



# West Drayton Academy

Believe • Empower • Achieve



## MFL CURRICULUM



# INTENT

West Drayton Academy intends to use the Language Angels 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 will be 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 pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. 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.

# IMPLEMENTATION

All classes will learn French through a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by class teachers

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 reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

Children will have access to knowledge organisers for each unit of work. These can be stuck in books, placed on tables, or displayed around the classroom. Knowledge organisers consist of phonics to support the pronunciation of words, vocabulary and grammar. These will support children's speaking and listening skills in French.

LANGUAGE ANGELS Nom: \_\_\_\_\_ Classe: \_\_\_\_\_

## J'apprends le français

sound in: oi • trois 3

• noir

sound in: on • marron

sound in: ou • rouge

&

There are many last consonant silent letters in French. The final letter 's' is silent in the words 'Paris', 'trois' and 'gris'. The final 't' is silent in 'vert' and 'violet'.

**silent letters**

**phonics**

Numbers 1-10 in French.

1 2 3 4 5 6 7 8 9 10

10 colours in French.

Simple greetings:

Salut ! Ça va ?  
Hello! How are you?

Ça va bien ! Comment tu t'appelles ?  
I am well! What is your name?

**vocabulary**

As this is an introductory unit, there will be no grammar introduced. We will see more grammar in the units that follow.

**grammar**

**What I will learn:**

- Objective 1: I will learn more about the Francophone world.
- Objective 2: I will learn how to use basic greetings in French.
- Objective 3: I will learn how to ask and answer the question 'Comment tu t'appelles ?' in French.
- Objective 4: I will learn the numbers 1-10 in French.
- Objective 5: I will learn 10 colours and how to say which is my favourite colour in French.

## Weekly Lessons

Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson. Lessons will incorporate challenge sections and desk-based activities that will be offered with three levels of stretch and challenge. Reading and writing activities will be offered in all units. Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units. Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

At the beginning of the unit and some lessons, there are some retrieval questions to check children have retained the previous knowledge that they have learnt. This is a quick recap of the knowledge as they will need to know

this to continue with the lesson. Children will have access to knowledge organisers to support their future learning if they do not know.



All lessons include access to digital audio files, which support the correct pronunciation of new vocabulary. They also support listening skills, as after listening to short passages, children will have the opportunity to answer questions about what they have heard in French.

The image shows a digital whiteboard interface for a listening task. At the top, a light blue rounded rectangle contains the question 'How well were you listening?' in white, followed by a speaker icon. Below this, three questions are listed in yellow rounded rectangles: '1) What is the boy called?', '2) How old is he?', and '3) Where does he live?'. Each question has a corresponding answer in a light blue rounded rectangle: 'Frank', '7 years old', and 'Toulouse, in France'. The background is dark blue. A small logo 'LANGUAGE PALS' is in the bottom left corner.

# LONG TERM OVERVIEW

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	I am learning...	Fruits	Seasons	Presenting myself
AUTUMN 2	animals	I am able...	ice-cream	My family
SPRING 1	instruments	Vegetables	Presenting myself	The date
SPRING 2	I am able...	Presenting myself	My family	Do you have a pet?
SUMMER 1	Fruits	In the classroom	At the tea room	My home
SUMMER 2	Ice-creams	At the tea room	My home	clothes

# SKILLS PROGRESSION

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...') and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.

# INCLUSION

## SEN

Language Angels is 100% committed to effective teaching and learning in primary foreign languages for all pupils. They fully support teachers of pupils with special educational needs and disabilities, enabling them to access the foreign language in an inclusive environment. Language Angels meaningfully includes all SEND pupils in learning modern foreign languages, the learning of which, in itself, recognises that diversity should be celebrated in our world of multiple cultures and languages. All lessons encompass a very wide range of skills, which aligns well with SEND teaching and learning. This makes foreign language lessons accessible and rewarding to all pupils, including those that may have undiagnosed learning difficulties. Foreign language lessons encourage a genuine curiosity for knowledge and understanding of foreign languages and cultures that goes beyond the classroom. Learning a foreign language teaches skills that are transferable to other areas of the curriculum. They help improve memory, attention and concentration, thus helping pupils problem-solve and improve executive function. All of this together provides all pupils with a sense of achievement, belonging and improves their self-esteem and confidence.]

Language Angels offers a multisensory approach to learning. Lessons use a range of audio, visual and kinaesthetic teaching styles throughout all levels of learning that support working memory and create a 'like' and a 'want' to learning foreign languages. Native voice files, colourful, engaging and interactive lessons, fun karaoke songs, and appropriate desk-based activities are all included in the Language Angels scheme. Within each lesson there are a range of desk-based tasks that cover all 4 key language learning skills – speaking, listening, reading and writing. These differentiated desk-based activities are all carefully adjusted to 3 levels of attainment (Easy/Medium/Hard) and, where appropriate, Language Angels have developed a fourth SEND-friendly version with the support of SEND specialist teachers and consultants. This will help us ensure each individual child can achieve ambitious yet realistic outcomes.

The activities set out by Language Angels are always supported by a range of flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills as tasks are completed. Dual coding snap cards are provided with images and English translations to ensure meaning is clear. Language is also 'chunked' when appropriate. Text is reduced if required and instructions are shorter and concise. Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used is considered carefully. Cutting and pasting options are provided for pupils that have barriers to completing written activities and extra lines, boxes and word banks are added where appropriate to support pupils in their reading and written tasks.



## Greater Depth

There will be high expectations set for every single pupil. Providing opportunities to work at greater depth so that, once pupils have mastered the learning expected for their age, they can go further and extend, learn more, make better links with previous knowledge and use their language skills to become more independent learners. Language Angels strives to find solutions that ensure the progress and development of all pupils in all primary classrooms. Ensuring all pupils are offered these opportunities removes any enforced ceiling and results in pupils acquiring a higher level of skills and will, in turn, accelerate their academic progress. It will broaden and deepen their understanding, fostering intellectual curiosity. Foreign language lessons encourage a genuine curiosity for knowledge and understanding of foreign languages and cultures that goes beyond the classroom. Learning a foreign language teaches skills that are transferable to other areas of the curriculum including a better grammatical awareness of their first language. Nearly all lessons will provide challenge questions in the last slides. These questions will use previously learnt language, integrating it with new knowledge thus encouraging higher order thinking skills. Challenge questions are offered in all four skills (speaking, listening, reading and writing) as appropriate.

