



## Curriculum statement for the teaching and learning of French

### **INTENT**

At Porthleven School we aim to offer a high-quality MFL education that has our curriculum drivers of 'world Citizens', 'Resilient Individuals', 'Respectful Communicators' and 'Healthy Advocates' at the heart of everything we do. Our aim is to provide all our children with an engaging, exciting and empowering curriculum that equips them with the skills for success both now and in the future.

At Porthleven School, we believe that learning a language helps to equip pupils to be 'respectful communicators' and promote understanding and appreciation for other cultures and an opportunity to develop social interaction as well as developing pupils' communication skills. We will provide the building blocks for children to understand how languages are structured and this will develop their language understanding to aid their continued studies of foreign languages at secondary school. In learning another language, we will build their confidence and 'resilience' when communicating in French as lessons introduce key words and develop and build upon vocabulary knowledge to phrases and longer sentences as the units progress. Grammatical and Phonic understanding will also develop through the years within each unit.

Pupils will progress in skills from the National Curriculum and they will communicate confidently in French in writing and through dialogue by year 6. They will develop excellent receptive (listening and reading) and productive language skills (speaking and writing) and have a love of language learning with intercultural understanding. We aim to provide pupils with a sense of place and to widen their outlook to the world beyond in line with our curriculum driver of 'world citizens'.

### **IMPLEMENTATION**

We will focus on the following the Core Concepts for MFL:

- Receptive language (listening and reading)
- Productive language (speaking and writing)
- Intercultural understanding.

The OFSTED research points to 3 pillars of language learning:

- **vocabulary,**
- **phonics**
- **grammar.**

We have therefore chosen these as our **substantive concepts** that develop as they progress up through the years.

At Porthleven school, we use the 'Rigolo' scheme of work, starting in year 3. Rigolo is an online resource and scheme. The resource follows characters called Jake, Polly and Bof as they discover France through lively interactions and interactive activities. Children will have the ability to build on receptive language skills and productive language skills whilst gaining intercultural understanding. The children focus on six units in each year group, therefore 24 from year 3 to year 6. The knowledge from previous years is built upon each year. In these units the children will learn about countries, cultures, people and communities. We will also develop our language speaking opportunities at other times in the day e.g. when taking the register or for simple classroom instructions. The French units in Rigolo encourage children to develop their receptive language skills (listening

and reading) by listening and responding to rhymes, stories and songs. They will also build their ability to recognise and respond to sound patterns, words, phrases and longer sentences. Children will also have opportunities to develop their productive language skills (speaking and writing) by communicating orally and in writing with words and phrases in French. They will develop their intercultural understanding by learning about different languages, countries and cultures. Vocabulary, grammar and phonics will also be developed as part of our substantive concepts. Rigolo features videos, stories, songs, animations, games and demonstrations of pronunciation. We will also use the provided worksheets and activities to build the children's receptive and productive language. We will also use this resource to build their intercultural understanding. We will also use the provided assessment materials at the end of each unit.

## Rigolo 1

### Year 3

Unit 1 – Bonjour or greetings

Unit 2 – En Classe or in class

Unit 3 – Mon Corps = identify parts of the body.

Unit 4 – Les Animaux = animals and pets

Unit 5 – La Famille = family members

Unit 6 – Bon Anniversaire = Many happy returns

### Year 4

Unit 7 – Encore

- Revise ways to describe people using avoir and être phrases

Unit 8 – Quelle heure est-il? =Time

Unit 9 – Les fêtes = names and dates

Unit 10 – OÙ vas-tu? = Cities, directions, weather

Unit 11 – On mange! Ask for food.

Unit 12 – Le cirque

- Identify various francophone countries
- Talk about which languages you speak
- Identify different items of clothing
- Describe the colour of items of clothing

## Rigolo 2

### Year 5

Unit 1 – Salut Gustave! = Greet people and give personal information

Unit 2 – À l'école = Name school subjects

Talk about likes and dislikes at school

Unit 3 – La nourriture = Food

Unit 4 – En Ville = Town

Unit 5 – En vacances = holidays

Unit 6 – Chez moi = rooms in the house

### Year 6

Unit 7 – Le week-end

Unit 8 – Les vêtements = clothes

Unit 9 – Ma journée = daily routines

Unit 10 – Les transports = transport

Unit 11 – Le sport = sports

Unit 12 – On va faire la fête = Revision of some topics

Children's learning is recorded in their books.

## **IMPACT**

The MFL curriculum is defined and sequenced to build upon the progression of grammar, vocabulary and key phrases. Children are enabled to develop the vocabulary and confidence needed to clearly articulate words, phrases and to converse in French. They ask and answer questions and express opinions of what they like/don't like. Pupils can call on their prior learning to propel their understanding of French. They can demonstrate receptive language, productive language and intercultural understanding using key vocabulary. Pupils use acquired vocabulary to communicate their understanding of the subject. They are able to communicate orally and in writing. They can read and listen to French with increased confidence and respond appropriately. Teachers plan opportunities for pupils to develop their knowledge of language concepts and to broaden their knowledge through interactive and accurate models of French pronunciation.

### **Assessment for learning**

- ✓ informal judgements of pupils by staff during lesson in relation to the concept and WALT or pupils' articulation of learning.
- ✓ Targeted questioning
- ✓ through worksheet activity or an alternative activity to evidence learning
- ✓ Rigolo assessments