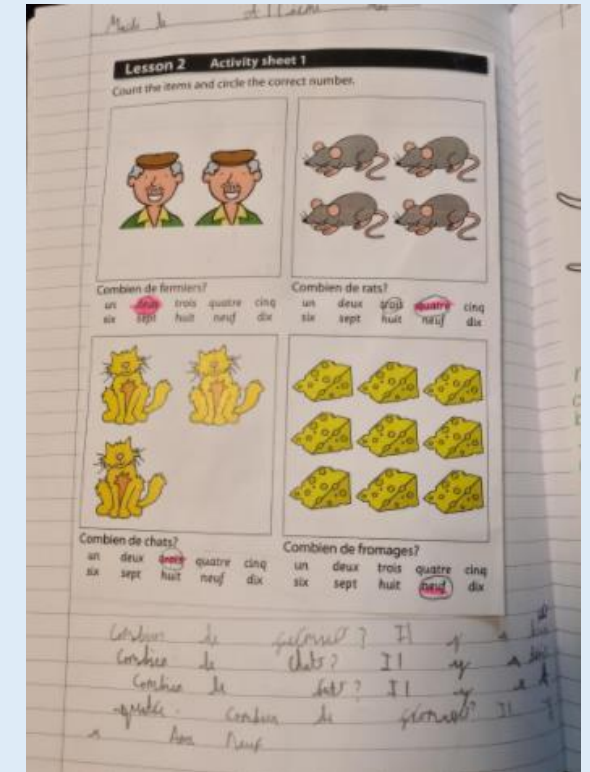
Jeux et chansons (Games and songs)  
Autumn

Children played games using French numbers so they could remember them.

Year 3

Ca Pousse!  
It grows

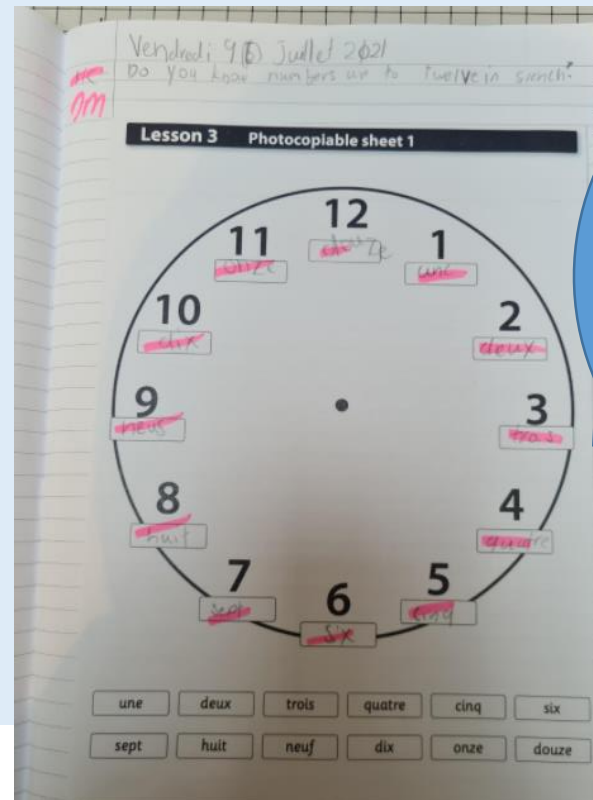
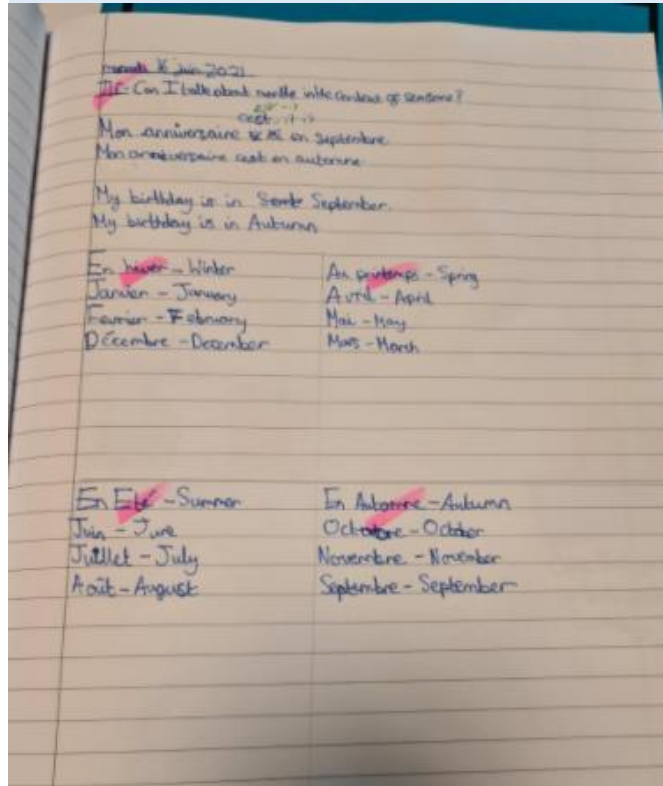
We do a lot of acting, singing and performing so we learn different French vocabulary.



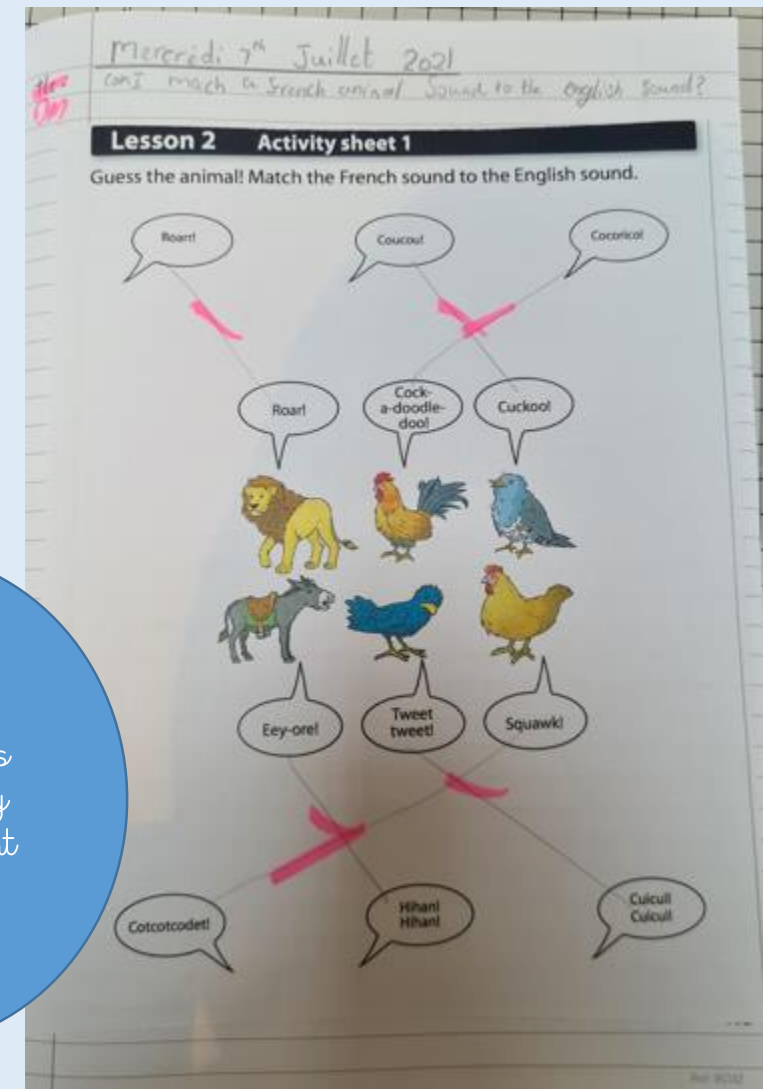


Listening to the pronunciation of different animals and then repeating them helped the children to match the sound to the animal.

## Year 4



Learning the numbers helps children apply this to different contexts.

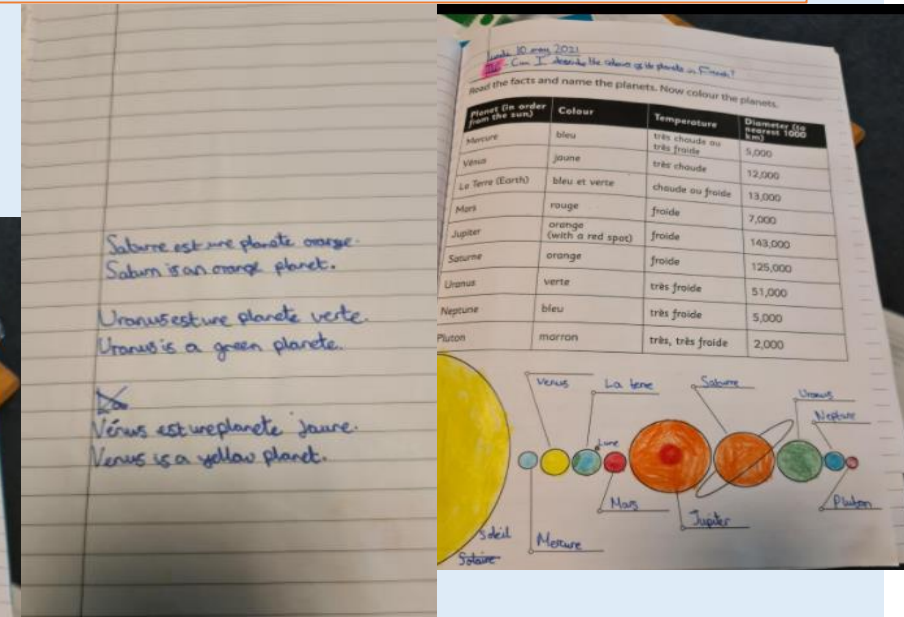
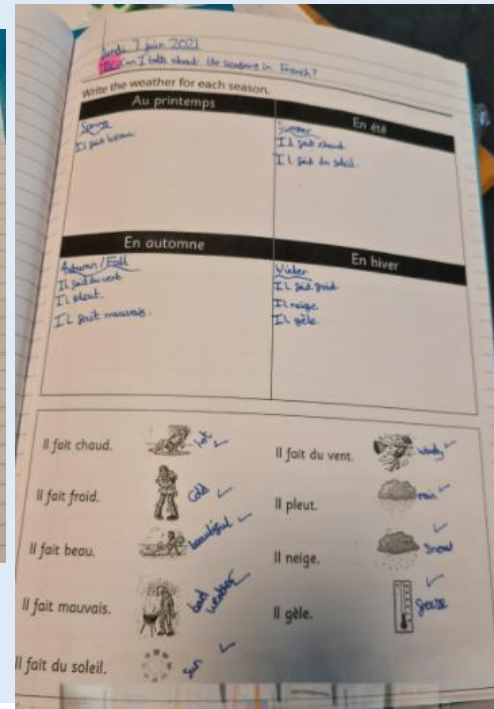
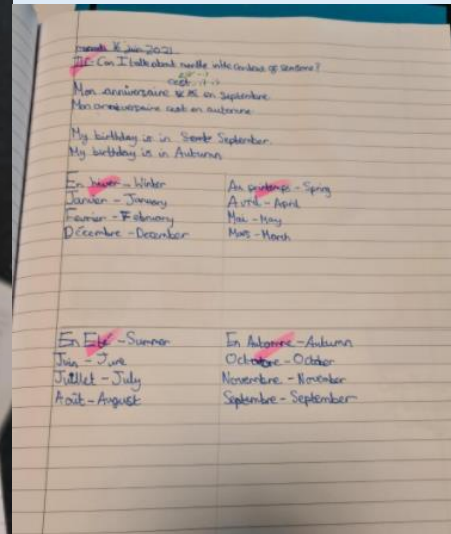


To consolidate our learning, we play games and partake in fun activities.

# Year 5

## Spring- Planets

Once we have heard the French vocabulary, we are given the chance to write sentences building on previous learning.

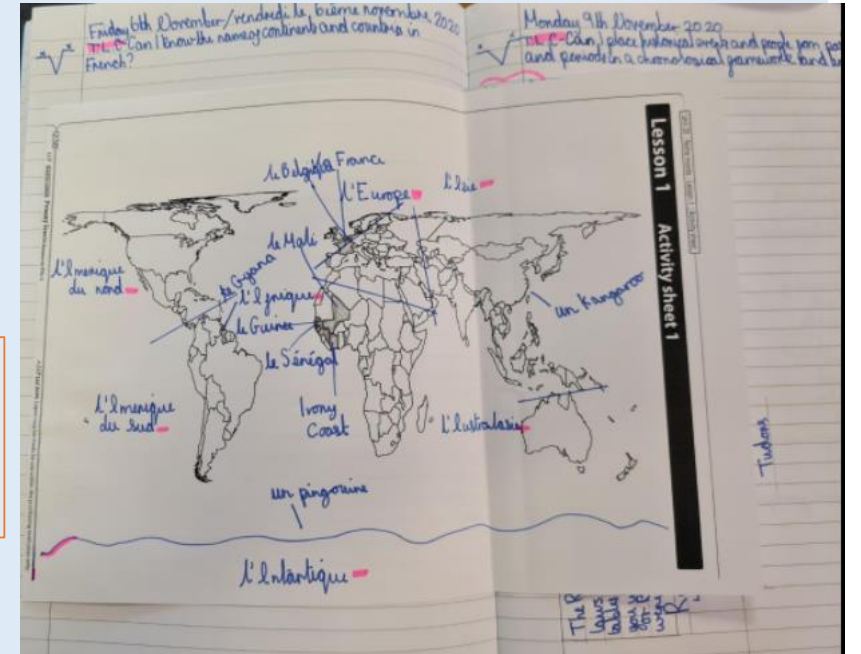
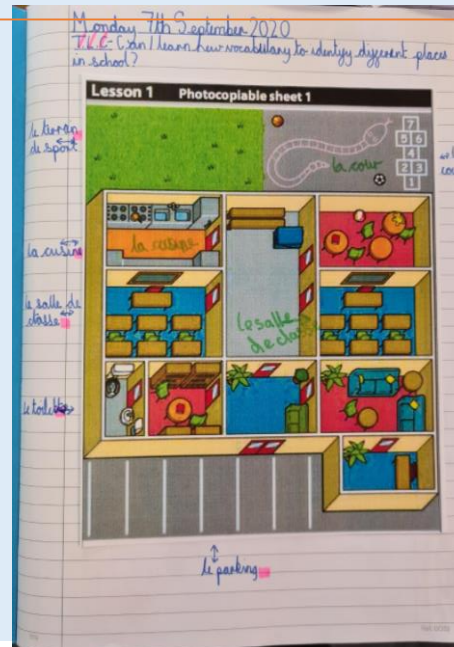


Children used their French knowledge to say how the weather is in England.

# Year 6

We have used cross-curricular links in Maths and Geography using grid references.

We have been learning about how to identify different places in school in French.



Using our Geography knowledge  
and Atlases, we have labelled  
continents and countries in  
French.



Every year, we have a French day where we use our French knowledge and vocabulary throughout the day. Children come dressed in the colours of the French flag and take part in different activities.



We really enjoyed dressing up as French waiters and waitresses. We used our manners in French.

A French café with food such as pain au chocolat, croissants, French brie etc.



# French day



Merci

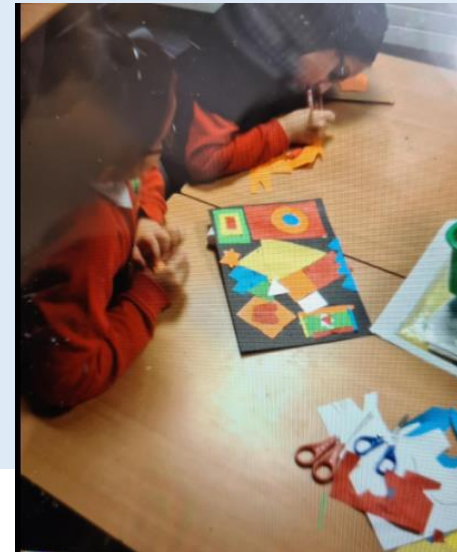


Our Art work was based on the French Artist- Claude Monet.

We learned the head, shoulders, knees and toes (Tête épaules genoux et orteils) song in French (assembly)



We also  
recreated Art  
work by the  
Artist- George  
Seurat by  
drawing an  
Eiffel tower.



Some other activities we take part in on French day are:

- French lunch is served.
- Creating the highest Eiffel tower
- Learning about different landmarks in French and locating different cities on the map (Cross curricular links- Geography).
- Learning French songs/poems

## Children's comments about French day

We love French day as we can practise all the vocabulary we have learned.

I remember French day very well as it is really active.

The French café is the best!

We get to work with children from different year groups and share our ideas.