

A Guide to Foreign Languages at Carlinghow Academy



This document outlines the expectations of how we teach and monitor MFL at Carlinghow, measure progression across year groups and consistency across school and what French lessons should look like.

This guide includes information about the following:

- Intent, Implementation and Impact
- Successful Language Learner
- PLN Scheme of Learning
- How to effectively use PLN
- Teaching and Learning at Carlinghow
- Lessons and worksheets
- Assessment
- Adaptation for SEND

Intent, Implementation and Impact:

Intent

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'. We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.

The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.

Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.

Our subject-specific approach is designed so that subject specific skills are taught within an exciting enquiry question or 'big question' each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each 'big question' to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. We ensure that the connections make sense to the children.

We are determined that every child, will have a lifelong love of reading, and will be able to comprehend and read fluently by the end of Year 6. Our curriculum is led by the high quality and diverse texts that we choose to support learning.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated.

It is our intent that when our pupils leave school, they will articulate tier 3 vocabulary of the MFL curriculum. They will know and remember key learning of MFL from their primary years

We are determined that every child, will have a lifelong love of languages, and will be able to communicate simple sentences fluently by the end of Year 6. Our curriculum is led by the speaking and listening opportunities embedded into each lesson.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated.

Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources.

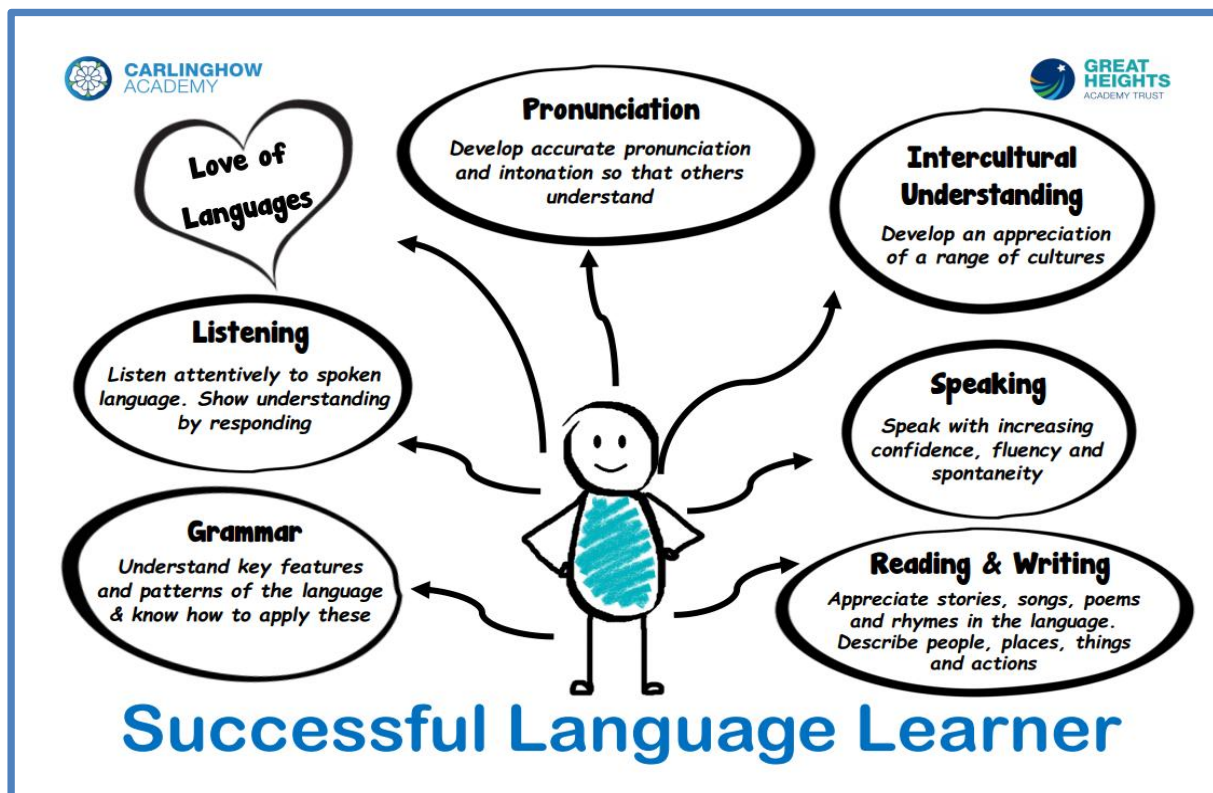
This Modern Foreign Language guide explains how the MFL curriculum is implemented at Carlinghow Academy.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

Impact

The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.

A successful language learner at Carlinghow Academy:



PLN Scheme of Learning:

Overview KS2 Long term plan - Year A + B

French KS2 Scheme of Work Overview

This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach. For detailed information on each stage, refer to the Long-Term Plans linked below. For other key documentation, click the buttons below.

Knowledge
Organiser

DfE AT
Unit Map

Core Skills
Progress

Phonics
Map

Half Term/ Stage	Stage 1 (Year 3/4 B) LTP	Stage 2 (Year 3/4 A) LTP	Stage 3 (Year 5/6 B) LTP	Stage 4 (Year 5/6 A) LTP
Autumn 1	A new start (Greetings, feelings, numbers, colours)	Welcome to school (Recap core language, rooms in a school, classroom objects)	Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)
Autumn 2	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	My town, your town (Commands, shops, asking and giving directions)	Time in the city (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)
Spring 1	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)
Summer 1	Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)
Summer 2	Going on a picnic (Picnic story, food items, polite request) Aliens in France (Explore France, ask and answer 'where do you live?') Language Puzzle*	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle*	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle*

Mapping Progression:

Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

Core skills of learning				
	Listening	Speaking	Reading	Writing
Stage 1	Can understand <u>a few familiar</u> spoken words and phrases.	Can <u>say/repeat a few words and short simple phrases</u> and would be understood by a sympathetic native speaker. CLICK FOR EXAMPLE STUDENT	Can recognise and <u>read out a few familiar words</u> and phrases.	<u>Can write or copy a few simple words</u> or symbols as an emergent writer of the target language.
Stage 2	Can understand <u>a range of familiar spoken phrases</u> and is able to listen for specific words and phrases.	<u>Can ask and answer simple questions and give basic information.</u> Can pronounce familiar words and some new words accurately. CLICK FOR EXAMPLE STUDENT	Can <u>understand simple written phrases.</u> Can match sounds to familiar written words.	Can <u>spell some familiar written words and phrases accurately</u> and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand <u>the main points from a series of spoken sentences</u> (including questions.) May require some repetition.	Can <u>ask and answer simple questions on several topics and can express opinions.</u> Can take part in brief pre-prepared tasks such as short presentations and role plays. CLICK FOR EXAMPLE STUDENT	Can <u>understand the main point(s) from a short, written passage in clear printed script.</u> Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <u>write two or three short sentences as a personal response,</u> using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand <u>the main points and some detail from a short, spoken passage</u> with comprising of familiar language.	Can <u>take part in a simple conversation and can express simple opinions.</u> Generally accurate pronunciation (to a sympathetic native speaker). CLICK FOR EXAMPLE STUDENT	Can <u>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account).</u> Can use a bilingual dictionary to access unfamiliar language.	Can <u>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</u> in the present tense on a familiar topic using reference materials, support if necessary.

Primary Languages transactional language:

Term	Year 3 (Beginners)	Year 4 (Developing)	Year 5 (Developing – moving on)	Year 6 (Ready to move on)
Autumn 1	A new start Ask and answer name Ask and answer simple feelings Ask and answer where you live Count 0-11	My school your school Ask and answer name Ask and answer simple feelings Ask and answer where you live Count 0-20 Asking who someone is Asking someone's age Days /Months and simple question. Introducing teacher and friends Have you ...? I have/ have not Numbers 0-31 Places around the school	My school your school Ask and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school	My everyday life / your everyday life Ask the time Giving o'clocks Understanding simple digital time Asking and answering days and times of simple daily routine Numbers 0-60 Describing simple daily routine

Autumn 2	The calendar and celebrations <i>Days</i> <i>Months (plus respond to simple question)</i> <i>Asking the day and the month</i> <i>Ask age</i> <i>Ask birthday month</i>	My local area /your local area <i>Where is (+ shops)</i> <i>Here is (+ shops)</i> <i>There is / there are</i> <i>Names of everyday shops</i> <i>Gift items</i> <i>I would like</i> <i>Left/right/straight ahead</i>	Where I live / where you live <i>Buildings and places of interest</i> <i>Where is (+ shops)</i> <i>Here is (+shops)</i> <i>Simple directions</i> <i>Asking the way</i> <i>There is / there are...</i> Christmas (shopping) <i>What would you like?/I would like How much does it cost? / It costs.....</i> <i>Numbers 0-50</i>	Where I live/where you live <i>Rooms</i> <i>Describing a house and a room Asking "Is there + house language.</i> <i>Responding with "Here is ..?"</i> <i>Asking: Have you +rooms</i> <i>Responding positively or negatively</i> Christmas : at the table <i>transactional language</i>
Spring 1	Epiphany Animals I like/ don't like <i>Names of domestic animals</i> <i>Ask and answer a like / dislike</i> <i>Looking for items</i> <i>Have you.....? / I have /</i>	Epiphany A family tree <i>Asking who someone is?</i> <i>This is</i> <i>My mum/ brother / sister/ dad / grandma / granddad / friend</i>	New Year Celebrations Healthy Eating <i>Shopping at the market</i> <i>Fruit</i> <i>Vegetables</i> <i>Transactional language at the</i>	New Year Celebrations Playing sport and enjoying sport <i>You can</i> <i>Play + sports</i> <i>Asking how to play a sport</i>

	(haven't)	<i>Who are you?</i> Faces <i>Mouth, nose, ears. eyes, hair</i>	<i>shops</i> <i>Numbers 0-50/ Euros</i> <i>Instructions to make a healthy dish</i>	<i>Simple explanation of a sport (equipment /sports terrain/team or individual sport)</i> <i>Opinions / Likes and dislikes</i>
Spring 2	Carnival, colours and playground games <i>Colours</i> <i>Ask what colour something is.</i> <i>Giving a response</i> <i>Likes and dislikes</i> <i>Looking for items</i> <i>Have you.....? / I have / haven't</i>	Easter Celebrating Carnival <i>Parts of the body and simple descriptions colour/small / big etc)</i> <i>Asking : Have you ...?</i> <i>I have /I haven't</i> <i>There is / there are</i> <i>Responding positively / negatively</i>	Carnival Colours /Clothes descriptions <i>What are you wearing</i> <i>I am wearing</i> <i>What's it like</i> <i>?It's + colour and size</i> <i>It has</i> <i>Shopping for clothes – simple dialogue</i> <i>I have / You have, He /she has My mum, dad, sister, brother, friend has</i>	This is me! <i>Asking and answering preferences/feelings and characteristics</i> All the Fun of the Fair <i>Fair ground rides</i> <i>Opinions</i> <i>Likes and dislikes</i>

Summer 1	Food we eat everyday <i>Fruit and vegetables</i> <i>Breakfast foods</i> <i>Ask and answer likes/dislikes</i> <i>Ask for a food item politely</i> <i>Revisit numbers 0-11</i>	Feeling well/unwell <i>How are you feeling?</i> <i>What's the matter</i> <i>Simple everyday illnesses statements</i> Jungle Animals and Fantastical <i>Domestic animals</i> <i>Jungle animals</i> <i>Body parts</i> <i>Colours</i>	Weather and countries <i>Asking / answering simple weather phrases</i> <i>Weather questions and statements</i> <i>Weather forecasts</i>	Cafe Culture and Going to the restaurant <i>Transactional language to order a meal you can Eat + foods Buying snacks and drinks</i> <i>(Instructions to make a snack)</i>
Summer 2	Going on a picnic! <i>Fruits</i> <i>Breakfast foods</i> <i>Foods for a picnic</i> <i>Asking politely</i> <i>Colours</i> <i>Commands</i> <i>0-15</i>	Summertime <i>Asking /answering simple weather phrases</i> <i>Ice creams- asking for a flavour</i> <i>Asking the price</i> <i>Asking politely for an item</i> <i>Instructions to make a fantastical ice cream</i>	Going to the beach <i>You can</i> <i>Play + sports</i> <i>Eat + foods</i> <i>Buying snacks and drinks</i> <i>Telling a story</i>	Performances <i>Revisiting basic transactional Language - questions and answers</i>

Stage 1 – 4 phonics map:

French KS2 Phonics Map This map shows a selection of one or two key sounds per half term, and vocabulary from the units containing those sounds, throughout the French Scheme of Work in Click2Teach and Video2Teach.				
Half Term/ Stage	Stage 1	Stage 2	Stage 3	Stage 4
Autumn 1	A new start 'oi' au revoir noir trois	Welcome to school 'eau' ciseaux bureau	Talking about us/school subjects 'ais' anglais français	Revisiting me/Telling the time/Everyday life 'ante' soizante quarante cinquante
Autumn 2	Calendar and celebrations 'di' 'é' dimanche décembre jeudi février	My town, your town 'ez' 'ou' regardez boucherie chantez boulangerie	Time in the city 'oo' zoo	Homes and houses 'ui' 'ains' cuisine bains
Spring 1	Animals I like and don't like 'ch' chien chat cheval	Family tree and faces 'ille' 'eux' famille cheveux yeux	Healthy eating, going to market 'ai' J'ai Je n'ai pas	Playing and enjoying sport 'anse' 'tion' danse natation
Spring 2	Carnival and using numbers 'qu' quatorze quinze	Face and body parts 'ou' bouche genou bougez	Clothes 'chau' chaussures chaussettes	Funfair and favourites 'on' maison bonbons montagnes
Summer 1	Fruits and vegetables, Hungry Giant 'on' melon concombre	Feeling unwell/Jungle animals 'inge' singe	Out of this world 'eil' soleil	Café culture 'au' pain au chocolat chaud
Summer 2	Going on a picnic/ Aliens in France/ Language Puzzle 'ique' pique-nique	The weather/ Ice creams/ Language Puzzle 'ille' 'ais' vanille Je voudrais	Going to the seaside/ Language Puzzle 'er' s'allonger manger sauter	Performance Time/ Language Puzzle 'i' Je Bonjour

Overview of Knowledge about Language and Grammar Scheme of Work:

Term	A: Year 3 (Beginners)	B: Year 4 (Developing)	C: Year 5 (Developing - moving on)	D: Year 6(Ready to move on)
Autumn 1	A new start <i>Identifying and responding to questions</i> <i>Nouns and word families</i> <i>Phonics</i>	My school <i>Asking and answering questions</i> <i>Nouns and verbs</i>	My school /your school <i>Nouns, verbs, adjectives and connectives</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>First to third person singular changes in commonly used verbs – to be called/ to live</i>	:My everyday life/ your everyday life <i>Time structures</i> <i>Reflexive verbal phrases</i> <i>Nouns, verbs, connectives, adverbs</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i>
Autumn 2	The calendar and celebrations <i>Identifying and understanding simple imperatives (classroom commands)</i> <i>Identifying and responding to questions</i> <i>Nouns and word families</i> <i>Phonics</i>	My local area /your local area <i>Asking and answering questions</i> <i>Nouns and verbs</i> <i>Gender of nouns</i> <i>Phonics</i> <i>Familiar and unfamiliar language – identification of cognates and near cognates</i> <i>Phoneme – grapheme transfer</i> <i>Imperatives</i>	Where I live , where you live <i>Nouns, verbs, adjectives, connectives , prepositions</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>Cognates and near cognates</i> <i>Word families , noun gender- definite and indefinite articles</i>	Where I live / where you live <i>Nouns, verbs, adjectives, connectives , prepositions</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>Cognates and near cognates</i> <i>Word families , noun gender- definite and indefinite articles</i>
Spring 1	Epiphany Animals I like and don't like <i>Adjectives</i> <i>Nouns</i> <i>Imperatives</i> <i>Phonics</i> <i>Creating questions and answers in first and second person singular</i>	Epiphany A family tree / faces <i>Adjectives, nouns , position of adjectives</i> <i>Forming the singular and plural of nouns</i> <i>Noun classes – changing from definite to indefinite pronouns</i>	New Year Celebrations Healthy Eating <i>Nouns, verbs, adjectives, connectives</i> <i>Use of singular and plural with nouns , application of masculine and feminine gender to change from definite to indefinite</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>Cognates and near cognates</i>	New Year Playing sport and enjoying sport <i>Nouns, verbs, adjectives, connectives , prepositions</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>Cognates and near cognates</i> <i>Word families , noun gender- definite and indefinite articles</i> <i>Verbs</i>

Spring 2	Carnival colours, playground games <i>Adjectives</i> <i>Nouns</i> <i>Imperatives</i> <i>Phonics</i> <i>Creating questions and answers in first and second person singular</i>	Celebrating Carnival . Parts of the body! <i>Imperatives</i> <i>Nouns and noun classes</i> <i>Masculine and feminine nouns /use of singular and plural</i> <i>Phoneme – grapheme transfer</i> <i>Position of adjectives</i>	Carnival, colours and clothes descriptions <i>The verb to be / the verb to have in third person singular and plural</i> <i>Adjectives, nouns , position of adjectives and adjectival agreement</i> <i>Forming the singular and plural of nouns</i> <i>Noun classes – changing from definite to indefinite pronouns</i>	This is me !/All the fun of the fair <i>Nouns, verbs, adjectives, connectives , prepositions</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>Cognates and near cognates Word families , noun gender- definite and indefinite articles</i> <i>Verbs</i>
Summer 1	Food we eat everyday <i>Identifying and understanding simple imperatives (classroom commands)</i> <i>Identifying and responding to questions</i> <i>Nouns and word families / plural and singular identification</i> <i>Phonics</i> <i>Asking simple questions</i> <i>Constructing polite responses</i>	Feeling well/unwell Jungle animals <i>Adjectives, nouns , position of adjectives</i> <i>Forming the singular and plural of nouns</i> <i>Noun classes – changing from definite to indefinite pronouns</i>	Weather and countries <i>The verb to be / the verb to have in third person singular and plural</i> <i>Adjectives, nouns , position of adjectives and adjectival agreement</i> <i>Forming the singular and plural of nouns</i> <i>Noun classes – changing from definite to indefinite pronouns</i>	Going to the restaurant and cafe culture <i>Exploring restaurant and cafe culture</i> <i>Asking and answering questions</i> <i>Participating in polite conversation</i> <i>Looking for cognates/ near cognates</i> <i>Singular /plural nouns</i> <i>Definite / indefinite pronouns</i>
Summer 2	Going on a picnic! <i>Adjectives</i> <i>Nouns</i> <i>Imperatives</i> <i>Phonics</i> <i>Creating questions and answers in first and second person singular</i>	Summertime <i>Asking and answering questions</i> <i>Participating in polite conversation</i> <i>Looking for cognates/ near cognates</i>	Going to the beach <i>Imperatives</i> <i>Use of modal verbal phrases</i> <i>Adjectives, nouns , position of adjectives and agreement</i> <i>Use of bilingual dictionaries</i>	It's our show !Performances!

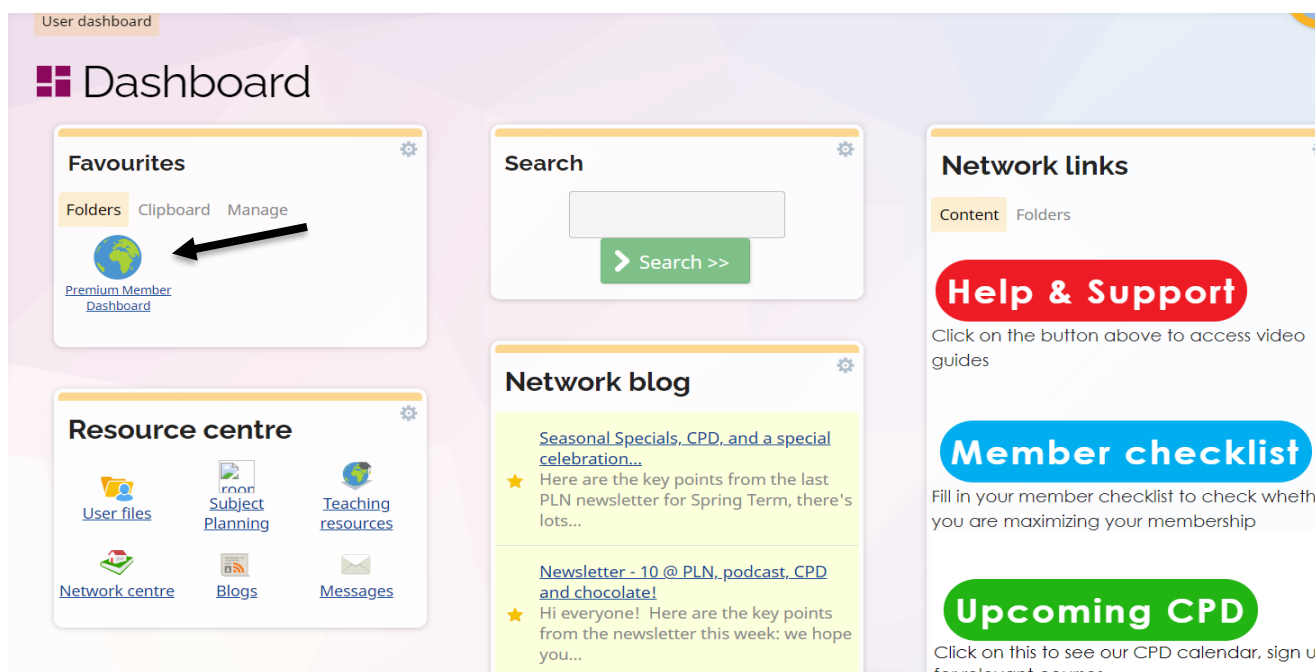
Please refer to the long Term planning for each Year group.

How to effectively use PLN:

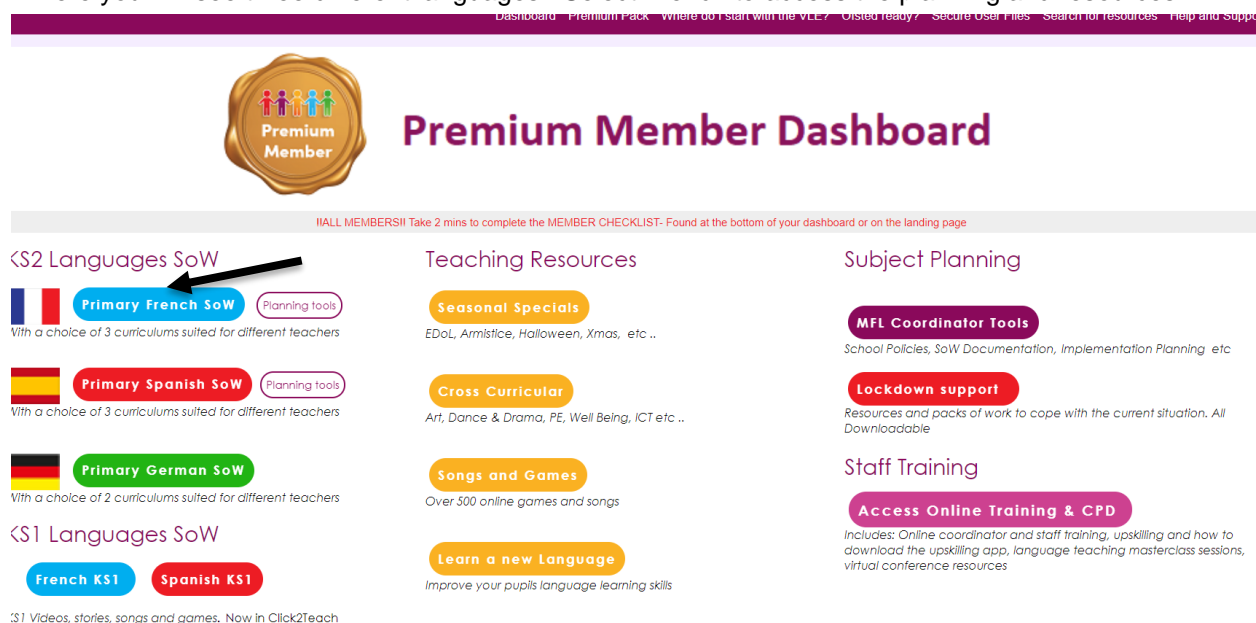
To access this scheme of work, please log on to <https://pln.myvle.co.uk/index.php>. You will need a username and password which you will be able to obtain from Mr R Banks (MFL Lead).

How to use PLN (Primary Languages Network):

- 1- When you log on you will see the page below and click on the Premium Member dashboard. This will take you to screen 2 .



- 2- Here you will see three different languages. Select French to access the planning and resources.



- 3- When you access the next page there is a choice of 3 curriculums for KS2; **Click2Teach**, **BeCreative** and **Teach ByStory** designed to maximise the skills and experience of teachers, they follow the same half termly themes progressing over 4 years of learning. At the moment all teachers are accessing **Click2Teach**, but you can access **BeCreative** and **TeachByStory** if you are more confident as you will find extra resources you might want to use in your lessons.



Word of the Week:
'le printemps'

le printemps.mp3

▶ 0:00 / 0:03

English:
'Spring'
#PLNWOW

How to use
Primary Languages SoW

KS2 Primary French SoW

We have a choice of 3 curriculums for KS2: **Click2Teach**, **BeCreative** and **Teach ByStory** designed to maximise the skills and experience of teachers, they follow the same half termly themes progressing over 4 years of learning. We also have **Planning Tools** to support MFL Coordinators and Teachers.

C2T **Click2Teach**

For **non-specialists** or if you are short on time

Be.Cr **BeCreative**

Lesson plans and ideas for **confident teachers**

Story **Teach byStory**

Alternative curriculum based on **themed stories**

Primary French SoW Contents

Term	Stage 1	Stage 2	Stage 3	Stage 4
Term 1	<p>A new start</p> <p>1a Getting to know you 1b Numbers 1c Colours</p> <p>C2T Be.Cr Story</p>	<p>Welcome to school Super learners</p> <p>1 Welcome to school super learners</p> <p>C2T Be.Cr Story</p>	<p>My school, my subject</p> <p>1a Talking all about us 1b School subjects, my opinions 1c Witch at school (optional)</p> <p>C2T Be.Cr Story</p>	<p>Everyday life</p> <p>1a Revisiting me 1b Time - o'clock 1c Daily life of a Supethero</p> <p>C2T Be.Cr Story</p>
Term 2	<p>The calendar and celebrations</p> <p>2a Bonfire night colours 2b Commands colours numbers 2c Calendar time 2d Christmas story night</p> <p>C2T Be.Cr Story</p>	<p>My local area, your local area</p> <p>2a Bonfire night poem 2b Robots commands actions 2c Shops, signs and directions 2d Christmas sparkle</p> <p>C2T Be.Cr Story</p>	<p>Time in the city</p> <p>2a In the city 2b Christmas shopping</p> <p>C2T Be.Cr Story</p>	<p>Where I live, where you live</p> <p>2a Spooky house/ Space house 2b Hopes and roles 2c Paddington's Xmas sandwich</p> <p>C2T Be.Cr Story</p>

There is also a video to watch if you are unsure on how to use this scheme.

Teachers are encouraged to complete a short CPD for each half term. There is a short video and quiz that gives you an overview of what objectives and key skills will be taught in that half term. This is how you can find them:

Primary Languages Network Dashboard

Teaching resources

Video2Teach KS2 French
Click2Teach KS2 French
KSI French Explorers
Seasonal Specials
Cross Curricular
Songs and Games

Subject planning

Planning Tools (Fr)
Coordination Tools
Staff CPD Journey

Click on the squares to access training

Staff CPD Journey

Whole school CPD

Consultation with an expert

CPD Calendar

PLN Library

PLN Conference

French & Spanish Upskilling

4- Short term planning can be found here along with resources to develop and construct MFL lessons.

Primary Languages Network Dashboard

Teaching resources

Video2Teach KS2 French
Click2Teach KS2 French
KSI French Explorers
Seasonal Specials
Cross Curricular
Songs and Games

Subject planning

Planning Tools (Fr)
Coordination Tools
Staff CPD Journey

PLN newsletters

PLN presents: Languages on display, Planet Awards and Janet Lloyd (TWICE)
In today's newsletter: - PLN Podcast with Janet...

Mother's Day, moderation and more Seasonal Specials = a marvellous March with PLN!
In today's newsletter: - PLN Podcast - PLDA and...

Get set for a sensational Spring 2 with PLN!
In today's newsletter: - PLN Podcast - Conference...

Check out our Above and Beyond page... and enter the Planet Awards!
In today's newsletter: - Above and Beyond page...

Exciting news - sign up for Above and Beyond today!
In today's newsletter: - PLN Conference - new...

Click2Teach KS2 French SoW Contents

Term	Stage 1	Stage 2	Stage 3	Stage 4
Autumn 1	A new start 	Welcome to school 	Talking about us/school subjects 	Revisiting me/Telling the time/Everyday life 
Autumn 2	The calendar and celebrations 	My town, your town 	Time in the city 	Homes and houses 
Spring 1	Animals I like and don't like 	Family tree and faces 	Healthy eating - going to market 	Playing and enjoying sport 
Spring 2	Carnival and using numbers 	Face and body parts 	Clothes 	Funfair and favourites 
Summer 1	Fruits and vegetables, Hungry giant 	Feeling unwell / Jungle animals 	Out of this world 	Cafe culture 
Summer 2	Going on a picnic / Aliens in France / Language Puzzle 	The weather / Ice creams / Language Puzzle 	Going to the seaside / Language Puzzle 	Performance time/Transition / Language Puzzle 

Stage 3 (Y5) - Spring 2

Clothes What's in this unit?

[SoW Overview](#)

Lesson 1	Clothes (1)	I can understand and name some items of clothing in French.	Lesson Plan
Lesson 2	Clothes (2)	I can identify parts of the verb 'porter' (to wear) to talk about what I'm wearing.	Lesson Plan
Lesson 3	Clothes (3)	I can describe clothes I'm wearing using adjectives of colour.	Lesson Plan
Lesson 4	Clothes (4)	I can describe clothes I'm wearing using more adjectives.	Lesson Plan
Lesson 5	Clothes (5)	I can understand a detailed description of a fancy dress outfit.	Lesson Plan
Lesson 6	Clothes (6)	I can design and describe a football / sports kit.	Lesson Plan

**Medium Term
plan**



**Knowledge
Organiser**



**Interactive
Games**



[Click here](#)

**Puzzle-it-out
Assessment**



Lessons are organised in order of progression in learning. You will have the objective for the lesson alongside the tracking resources which include PowerPoint Presentations, video clips, games, worksheets and at the end of the unit you will also have assessment resources for you to check / track your pupils' understanding and learning.

Teaching and Learning at Carlinghow Academy

Our Intent:

Carlinghow Academy understands that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It will also create potential opportunities in the future for studying and working abroad.

Learning languages will help pupils to develop communication skills, including key skills in speaking, listening, reading, and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

As part of the requirement to teach KS2 pupils a language, pupils at Carlinghow Academy will be taught French. We believe our languages curriculum opens pupils up to a variety of cultures and helps to foster pupils' curiosity and deepen their understanding of the world.

It is our intent that when our pupils leave school, they will articulate tier 3 vocabulary of the French curriculum. They will know and remember key learning of French from their primary years.

1- Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

School Aims and Implementation:

Carlinghow Academy aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

2- The Curriculum

At Carlinghow Academy we follow the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

By the time pupils leave Carlinghow Academy, they will be able to:

- Understand and respond to spoken and written language from a variety of authentic sources.

- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Pupils in KS2 will be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions, orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjunction of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

3- Teaching MFL at Carlinghow Academy:

To promote an active learning of languages at Carlinghow, teachers must ensure French is taught on a weekly basis at KS2. This can be delivered as a whole session between 30 minutes to one hour per week or 2 shorter sessions of 15 to 20 minutes. As we consist of mixed 3.4 and 5.6 cohorts, we cycle the stages that we do each year to ensure that all children receive full curriculum coverage.

Teachers in KS2 will be responsible for downloading the lessons and resources they need for their class. All lessons must be planned by the teacher using interactive White Board tools and resources must be differentiated to suit all learners.

Lessons and Worksheets

1- Dates

Date: Jeudi 26 Septembre 2024

I found my learning

R A G

LO: I can say and read numbers 0 to 20.

Dates should be written in French, this should be done in collaboration with the children as an opportunity to recall numbers, days and months in the language.

2- Activities, Worksheets and Recording Evidence

Work completed during French lessons should be varied and adapted to meet the needs of the pupil, allowing them to achieve the learning objective. A combination of written work, spoken language, active games, activities and phonics sessions should be used to evidence learning in French. Over each half-term each child's work should be evidence **at least** once through written or oral forms.

When recording oral responses for evidence towards the learning objectives, videos should be uploaded to 'Seesaw' and Seesaw Stickers should be placed in floor books.

Lesson activities should be catered toward the learning objective of the lesson. If the learning objective is "I can read and say numbers 1-10", there should be clear evidence in floor books for children being able to **say numbers 1-10**.

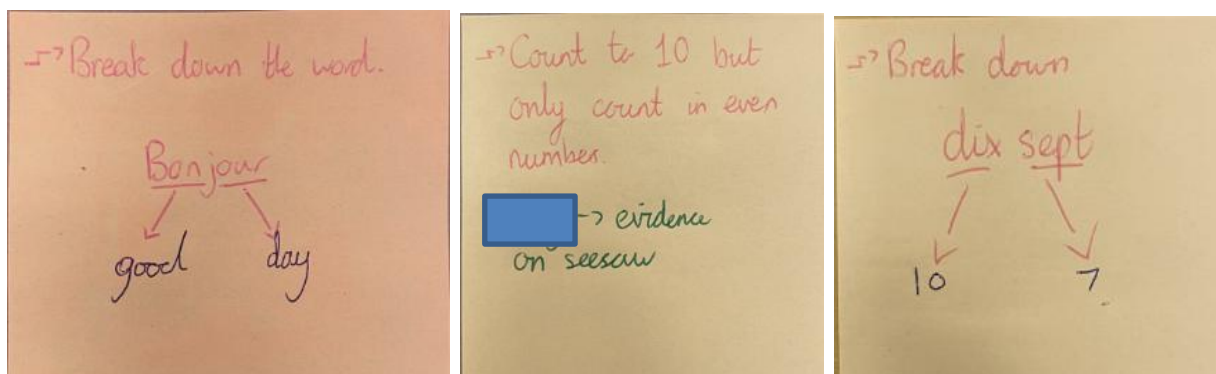


3- Think Pinks

During lessons, children should be given the opportunity to stretch their learning and delve deeper into the language through the use of 'think pinks'. These challenges should be targeted toward the next steps in a child's learning, for example 'Count to 10 but only count in even numbers' or breaking down words into their core meanings. Children should answer the challenges in purple pen and write their name on the 'post-it' to ensure that each child is given enough opportunities to extend their learning.

Oral response think pinks are encouraged to be used, especially when showcasing new phonetical knowledge or including children who are not confident writers.

In every MFL lesson at Carlinghow, at least two think pink challenges should be evidenced in floor books, with one of those focussing on either phonetical knowledge or exploring the etymology of new vocabulary.



Assessment

Marking:

Floor books should be updated on a weekly basis according to the school's marking policy. Using green and pink pens when writing comments and 'Think Pinks'. Please ensure you follow the French marking code for comments.

Subject Assessments (Summative each term on Arbor)	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Aut 1	Formative Arbor statements - Getting to know you!	Formative Arbor statements - Getting to know the class!	Formative Arbor statements - School time!	Formative Arbor statements - School superheroes!
Aut 2	Formative Arbor statements - Calenders and Celebrations!	Formative Arbor statements - Robots in town!	Formative Arbor statements - City life!	Formative Arbor statements - Stepping into a new world!
Spr 1	Formative Arbor statements - My pets and family!	Formative Arbor statements - Alien animals and other animals!	Formative Arbor statements - Healthy food and off to the market!	Formative Arbor statements - Making food that is fit and healthy!
Spr 2	Formative Arbor statements - Carnivals, animals and aliens!	Formative Arbor statements - Aliens, puppets and performances!	Formative Arbor statements - Clothes make the person	Formative Arbor statements - It's me!
Sum 1	Formative Arbor statements - Fruit, veg and a hungry giant!	Formative Arbor statements - Ice cream, fruit and vegetable flavours!	Formative Arbor statements - Out of this world!	Formative Arbor statements - A meal in outer space!
Sum 2	Formative Arbor statements - Going on a picnic with a gingerbread man!	Formative Arbor statements - Going on a jungle journey!	Formative Arbor statements - Summer day at the seaside!	Formative Arbor statements - Sports day!

Carlinghow Academy



French Marking Code	
L.O. <u>fantastique</u>	You have met the learning objective and your work is excellent
L.O. <u>très bien</u>	You have met the learning objective and your work is very good.
L.O. <u>bien</u>	You have met the learning objective and your work is good.
L.O. des <u>erreurs</u>	You are nearly there in meeting the learning objective but you need a little bit more practise.
NS	Next steps
=	Translate into English or French.
SP	Spelling – write it out three times.
#me	Talk this through with your teacher.

Currently assessment is informal across the four language skills and the progress made in these throughout KS2. Assessment and reporting in languages are carried out in accordance with the school's Marking and Feedback Policy.

Teachers should fill in the assessment sections on the knowledge organisers after teaching each objective. This should then be used to inform your judgements when completing assessments on Arbor.

- Arbor should be updated at the end of every Art unit (or lesson if preferred).

Formative and summative assessments are recorded on Arbor.

Formative assessments are completed using learning objectives and knowledge organisers in books.

Summative assessments are completed termly and is a best-fit snapshot of a child's development and progress in Art at a particular point in.

Assessments will be completed by the class teachers.

Parents are updated on their children's progress in languages during parents' evenings and in end of year reports.

Teachers to use the Puzzle it out assessments at the end of each half term.



Monitoring:

As per Carlinghow Academy monitoring schedule, French will be monitored regularly. The coordinator carries out regular work scrutinies which include: book look, Seesaw and lesson observations.

The coordinator and SLT will monitor planning and spoken and written evidence of progress in learning. The school is working toward effective progress across the four years of KS2.

Adaptation and SEND:

Teachers in KS2 will be responsible for downloading the lessons and resources they need for their class. Ensure activities are differentiated according to pupils' needs.

At Carlinghow we are committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum. Please review the content of the lesson prior to teaching it in order to make and any relevant adjustments of your teaching practices, and make sure any necessary reasonable adjustments are arranged so all pupils can access the school's languages curriculum.

Tasks are adapted to ensure pupils of all abilities are challenged.

If you have pupils who cannot access the lesson as a result of a specific need and or disability then please ensure you have relevant documentation to support your decision.

Tasks can be adapted in various ways to include all learners, using oral questioning instead of written work can be evidenced in books with a video recording being uploaded to 'Seesaw' and a QR code being placed in the floor book.



