

LANGUAGES PAGE



INTENT



- At Pelsall Village School, Languages allows the children to:
 - ✓ Be introduced to another language in a way that is enjoyable and fun
 - ✓ Express themselves creatively and imaginatively in another language
 - ✓ Apply and develop their knowledge of languages and language learning
 - ✓ Explore and apply strategies to improve their learning
 - ✓ Explore their own cultural identities and those of others to compare and contrast their understanding including those of topical events from current news
 - ✓ Gain enjoyment, pride and a sense of achievement
- Where possible we teach Languages in context, through our Creative Curriculum so that children see the purpose for Languages and are more likely to retain the knowledge and skills taught. Languages is taught each week as a standalone lesson as this is more applicable in developing specific skills, particularly speaking.

vocabulary

The nouns and determiners for 12 common classroom objects.

The words for the possessive 'my' in French.

mon **ma** **mes**

Language to describe what I have/do have not in my pencil case.

Dans ma trousse j'ai un stylo.

Dans ma trousse je n'ai pas de stylo.

In my pencil case I have a pen. *In my pencil case I do not have a pen.*

- We aim for children to have the skills and understanding of a language so that they could apply their knowledge if in a real-life situation for example, if they were visiting that country on holiday.
- It is important that the children at Pelsall Village School develop their Language skills as they progress through school so that they are confident and competent in readiness for their next phase of learning.

En classe

i sound in:

- livre
- calculatrice
- & • ciseaux

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'des'. The 'x' is also silent in the word 'ciseaux'.

elision

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel. Je becomes j' as in j'ai. Ne becomes n' as in n'ai.

phonics

Languages can be accessed at any age, so we are encouraging our younger learners to take part in some French lessons. The overview is as below.

This develops skills the children have learnt this year to embed their knowledge and challenge them further. As we progress even more, the units become more challenging.



ACADEMIC TEACHING YEAR 2				
Mixed Age Whole School Some Previous Experience				
	Nursery / Reception	Year 1/2	Year 3/4	Year 5/6
Autumn Term				
Half Term 1	Colours & Numbers (SO)	Colours & Numbers (SO)	Phonics 1 & 2 (X) Vegetables (E)	Phonics 3 & 4 (X) The Date (I)
Half Term 2		Nursery Rhymes (SO)	Instruments (E)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)
Spring Term				
Half Term 1	Nursery Rhymes (SO)	Superheroes (MU)	Ice-Creams (E)	Do You Have a Pet? (I)
Half Term 2		Seasons (MU)	My Home (I)	Clothes (I)
Summer Term				
Half Term 1	Under the Sea (SO)	Minibeasts (MU)	In the Classroom (I)	At School (P)
Half Term 2		Shapes (E)	Olympics (I)	Healthy Living (P)

- Subject Skills Progression Plan including (from Y3 - Y6)

	Skills progression <u>Subject area:</u> Modern Foreign languages (French)			
	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Speaking	3S1. Say and repeat a few words and short phrases - Greetings - Common nouns (homme, femme) - Animals - Asking how someone is - Asking someone's name 3S2. Know how to pronounce words in an imitated fashion. 3S3. Imitate correct pronunciation with some success. Understand some phonetics patterns.	4S1. Answer simple questions and give basic information - Greetings - Common nouns - Studying / working - Travel - Family members 4S2. Know how to pronounce some words with a degree of accuracy. 4S3. Show an awareness of sound patterns. Understand the basis of the language and its pronunciation. 4S4. Be clearly understood.	5S1. Ask and answer simple questions - At a restaurant as part of a conversation - At home and work - where, items needed i.e. computer - Travel - Places in the city / town 5S2. Take part in a conversation introducing themselves and asking return questions. 5S3. Know how to pronounce some letter strings. Understand phonetics of the language. Acknowledge the gender agreement with adjectives. 5S4. Begin to understand how accents change letter sounds.	6S1. Take part in a simple conversation in relation to any unit of work. 6S2. Express an opinion. 6S3. Know how to pronounce a range of letter strings. Understand phonetics of the language and apply. 6S4. Begin to understand how accents change letter sounds and use them when speaking. 6S5. Pronunciation is becoming more accurate and intonation is being developed.

Assessment opportunities:

- Children must be given the opportunity to practise the vocabulary they have learnt in a conversational manner.
- Whole class participation when introducing new words will ensure the class teacher has an awareness of who is able to repeat words with accuracy.
- Repetition of vocabulary each week, introducing new words and developing an understanding of pronunciation.

	<u>Skills progression</u> <u>Subject area:</u> Modern Foreign languages (French)			
	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Listening	3L1. Understand a few familiar spoken words or phrases - Teacher's instructions - Days of the week - Numbers to 10 - Colours - Greetings - Common nouns (homme, femme) - Animals - Asking how someone is - Asking someone's name	4L1. Understand a range of spoken words or phrases - Greetings - Common nouns - Studying / working - Travel - Family members	5L1. Understand the main points from a spoken sentence or conversation made up of familiar language - Short rhyme or song - At a restaurant as part of a conversation - At home and work - where, items needed i.e. computer - Travel - Places in the city / town	6L1. Understand the main points from a short spoken passage made up of familiar language - Sentences describing appearance, house/living - Travel - Places in the city / town - Items of food - Items of clothing - shopping related - A conversation associated with a theme

Assessment opportunities:

- Whole class participation to listen to and choose the correct words or rewriting a given sentence.
- Reading out a word / phrase / sentence (depending on age range) based on learning, asking children to write/tick what they have heard. This could be used on a regular basis (fortnightly).
- Opportunities for conversations using words children are learning - teacher led initially to encourage own development of skills.
- Games whereby children have to recognise the correct word to match to an image on the screen. Vrai or faux? (true or false)

	<u>Skills progression</u> <u>Subject area:</u> Modern Foreign languages (French)			
	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Reading	3R1. Can recognise and read a few familiar words or phrases - Teacher's instructions - Days of the week - Numbers to 10 - Colours - Greetings - Common nouns (homme, femme) - Animals - Asking how someone is - Asking someone's name 3R2. Use visual cues to help with reading and recall key words from learning overall.	4R1. Understand some written phrases in context - Greetings - Common nouns - Studying / working - Travel - Family members 4R2. Use visual cues to help with reading and aid recall. Start to recognise the differences between masculine and feminine nouns and agreements as a clue to decode new words.	5R1. Understand the main point (s) from a short written text - Simple messages given linked to each topic, perhaps from a character - At a restaurant as part of a conversation - At home and work - where, items needed i.e. computer - Travel - Places in the city / town 5R2. Use a book or glossary to find out the meanings of new words. Use current knowledge and understanding to infer meaning of new words based on their understanding of the language itself - clues from gender agreement and regular or irregular verbs.	6R1. Understand the main points from a short written text. - Conversations and stories - Sentences accumulated from the vocabulary learnt on specific units of work. 6R2. Begin to read independently. 6R3. Use a bilingual dictionary to help to find the meanings of new words. Use current knowledge and understanding to infer meaning of new words based on their understanding of the language itself - clues from gender agreement and regular or irregular verbs.

Assessment opportunities:

- Chance to read out loud in class during class participation to practise pronunciation.
- Having words / phrases / sentences to read and translate from French to English at the end of each unit, using a word bank or dictionary if needed.
- Imitating a conversation to practise both reading and pronunciation skills.

	<u>Skills progression</u> <u>Subject area:</u> Modern Foreign languages (French)			
	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Writing	3W1. Write or copy simple words/phrases and symbols correctly - Days of the week - Numbers to 10 - Colours - Greetings - Common nouns (homme, femme) - Animals - Asking how someone is - Asking someone's name 3W2. Select appropriate words to complete short phrases or sentences.	4W1. Write phrases that use current understanding and new vocabulary - Greetings - Common nouns - Studying / working - Travel - Family members 4W2. Begin to spell some commonly used words correctly.	5W1. Write a few short sentences with support - filling in the gaps and sentence building using word banks - At a restaurant as part of a conversation - At home and work - where, items needed i.e. computer - Travel - Places in the city / town 5W2. Spell commonly used words correctly. Attempt to use some accents appropriately.	6W1. Write a short text on a familiar topic, adapting language already learnt linking phrases together and building a short paragraph on the same topic. - Travel - Places in the city / town - Items of food - Items of clothing - shopping related - A conversation associated with a theme 6W2. Spell commonly used words correctly. Use accents of common words with a degree of accuracy.

Assessment opportunities:

- At the end of each unit, children are to be given writing opportunities in their books to evidence their learning so far.
- Y3 - translate key words from French to English (quiz basis)
- Y4 - having phrases from units that have been repeated to translate both from French to English and English to French.
- Y5 - using a word bank and having a handful of sentences to translate, both from French to English and English to French.
- Y6 - using key words from the unit chosen to read and translate a series of sentences or in a given conversation from French to English. Children to use a word bank to then generate their own sentences either to build a short paragraph or to show a written conversation.

IMPLEMENTATION

- Languages are coordinated by Miss Thomson who has the responsibility to ensure that the contents of the Subject Plan are carried out to the highest possible standards.
- Languages is taught predominantly as a standalone subject in order for the children to learn specific skills associated with learning a new language and it allows them specific time to adjust to the differences between French and their English.
- We ensure that the learning of Languages is stimulating and exciting by using games and interactive resources that help to engage our pupils, allowing them to solidify their learning.
- Languages are now implemented via the use of online units of work with Language Angels. Each year group has a set of units to cover each year, building upon skills and learning.
- The Languages coordinator has given staff a lesson plan guide to help them with the delivery of their lessons using Language Angels.

IMPACT

- In line with the assessment policy within the school, children are encouraged to understand their learning needs and progress. The four National Curriculum attainment targets for MFL are:
 - ✓ Listening and responding to the language
 - ✓ Speaking the language
 - ✓ Reading and responding to the language
 - ✓ Writing within the language structures
- The children will also be able to show an awareness of cultural diversity and how different cultures, predominantly those in France, vary from our own lifestyles.
- By the end of each key stage, pupils are expected to **know, apply and understand** the matters, skills and processes specified in the skills progression.
- **Links to other subjects** - Languages can link easily to other subjects as the children will utilise their own reading and writing abilities. Languages also links to maths, through use of numbers in a context (money) and PSHE as the children develop an awareness of other cultures that are different to their own.
- Languages provides the children with an opportunity to discover a new passion for learning and cultures worldwide. By harnessing this desire and enthusiasm, children could in the future seek careers in translation, teaching, public services or even careers abroad!