



### MFL Statement of Intent:

**"To develop creative and confident communication within another language, understanding and responding verbally and in written form, with increasing fluency and ambition."**

The ability to speak other languages opens up new and exciting opportunities on a global level. At Kings Heath Primary, we aim to deliver language rich lessons that are fun and engaging, that both inspire our learners and lay the foundations for successful language acquisition in Key Stage 3.

Children are taught French weekly in short-burst, 30minute sessions by language experts. These lessons focus primarily on the acquisition of speaking and listening skills, whilst also incorporating opportunities to develop reading and writing abilities.

Our approach to learning a language puts emphasis on a fun, relaxed atmosphere where praise is given to all abilities and children feel confident to push their limits.

Mediums such as ICT, games, flash cards and cultural exposure are consistently used to support children in their learning.

Through high quality, language rich lessons, children begin to develop an understanding of a second language and its grammatical structure. As a result, learners inevitably become more aware of, and develop a deeper understanding their own language. At Kings Heath, our learners grow in confidence in their communication abilities and identify themselves as global citizens.

## LCF KS2 French & Spanish

### Meeting the National Curriculum PoS for Languages

This overview summarises the aims of the Programme of Study for languages, shows where LCF's KS2 Courses in French and Spanish meet those aims, and helps prepare children to be 'Secondary ready' in French and Spanish.

Children are able to:

#### **1. Understand and respond to spoken and written language from a variety of authentic sources**

##### **Units 1- 6**

rhymes, traditional songs, listening to and reading a story, performing a traditional story in French, express an opinion

##### **Units 7-12**

Looking at maps, rhymes, traditional songs, creating weather forecasts, telling the time, retelling a well-known story in French, expressing likes, dislikes and giving a preference

##### **Units 13-18**

Following recipes, writing poems, listening to rhymes and songs, preparing interviews, explaining opinions and preferences

##### **Units 19-24**

Looking at newspapers, writing short news reports, reading menus, ordering in a restaurant, reading timetables and cinema programmes, requesting information.

#### **2. 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.**

The phonic focus which runs throughout the LCF Course allows children to develop accurate pronunciation and intonation from the outset. Learning from native or fluent speakers adds to the accuracy of pronunciation.

Each unit provides group and individual performance opportunities: retelling stories, engaging in role play, paired talk, interviews.

**3. Can write at varying length, for different purposes and audiences, using the variety of Grammatical structures that they have learnt.**

Introducing Grammar boxes to the student workbooks gives a reminder of the range of grammatical structures learnt throughout the course.

The workbook activities become more challenging as the course progresses:

**Units 1-6**

Writing out single words and short statements

**Units 7-12**

Writing develops to include adjectives, agreements, common regular verbs and introduces adverbs. These units cover writing simple instructions, diaries and weather forecasts

**Units 13-18**

Writing longer sentences, using more than one adjective, writing in the plural, writing short poems and short dialogues

**Units 19-24**

Writing compound sentences, explaining opinions and preferences, give more detailed descriptions, compare past and present, write email messages and postcards, newspaper reports.

**4. discover and develop an appreciation of a range of writing in the language studied.**

LCF's Course introduces children to poems, songs, traditional stories, factual writing, news headlines, practical sources of information such as timetables, diaries, schedules and menus in addition to online sources through LCF's website Babelzone.

**The National Curriculum for Primary languages states that Pupils should 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, adapt these to create new sentences, and to express ideas clearly
- describe people, places, things and actions orally and in writing Languages
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation 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.

## LCF A l'école KS2 Overview

Book 1	Book 2	Book 3	Book 4
<b>Moi</b> Bonjour Comment ça va? Je m'appelle Ma famille Les numéros 1 à 10 Quel âge as-tu?	<b>On y va!</b> Les Points Cardinaux Les transports Les pays francophones Quel temps fait-il? Le Météo Où vas-tu?	<b>Bon Appetit!</b> Dans mon sandwich Mon panier repas C'est bon pour la santé J'aime mais je préfère Une recette Mon repas préféré	<b>Mon école</b> A mon école Mon cartable Qu'est-ce que tu fais a l'école? Mon emploi du temps Ma matière préférée La vie scolaire
<b>Jeux et Chansons</b> Les chansons Jacques a dit Le pluriel Dans la salle de classe Compter jusqu'à 20 Qu'est-ce que tu préfères?	<b>C'est combien?</b> Compter jusqu'à 39 Compter les euros Les jouets Tu aimes ça? Je voudrais ... C'est super!	<b>La musique</b> Les instruments de musique Tu joues d'un instrument? Les genres de musique J'aime mais je n'aime pas Acheter la musique Interview avec un musicien	<b>Le monde autour de moi</b> Les continents Dans mon pays Où habites ...? C'est quel pays? Où vas-tu? Dans l'agence de voyages
<b>On fait la fête</b> Les jours de la semaine Les mois de l'année Joyeux Anniversaire Viens à ma fête A la fête Je peux ....?	<b>Raconte-moi une histoire</b> Compter jusqu'à 60 Compter jusqu'à 100 Les adjectifs Voici ... Il ou elle? La Belle au Bois Dormant	<b>En route pour l'école</b> Je vais a l'école Quel heure est-il? En ville À gauche à droite Les directions En chemin pour l'école	<b>Le passé et le présent</b> Les grands nombres Quel est la date? Les magasins Avant, il y avait ... Costumes d'autrefois Un voyage dans le passé
<b>Portraits</b> Les couleurs Les parties du corps: (1) Les parties du corps: (2) Feminin, Masculin Les parties du corps: (3)  Un portrait	<b>Les Sports et la santé</b> La salade de fruits J'aime les fruits C'est bon pour la santé? Les Sports Qu'est-ce que tu fais? Mon calendrier de sport	<b>À la plage</b> À la plage Qu'est-ce que tu portes? Qu'est-ce que tu fais? Je vais à la plage en .. Les animaux marins Scène de plage	<b>Ici et là</b> Au parc d'attractions Au cinema C'est combien? Nos acteurs préférés Interview avec un sportif célèbre Je veux faire ...
<b>Le monde des animaux</b> Tu as un animal? Les animaux de la ferme Grand ou petit? Les animaux du vieux Jo Une histoire: Les Quatre Amis Mots-mêlés des animaux	<b>Les animaux</b> Où habites-tu? J'habite dans le forêt Quel heure est-il? Les animaux sauvages Lent our rapide? Qui suis-je?	<b>Les saisons</b> Les saisons Les mois et les saisons Quel temps fait-il? Le Météo Pour décrire les saisons Le retour du printemps	<b>Au café</b> Je bois ... J'aime manger ... A table! Les repas de la journée Le menu Au café
<b>Les plantes: ça pousse</b> Les légumes J'aime les légumes Pour préparer une salade Je voudrais ... Jacques et le haricot ... Le questionnaire	<b>Quel temps fait-il?</b> Numéros de téléphone Chaud ou froid? Les vêtements Je porte Henri le détective privé Mon profil	<b>Dans l'espace</b> Les planètes Les planètes et le calendrier Près ou loin? Chaud ou froid? L'extra-terrestre! Voyager dans l'espace	<b>Quoi de neuf?</b> Le journal À mon avis Les médias informatiques À la télé Les grands titres Je suis un journaliste

