

Our MFL Curriculum



The Importance of MFL

Our teaching vehicle is the commercially published "Rising Stars" programme (Eurostars)

The modern foreign language of choice is French, due to the fact that it is the UK's closest commercial partner and a key language taught in our feeder secondary schools.

Aims

National Curriculum for MFL KS2

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, 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 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.

Progression

The three areas of the curriculum, which are vital to ensure progression, are phonics, vocabulary and grammar.

Progression in phonics

There is a carefully sequenced plan for the teaching and learning of phonics in French. Pupils practice this until it is automatic. Effective teaching includes regularly reviewing phonic knowledge and teaching about the differences between English and French pronunciation.

Progression in vocabulary

There is a strong correlation between vocabulary knowledge and reading ability. It is estimated that the 2000 most frequent words in a language comprise about 80% of written and spoken language. Careful consideration is given to the vocabulary which children are taught, which can be used in a variety of contexts.

Progression in grammar

Progression in grammar is planned so that over time, children learn increasingly complex structures and concepts. Once pupils have learned a new component of grammar, they are given opportunities for practice so that they can embed it in their long term memory.

Planning for progression

The scheme of work enables teachers to guide children's progression in the following areas.

Oracy

In the early stages of language learning, children spend much of their time listening and speaking. It is particularly important that they have regular and frequent opportunities to listen to a good model of pronunciation because most do

not hear the language outside the classroom. Children listen to the teacher, native speakers and recordings, and they learn to recognise familiar and unfamiliar sounds. They reproduce these sounds, create phrases and sentences, and engage in simple conversations.

Literacy

Reading and writing skills are supported by, and reinforce, the development of oracy. Children become familiar with the relationship between phonemes and graphemes. They apply this knowledge in their reading and spelling. Children understand, read and enjoy different forms of paper and electronic texts, such as stories, poems and messages. They write simple sentences and short texts, often using a frame or model. They develop a basic knowledge of the writing system, spelling and structure of the language.

Intercultural understanding

Language learning brings children into contact with the people and culture of other countries. This may be real contact through links with other schools. It enables them to explore the lives of others and provides them with a context for understanding their own lives. They become aware of the similarities and differences between peoples, and discuss the danger of stereotyping. Intercultural understanding objectives can be integrated into language lessons and taught through other subjects.

Knowledge about language

Children increase their understanding of how language works, and this reinforces their understanding of their own language. They become aware of the rules or patterns in language and apply this knowledge when generating new language. They learn about the importance of pronunciation and intonation, and formal and informal use of language.

Language-learning skills

Children have regular opportunities to think about the best way for them to learn a new language, and they employ a range of strategies to help them do this. These can be applied to any language that they might learn later.

Guidelines on progression in language learning at key stage 2 (QCA teacher guide)

Progression in MFL

- Encouraging accurate pronunciation and intonation
- Teaching children how to listen carefully
- Using a variety of authentic listening texts
- Showing children how new language can be integrated into previously learned language in a range of different contexts.
- Increasing the length of sentences and texts that children hear
- Linking the sound with the spelling of the new vocabulary
- Consolidating new vocabulary regularly
- Identifying narrative forms in a different language
- Promoting use of language beyond the classroom
- Encouraging comparisons with English or another language
- Learning and applying simple grammatical rules

Policies

MFL Policy

Systemic documents

Key documents held in house and maintained by subject leaders that promote, monitor and support this subject development.

- Position statement
- Action and/or development plan
- External and/or Internal Data Profiles
- Impact statement
- Monitoring plan
- Documents that support exemplification of standards

Our Assessment Overview linked to detailed adapted Schemes of Work Assessed using triangulated assessment three times a year and against end of year ARE						
Assessment strands	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
1-2blocked	IPC milepost skills	User and purpose	Design and make	Tools and skills	Safety	Big Ideas
History 1-2blocked	IPC milepost skills	Chronological understanding	Historical depth and knowledge	Historical Enquiry Interpretations of history		Big Ideas
Geography 1-2 blocked	IPC milepost skills	Locational Knowledge	Place Knowledge	Human and physical Geography	Fieldwork and geography skills	Big Ideas Linking concepts across multiple subjects
Art 1-2blocks	milepost skills	Colour Pattern Tone	Technique	Texture and form	Artists and Art from around the world	Big Ideas
Music Ongoing Skills focus	Singing and performing	Listening and appreciation Key composers knowledge linked to historical periods	Interrelated dimensions Rhythm Pulse Pitch Texture Timbre Dynamics Chords Notation	Composition	Improvisation	Performance
Science 2-3 Per year	IPC milepost skills	Working scientifically	Biology Anatomy Adaptation	Physics and Chemistry	Materials, states rock and soil formation	Big ideas
PSHE Ongoing	Changes	Relationships	Differences	Healthy me	Aspirations {dreams and Is	RSE SEP: 2020
GAMES Ongoing Skills focus	Running jumping throwing /catching				Participation and applying skills Competitive games Attack and defence	Health and fitness including mental health and lifestyle choices
GYM/ Dance Ongoing	Movement, pattern Balance		Agility Coordination and flexibility		Personal performance /Group performance Health, Fitness and Lifestyle	
Swam Blocked	Swimming to NC; stand-alone block					

MFL KS2 Ongoing	Oracy	Literacy	Intercultural understanding
RE Ongoing	Making sense of beliefs	Understanding the impact	Making connections
Computing Ongoing	Computer science online safety	Information technology online safety	Digital Literacy —including online safety

Executive summary on a page:

Key aspects of our intent embedded in our curriculum:

Core values:

Acceptance Fairness Trust Enjoyment Respect

Personal skills, attitudes and approaches:

Developed throughout "Jigsaw" PSHE work and the adapted International Primary Curriculum; enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability
Pupils also have deep Social/Moral/Cultural/Spiritual experiences mapped through the curriculum.

British Values that are expressly threaded through the curriculum:

Democracy/Rule of law/Tolerance/Respect

The key considerations and "Golden Threads" that link our curriculum together

Our curriculum must:

1. Have a very strong International Dimension and link to broaden our pupils' perspectives, develop a notion of international citizenship, responsibility and principles of Fairtrade.
2. Be cyclical and link to pupils' cognition and metacognition with deeper reinforcement of key concepts, knowledge and skills using Webb's "Depth of Knowledge" approach in structuring activities to support simple to complex learning and understanding.
3. Develop pupils' vocabulary, allowing pupils to access short and long term memory and apply across curriculum creating links and deeper understanding
4. Develop first hand experiences for our pupils to access
5. Threads in subjects that link to overall intent and help develop the Cultural Capital for pupils at The Valley School. All subjects meet and exceed national curriculum requirements:

MFL	The joy of learning an international modern language, chosen to be French as one of our closest trading economic partners
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Introduction

Euro Stars New Primary French interactive whiteboard programme, comprising four CD-ROMs and four Teacher's Books, has been developed to meet the needs of teachers and learners in primary schools. As well as being fun and motivating for children, it is a self-contained and easy-to-use resource, providing full support for teachers who may or may not be French specialists.

The national picture

Within the development of a new National Curriculum in England, the government has included languages as a statutory subject for Key Stage 2 pupils from September 2014. The Department for Education has published the Languages programmes of study (11th September 2013) covering Key Stage 2 and 3, that lays down the Purpose of study, Aims and Attainment targets and Subject content specific to Key Stage 2: Foreign Language. This short document sets out objectives to enable pupils 'to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.' (National Curriculum in England: languages programmes of study, DfE, 2013) These objectives cover listening, speaking, reading, writing and grammar skills with the expectation that children will make 'substantial progress in one language' at Key Stage 2 that should lay the 'foundations for further foreign language teaching at key stage 3' where language learning is also statutory.

Primary language learning was to be made statutory for all Key Stage 2 pupils in 2010, and in preparation for this, two documents were produced that are still helpful. Firstly the Key Stage 2 Framework for Languages (2005) which set out core learning objectives in Oracy, Literacy and Intercultural Understanding with 'cross cutting strands' of Knowledge about Language and Language Learning Strategies.

Whilst the objectives have altered in name and grouping, the extensive guidance that this document offers, particularly on steps in progression, is still relevant and helpful. Secondly, the QCA Key Stage 2 Scheme of Work for French (2007) provided 24 units to help teachers develop their own schemes of work. This resource is based on those topics.

Many primary schools are already teaching a modern foreign language. In some cases, specialist teachers or foreign language assistants may be brought in to teach the language. In other cases, it is taught by the class teacher, who may not be a language specialist.

Euro Stars New Primary French has been developed as a self-contained and easy-to-use resource to meet the needs of specialists and non-specialists alike. It is a particularly valuable resource for non-specialists, since it provides audio and translation support throughout.

Using in the classroom

Euro Stars New Primary French is best used as a complete programme to be taught progressively through Years 3-6, with activities building on previous learning and ensuring progression. Children should start with Stage 1 in the first year of learning and complete Stage 4 at the end of their fourth year of learning.

However, it can be used as a bank of materials used flexibly, depending on the language ability of the class. To tie in with the cross-curricular approach of the primary curriculum, there is a strong focus on cross-curricular project ideas throughout the teaching notes: these may be used flexibly to help reinforce children's work in other areas of the curriculum.

Euro Stars New Primary French consists of 24 units spread over Years 3-6 or four years of learning. These units were based around the OCA Key Stage Scheme of Work for French and have been updated to bring them into line with the new Languages programmes of study for Key Stage 2: Foreign Language.

Using this resource

Euro Stars New Primary French has been designed to be used as follows:

- There are four stages, with six units in each stage.
- Each unit has been designed to be taught within one half-term. Units are self-standing, although if you decide to use them in this way, please bear in mind that there is progression from Stage 1 to Stage 4.
- Six sessions are suggested per unit, plus additional cross-curricular project ideas.
 - Each session has been planned for a single 30-40 minute lesson per week. This could be split into smaller 'chunks' throughout the week or supplemented with further activities as best fits.

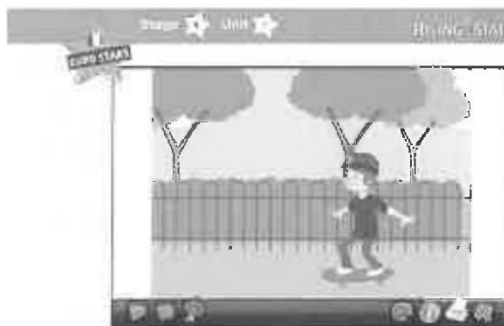
CD-ROM

Euro Stars New Primary French has been developed as a flexible resource for you to use with your children. Each unit is made up of five key elements (itemised below), all with native French speaker audio. You can plan your French language teaching sessions around any of these key elements.

Each unit is accompanied by comprehensive teaching notes (see 'Structure of the Teacher's Books' on pages 6-7), including session ideas on how to use the software, Activity Sheets, and cross-curricular project ideas.

Getting Started

Watch and listen to the short animation designed to familiarise children with the language for each unit. Each animation is brought to life through the same fun characters in everyday situations having engaging, yet simple, conversations. The animations can be paused at any point, allowing you to focus on key language.



Wordbank flashcards

This is a bank of flashcards for presentation, practice and revision of the key vocabulary introduced in each unit. You can choose whether to hide or reveal the whole word or phrase, or whether to hide or *reveal* a clue to the word or phrase. Each flashcard is accompanied by audio to support accurate pronunciation.



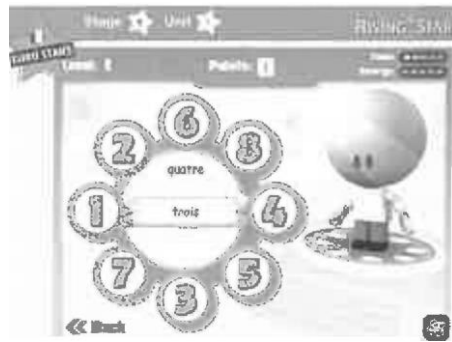
Activities

The Practice Activities can be completed on the whiteboard with the whole class, in groups or individually on standalone PCs and Macs. They have been developed to strengthen children's understanding of key French words, phrases and grammar.

There are six different types of interactive practice activity:

- Dancemat: children have fun identifying key vocabulary while listening to the music.
- Drag and drop: match sound or text to images.
- Quiz: complete a multiple-choice quiz on key language from the unit.
- Linking lines: match sound or text to images by drawing lines to link matching pairs.
- Sequencing: move text/audio items into the correct sequence to match a set of visuals.
- Fill in blanks: choose from multiple-choice answers to fill in missing words in short texts.

The Challenges are intended for informal assessment purposes. One Challenge is provided for each unit. Question types are multiple choice with audio.



Songs and Rhymes

In the new National Curriculum children are expected to appreciate songs and rhymes, and use them to develop an understanding of the patterns and sounds of language. Singing along to a classic French song or rhyme also immerses all children in the language and exposes them to some French culture.

Although the teaching notes identify specific points at which to use the songs and rhymes, they are all available throughout all four stages of *Euro Stars New Primary French*, so you can use them as often as you wish.

The Songs and Rhymes section also includes a recitation of the French alphabet, to support teachers with pronunciation. Children can research translations of the songs and rhymes for homework.

Curriculum Links

These boxes link the *Euro Stars New Primary French* material clearly to:

- new Languages Programmes of Study for Key Stage 2: Foreign Language
- other areas of the primary curriculum, showing where there are opportunities within each unit to reinforce learning in other subjects.

Core Language

These boxes list the core language for the unit including the language that is provided on the *Euro Stars New Primary French* Wordbank flashcards. An asterisk in the Core Language boxes denotes language that features on the Wordbank flashcards.

Teaching Ideas

Full teaching notes are provided for each unit, including:

- a few 'Starting off' ideas to introduce the themes of the unit;
- teaching ideas for six sessions, with step-by-step guidance showing possible teaching and learning sequences built around the *Euro Stars New Primary French* screens;
- suggestions for a dedicated pronunciation session, focusing on key French pronunciation points within the contexts of the unit;
- suggestions on ways to introduce children to some basic French grammar;
- cultural background information on the themes of each unit, and suggestions on where to locate additional cultural material, e.g. online;
- a list of cross-curricular project ideas for the unit.

Indicators of Quality:

MFL (French)		
Year Group:Y3 Assessments are based on units from the Eurostars scheme <u>Autumn Term:</u> Moi (All about me) Jeux et chansons (Games and songs) Assessments are ongoing during the year relating to the National Curriculum 2014 Key elements to form this assessment used are: • Listen attentively and show understanding by joining in and responding • Explore patterns and sounds • Link the spelling, sound and meaning of words • Develop accurate pronunciation and Intonation so that others understand when they are using familiar words and phrases • Appreciate songs in French • Express opinions and respond to those of others • Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases	Pupils at the expected standards: Pupils are in line to meet their expected standards on exit and satisfy all the requirements of the national curriculum Independently pupils can demonstrate these skills, • Listening and joining in and responding • Explore patterns and sounds of language and link to spellings, sound and meaning of words • Engage in conversations, ask and answer questions, express opinions and respond to those of others • Speak in sentences using familiar vocabulary, phrases and basic language structures • Present ideas and information orally to a range of audiences • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Appreciate stories, songs, poems and rhymes in the French • Read carefully and show understanding of	Pupils at the greater depth standard: Pupils are in line to exceed their expected standards on exit and more than satisfy all the requirements of the national curriculum. Independently pupils can demonstrate these skills, demonstrate these to others and link ideas between topics and themes This is evidenced and exemplified in the work: Pupils can talk confidently and more evidence will be seen in books of a depth of understanding and use of French in complete sentences

	words, phrases and simple writing Pupils are able to use without prompting subject specific vocabulary. Bonjour (hello) Salut (Hi/bye) Cava? (How are you?) Cava bien/mal (I'm fine/ not very well) Et toi? (and you?) Au revoir(goodbye) Monsieur/madame (Mr/Mrs) Oui/non (yes/no) Je m'appelle (My name is) Comment tu t'appelles? (what's your name?) Voici (here is) Numbers 1-10 J'ai (I have) Que! age as-tu? (how old are you?) J'al ans (I am..... years old) Numbers 11-20 This is evidenced In: Oral work and some recording in pupil books. Vocabulary on display	Additional vocabulay: Mon pere (my father) Ma mere (my mother) Mon frere (my brother) Ma soeur(my sister) Le football Le saut a la corde (skipping) Chat perche (tag) Cache-cache (hide and seek) Le scoubidou Le chat (the cat) Le chien (the dog) La souris (the mouse)
<u>Spring</u> Term On fait la fete (celebrations) Portraits Assessments are ongoing during the year relating to the National Curriculum 2014 Key elements to form this assessment used are: - Listen attentively and show understanding by joining in and responding - Explore patterns and sounds through songs and link to spelling, sound and meaning	Tres bien (very good) Je joue bien au football (I'm good at) Je nage bien (I'm a good swimmer) Je nage (I swim) Je danse (I dance) Je chante (I sing) Je lis (I read) Bravo (well done) Super !Chouette I (cool) Fantastique! Je suis/Tu es un genie (I am /you are a genius) Joyeux anniversaire (happy birthday) Les mois (The months) 12 months of the year	Pupils are in line to exceed their expected standards on exit and more than satisfy all the requirements of the national curriculum. Independently pupils can demonstrate these skills, demonstrate these to others and link ideas between topics and themes This is evidenced and exemplified in the work: Pupils can talk confidently and more evidence will be seen in books of a depth of understanding and use of French in complete sentences

- Develop accurate pronunciation and intonation so that others can understand - Appreciate songs - Ask and answer questions, express opinions and respond to those of others - Understand basic grammar, including key features and patterns of the language	Je peux (I can) S'il te plait (please) Rouge (red) Rose (pink) Jaune (yellow) Bleu (blue) Vert (green) Noir (black) Blanc (white) Violet (purple) Marron (brown) Orange J'ai (I have} Un nez(nose} Une bouche (mouth) Des yeux (eyes) Un bras (arm) Line jambe (leg) Cheveux (Hair) Il/Elle a (he/she has) Grand (big) Petit(small)	Additional vocabulary: Je saute (I jump) Je lance (I throw) J'attrape (I catch)
Summer Term Les quatre amis (the four friends) Ca pousse (growing things) Assessments are ongoing during the year relating to the National Curriculum 2014 Key elements to form this assessment used are: - Listen attentively to spoken language and show understanding by joining in and responding - Explore patterns and sounds through songs and link the spelling, sound and meaning of words - Appreciate stories, songs, poems and rhymes in the language - Describe things and	Le cheval (a horse) Le mouton (a sheep) Le lapin (a rabbit) La souris (The mouse) Il galope (He/it gallops) Elle court (She/it runs) Il/Elle est (He/she is} Gris (grey) Non (no) Ne galope pas(doesn't gallop) Tu aimes?(do you like?) J'aime (I like) Je n'aime pas (I don't like) Beaucoup (a lot) Je voudrais (I would like) S'il vous plait (Please) Vous desirez? (what would you like?) Voila (There you are) Merci (Thank you) Au revoir(Goodbye) Dans mon panier(In my basket) Il y a (there is)	Vite (quickly) Lentement(slowly) Il sautille (he hops) Elle trotte (she trots} La pomme (the apple) Un haricot(a bean) Un concombre(a cucumber) Une tomate Une laitue(a lettuce) Du cresson (some watercress) Une graine (a seed) Une graine de haricot (a bean seed) Un marche (a market)

actions orally and in writing • Develop accurate pronunciation and intonation • Understand basic grammar including masculine and feminine • Ask and answer questions: express opinions and respond to those of others		
Year Group:Y4 Assessments are based on units from the Eurostars scheme <u>Autumn</u> Term: On y va! (all aboard) L'agent de poche (pocket money) Assessments are ongoing during the year relating to the National Curriculum 2014 Key elements to form this assessment used are: • Listen attentively • Explore patterns and sounds • Develop accurate pronunciation and intonation • Appreciate stories, poems and rhymes • Read carefully and show understanding • Engage in conversations • Speak in sentences • Present ideas	Pupils at the expected standards: Pupils are in line to meet their expected standards on exit and satisfy all the requirements of the national curriculum Independently pupils can demonstrate these skills, • Listening and joining in and responding • Explore patterns and sounds of language and link to spellings, sound and meaning of words • Engage in conversations, ask and answer questions, express opinions and respond to those of others • Speak in sentences using familiar vocabulary, phrases and basic language structures • Present ideas and information orally to a range of audiences	Pupils at the greater depth standard: Pupils are in line to exceed their expected standards on exit and more than satisfy all the requirements of the national curriculum. Independently pupils can demonstrate these skills, demonstrate these to others and link ideas between topics and themes This is evidenced and exemplified in the work: Pupils can talk confidently and more evidence will be seen in books of a depth of understanding and use of French in complete sentences

	• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Appreciate stories, songs, poems and rhymes in the French • Read carefully and show understanding of words, phrases and simple writing Pupils are able to use without prompting subject specific vocabulary. Je vais (I'm going) A pied (on foot) Ou vas tu? Where are you going? Il fait (It is- weather) Different weather Days of the week J'adore (I love) Je deteste (I hate) Ca (that) Numbers 21-30 C'est combien? (How much?) J'ai (I have) Je n'ai pas (I don't have) This is evidenced in: Oral work and some recording in pupil books. Vocabulary on display	Additional vocabulary: Miam! Yum! Berk! Yuck! Un CD Un ballon A ball Une console Une peluche A cuddly toy Une poupee A doll
<u>Spring Term</u> Raconte-moi une histoire (tell me a story) Vive le sport! (our sporting lives) Assessments are ongoing during the year relating to the National Curriculum 2014	Independently pupils can demonstrate these skills, • Listening attentively and show understanding by joining in and responding • Explore patterns and sounds of language and link to spellings,	Pupils are In line to exceed their expected standards on exit and more than satisfy all the requirements of the national curriculum. Independently pupils can demonstrate these skills, demonstrate these to others and link ideas between topics and themes

Key elements to form this assessment used are: • Listen attentively • Explore patterns and sounds • Develop accurate pronunciation and intonation • Appreciate stories, poems and rhymes • Understand basic grammar Including masculine and feminine • Read carefully and show understanding • Present ideas and information orally	sound and meaning of words • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Appreciate stories, songs, poems and rhymes in the French • Understand basic grammar appropriate to the language being studied, including feminine and masculine nouns • Read carefully and show understanding of words, phrases and simple writing • Present ideas and information orally Pupils are able to use without prompting subject specific vocabulary. Regardez (look) Repetez(repeat) Ecoutez(listen) Numbers 40-90 Il/Elle est (he/she is) Grand {big) Petit(small) Vrai/faux (true/false) Qu'est-ce que tu fais? (what are you doing today?) Je joue (I play) Je fais (I do) Names of sports Boire (to drink) Manger(to eat) Names of food C'est bon pour la sante (it's good for your help) C'est mauvais pour la sante(It's bad for your health)	This is evidenced and exemplified in the work: Pupils can talk confidently and more evidence will be seen in books of a depth of understanding and use of French in complete sentences Additional vocabulary: Levez-vous Stand up/ get up Asseyez-vous Sit down Levez la main Put your hand up Taisez -v ou s Be quiet Charmant Charming Mechant Wicked/bad
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Summer Term Le carnaval des animaux (carnival of the animals) Quel temps fait-il? (What's the weather like?) Assessments are ongoing during the year relating to the National Curriculum 2014 Key elements to form this assessment used are: • Listen attentively • Explore patterns and sounds • Develop accurate pronunciation and intonation • Understand basic grammar including masculine and feminine • Read carefully and show understanding • Present ideas and information orally • Appreciate stories, songs, poems and rhymes • Engage in conversations	This Is evidenced In: Oral work and more recording in pupil books. Vocabulary on display Independently pupils can demonstrate these skills, • Listening attentively and show understanding by joining in and responding • Explore patterns and sounds of language and link to spellings sound and meaning of words • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in French • Engage in conversations , ask and answer questions Pupils are able to use without prompting subject specific vocabulary Ou habites-tu? (where do you live?) J'habite dans (I live in) Je suis (I am) Petit (small) Grand (big) Lent (slow)	Pupils are in line to exceed their expected standards on exit and more than satisfy all the requirements of the national curriculum. Independently pupils can demonstrate these skills, demonstrate these to others and link ideas between topics and themes This Is evidenced and exemplified in the work: Pupils can talk confidently and more evidence will be seen in books of a depth of understanding and use of French in complete sentences Additional vocabulary: Le lion Le coq the cockerel Le kangourou Le poisson the fish Le coucou the cuckoo L'elephant L'ane the donkey L'oiseau the bird Latortue the tortoise
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	Rapide(fast) Fort (strong) Faible (weak) Feroce (fierce) Timide (shy) Quelle heure est-il? (what time is it?) Heure (hour/ o clock) Il est midi { It's midday) Li est minuit (It's midnight) Il neige (It's snowing) Il gele (It's freezing) Quand ...il te faut (when... you need) Il fait... degres (It's ... degrees) ... moins (minus) Days of the week Months This is evidenced in: Oral work and more recording in pupil books. Vocabulary on display	La poule the hen Le cygne the swan Un manteau a coat Un chapeau a hat Un parapluie an umbrella Une echarpe a scarf Des gants gloves Des bottes boots Des lunettes de soleil sunglasses
Year Group:YS Assessments are based on units from the Eurostars scheme <u>Autumn Term:</u> Bon appetit, bonne sante (healthy eating) Je suis le musicien (I am the music man) Assessments are ongoing during the year relating to the National Curriculum 2014 Key elements to form this assessment used are: • Listen attentively and show understanding by joining in and responding • Explore patterns and sounds, link the spelling, sound and meaning of words • Ask and answer	Pupils at the expected standards: Pupils are in line to meet their expected standards on exit and satisfy all the requirements of the national curriculum Independently pupils can demonstrate these skills, • Listening and joining in and responding • Explore patterns and sounds of language and link to spellings, sound and meaning of words • Engage in conversations, ask and answer questions, express opinions and respond to those of others • Speak in sentences using familiar	Pupils are in line to exceed their expected standards on exit and more than satisfy all the requirements of the national curriculum. Independently pupils can demonstrate these skills, demonstrate these to others and link ideas between topics and themes This is evidenced and exemplified in the work: Pupils can talk confidently and more evidence will be seen in books of a depth of understanding and use of French in complete sentences

questions • Read carefully and show understanding of words, phrases and simple writing • Broaden vocabulary and develop ability to understand new words, including the use of a dictionary • Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter⁵⁴ forms, key features and patterns of the language, how to apply these and similarities and differences with English	vocabulary, phrases and basic language structures • Present ideas and information orally to a range of audiences • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Appreciate stories, songs, poems and rhymes in the French • Read carefully and show understanding of words, phrases and simple writing Pupils are able to use without prompting subject specific vocabulary. Dans le sac il y a Et Aussi Mais Il est bon/mauvais Elle est bonne/ mauvaise Ils sont bons/mauvais Elles sont bonnes/mauvaises Tu joues...? Je joue du saxophone/piano/violon Je joue de la guitar/clarinette/batterie Je ne joue pas Il/elle joue C'est genial C'est nul!	Additional vocabulary: Un sandwich au jambon Un gateau Une banane Une orange Du fromage De l' eau Des chips Des champignons Une glace a la vanilla Une pizza aux champignons Le jazz Le reggae La musique pop La musique classique Le saxophone Le piano Le violon La guitar La clarinette La batterie the drums
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<u>Spring Term</u> En route pour l'école (on the way to school) Scene de plage (Beach scene) Assessments are ongoing during the year relating to the National Curriculum 2014 Key elements to form this assessment used are: • Explore patterns and sounds • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Appreciate stories, poems and rhymes • Understand basic grammar including masculine and feminine • Read carefully and show understanding • Present Ideas and information orally	This is evidenced In: Oral work and recording in pupil books. Vocabulary on display Pupils are able to use without prompting subject specific vocabulary. Quand je vais à l'école when I go to school Je passe devant I pass in front of Je traverse la rue I cross the road Je tourne I turn Je vais I go Cinq minutes plus tard 5 minutes later Finalement finally Vrai, faux True false Il est une heure et demie half past one etc À droite to the right À gauche to the left Tout droit straight on Je ne comprends pas I don't understand Répétez, s'il vous plaît repeat please Le chien The dog Regarde Look Le chat The cat Le bateau the boat Glisse is gliding Sur la mer Over the sea La petite fille The little girl Dort is sleeping La dame The lady Brosse is brushing Les cheveux hair La petite fille The little girl Les gens the people Marchent are walking Parlent talking Jouent is playing C'est it is Ce n'est pas it isn't	Le magasin the shop Le café Le musée the museum Le bureau de poste the post office La rivière the river La gare the railway station Le sable the sand Le ciel the sky La plage the beach Une falaise a cliff Une grotte a cave
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<u>Summer Term</u> Le retour du printemps (The return of spring) Les planètes (the planets) Assessments are ongoing during the year relating to the National Curriculum 2014 Key elements to form this assessment used are: • Listen attentively to spoken language through songs and rhymes and link the spelling, sound and meaning of words • Explore 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 • Speak in sentences using familiar vocabulary, phrases and basic language structures • Understand basic grammar including masculine and feminine • Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including use of dictionary • Understand basic grammar appropriate to the language being studied including feminine and	This is evidenced In: Oral work and recording in pupil books. Vocabulary on display Pupils are able to use without prompting subject specific vocabulary. Au printemps In the Spring En été In summer En Automne In Autumn En Hiver In Winter Clair Bright, light Sombre Dark Heureux Happy Triste Sad Viens Come Reste Stay Chez moi with me Les couleurs the colours Sont are La fille The girl Trop Too Très Very La Terre The earth La lune The moon Pres de Near Loin de far Pres de soleil near the sun Loin de soleil far from the sun Un nom a name Un adjectif an adjective Parce que because Elle it Assez quite, fairly Très very	Pupils are in line to exceed their expected standards on exit and more than satisfy all the requirements of the national curriculum. Independently pupils can demonstrate these skills, demonstrate these to others and link ideas between topics and themes This is evidenced and exemplified in the work: Pupils can talk confidently and more evidence will be seen in books of a depth of understanding and use of French in complete sentences Additional vocabulary: Le soleil the sun Mercure mercury Venus Mars Jupiter Saturne Saturn Uranus Neptune Pluton Pluto
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masculine forms, 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		
Year Group:Y6 Assessments are based on units from the Eurostars scheme <u>Autumn Term:</u> Assessments are based on units from the Eurostars scheme Notre ecole (our school) Notre monde { the world around us) Assessments are ongoing during the year relating to the National Curriculum 2014 Key elements to form this assessment used are: • Listen attentively and show understanding by joining in and responding • Explore patterns and sounds, link the spelling, sound and meaning of words • Ask and answer questions • Read carefully and show understanding of words, phrases and simple writing • Broaden vocabulary and develop ability to understand new words, including the use of a dictionary • Understand basic grammar appropriate to the language being	This is evidenced in: Oral work and recording in pupil books. Vocabulary on display Pupils are able to use without prompting subject specific vocabulary. L'Europe L'Afrique Africa Ou est ? Where is? Des some Le matin the morning L'apres-midi the afternoon	Pupils are in line to exceed their expected standards on exit and more than satisfy all the requirements of the national curriculum. Independently pupils can demonstrate these skills, demonstrate these to others and link ideas between topics and themes This is evidenced and exemplified in the work: Pupils can talk confidently and more evidence will be seen in books of a depth of understanding and use of French in complete sentences Additional vocabulary: L'Espagne Spain Le Portugal Le Senegal Le maroc Morocco Le mali mali La cote d'Ivoire Ivory Coast La Guinee Guinea La Tunisie Tunisia L'Amerique du nord North America Le Canada L'Amerique du Sud South America Le Bresil Brazil L'Asie Asia L'Inde India L'Australasie Australasia L'Australie Australia

studied, including feminine, masculine and neuter forms, key features and patterns of the language, how to apply these and similarities and differences with English • <u>Spring Term</u> Le passe et le present {then and now) lei et la (out and about) Assessments are ongoing during the year relating to the National Curriculum 2014 Key elements to form this assessment used are: • Listen attentively • Explore patterns and sounds • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation • Understand basic grammar including masculine and feminine • Present ideas and information orally • Broaden vocabulary and develop ability to understand new words • Engage in conversations, ask and answer questions, express opinions and respond	This is evidenced in: Oral work and recording in pupil books. Vocabulary on display Pupils are able to use without prompting subject specific vocabulary. Un supermarche a supermarket Une boulangerie A Bakers Une boucherie A butchers Une epicerie a grocers Une patisserie Cake shop Il y avait There was/were Maintenant now Qu'est-ce que c'est? What is it? Il/Elle porte he/she is wearing Il/elle s'appelle His/her name is Numbers 71-79 Soixante 81-89 Quatre-vingt 91-99 Quatre-vingt onze Un homme a man Une femme a woman Qu'est-ce que tu aimes/detestes? What do you like /hate? Tu veux jouer au rugby/netball/ping pong? Do you want to play..... ? Oui, je veux jouer Yes, I want to play Non, je ne veux pas jouer No, I don't want to play	Un pull A jumper Un pantelon A pair of trousers Un short A pair of shorts Une chemise a shirt Une jupe A skirt Une culotte A pair of pants Le grand huit The rollercoaster Le carrousel The merry go round Le train fantome the ghost train La grande roue the big wheel
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<u>Summer Term</u> Monter un cafe (setting up a cafe) Quoi de neuf? (what's in the news?) Assessments are ongoing during the year relating to the National Curriculum 2014 Key elements to form this assessment used are: • Listen attentively • Explore patterns and sounds • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation • Understand basic grammar including masculine and feminine • Present ideas and information orally • Broaden vocabulary and develop ability to understand new words • Engage in conversations, ask and answer questions, express opinions and respond • Appreciate stories, songs, poems and rhymes in the language • Describe people, places, things and actions orally and in writing • Understand basic grammar, including feminine, masculine and neuter forms, key	This is evidenced in: Oral work and recording in pupil books. Vocabulary on display Pupils are able to use without prompting subject specific vocabulary. Une lemonade a lemonade Une eau minerale a mineral water un jus d'orange an orange juice un verre de coca a glass of cola un chocolat chaud a hot chocolate un cafe a (black) coffee un cafe au lait a coffee with milk une tasse de the a cup of tea un paquet de chips a packet of crisps une portion de frites a portion of chips Une glace au chocolat a chocolate ice cream A fraise strawberry A la vanille vanilla Vous desirez? What would you like? C'est combien? How much is it? Bon appetit! Enjoy your meal! La meteo The weather forecast la mode fashion La cuisine cookery C'est beau It's beautiful C'est interessant it's interesting C'est ennuyeux it's boring C'est degueulasse It's disgusting C'est trop long It's too long Car as, since, because	Pupils are in fine to exceed their expected standards on exit and more than satisfy all the requirements of the national curriculum. Independently pupils can demonstrate these skills, demonstrate these to others and link ideas between topics and themes This is evidenced and exemplified in the work: Pupils can talk confidently and more evidence will be seen in books of a depth of understanding and use of French in complete sentences Additional vocabulary: L'actualite the news (current affairs) la page tele the TV page
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features and patterns of the language , how to apply these building sentences	A mon/ son avis in my/ his/her opinion	
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Models of teaching across the sequence

MFL

Recall and harvest- this can include home study and personal research	Deliver Process Practice Apply skill	Deliver Process Practice Apply skill	Deliver Process Practice Apply skill	Deliver Process Practice Apply skill Apply understand Present /Learning
"Informational processing Observe "behavioural system-direct teaching Oral rehearsal			"Social family" possible group presentation of findings	
Webb's Depth of knowledge 1-2			Application of knowledge and presentation of learning	
			Webb's Depth of knowledge Review and refine 3-4	

Use of- Joyce & Well (2014) definitions alongside (Hopkins modules), underpinned by Webb's "Depth of knowledge

Appendix

Teaching Modules into practice

From observation and results over time we know that the majority of pupils at The Valley like structure, this creates a degree of ubiquitous understanding for "peer coaching" and "supported development" in methods that work. Many of our teaching methods employ a range of teaching modules. However, we do not stifle creativity and consider teaching to be a creative craft, not a process of ticking boxes.

Here are our components that we look for in high quality lesson delivery:

- High degrees of vocabulary reinforcement
- High degree of first hand experiences and enquiry
- High degree of structured and scaffolded conversation
- Structured recall of prior learning

Our 10 Theories of Action are embedded and evident

Guides to teaching models:

- Comprehend the concept of Models of Teaching
- Understand the various essential elements of Models of Teaching
- Acquire information about various families of Models of Teaching
- See how this applies in a real life context

A model of teaching can be defined as the depiction of teaching and learning environment, including the behaviour of teachers and students, while the lesson is presented through that model.

Models of teaching enable the students to engage in robust, cognitive and social task and teach the student how to use them productively. Models of teaching are the specific instructional plans which are designed according to the concerned learning theories. It provides a comprehensive blue print for curriculum to design instructional materials, planning lessons, teacher pupil roles, supporting aids and so forth. Joyce & Weil (2014) defines A model of teaching is a description of a learning environment, including our behavior as teachers when that model is used, outcome of instruction may be the student's increased capabilities to learn more easily and effectively in the future. Hence the main aim of models of teaching is to create powerful learners.

CHARACTERISTICS OF A GOOD AND BETTER TEACHING MODEL

The following are the chief characteristics of a good teaching model

- Each model has built up based on particular learning theory
- Creation of congenial learning environment in the classroom
- Effective interaction between the teacher and students
- Planned use of appropriate strategies
- Teaching process are systematically, sequentially and logically arranged
- Clear and specified roles for teachers and students
- Large scope for supporting material

- Ensure active participation of entire students in the class
- It raises the students' level of aspiration, motivation and interest in learning • Every model foster and strengthen the cognitive structure of the student

ELEMENTS OF MODELS OF TEACHING

Element of a model of teaching represent its structure, process and teaching aids of the instruction. A model of teaching consists of syntax, social system, principle of reaction and support system. The detailed descriptions are as follows.

Syntax

It is the steps or phases of the model being presented before the class. It illustrates the logical and sequential order of the teacher student activities of the instruction procedure. It describes the complete programme of action of the model.

Social system

Social system of a model explains its nature of learning environment. It describes the role and relationship of the teacher and students through the phases as well as designing the lesson. As each and every model is unique, the role of teacher and students in every model may vary according to the respective learning theory of the model is built. It also varies in phases to phases.

Principle of Reaction

This is the extension of social system. It deals with the rules of reaction to the students responses in the classroom interaction. The reaction of the teacher must be in accordance with the theory of which model has been built. The teacher reaction is desired when the students' responses/ behavior are untouched with expected level responses and for giving reinforcement. It depends the family of the model is presented.

Effect of models of Teaching

Models of teaching have a very positive effect on students' behavior. Bruce Joyce classified the effect as Instructional effect and Nurturant Effect. Instructional effects are the direct effect of an instruction on students' cognitive, affective and psychomotor domain. Nurturant effects are the indirect effect other than the teacher intends to achieve through the model. It is the additional achievement gained by the students through the unique nature classroom interaction. Examples are the development of problem solving ability, analytical thinking, critical thinking, social skill, tolerance etc.

FAMILIES OF MODELS OF TEACHING

Joyce & Weil (2014) categorized the models of teaching in to four families. The classification has been made in accordance with the theoretical basis and fundamental aim of the teaching model. The four families explained below in detail.

THE INFORMATION PROCESSING FAMILY

Models in the information processing family focus on the cognitive activity of child. It includes scientific inquiry for collecting original information, organizing and properly storing of the information. Some models provide the learners with information and concept, some emphasis concept formation and hypothesis testing and still other generate creative thinking. Joyce & Weil (2014) listed eight models in Information Processing Model.

Inquiring and investigating: (problem solving and enquiry focused)

THE SOCIAL FAMILY (Discursive activities) The focus of the social model family is to build synergy (collective energy) in the classroom for addressing ongoing problems of personal, social, national as well as international importance. Social models help the students to develop Self-directed problem solving ability, sense of belongingness towards the society and make them responsible citizens of the country.

Models	
1. Partners in Learning	Da
2. Structured Inquiry	Ro
3. Group Investigation	Joh
4. Role Playing	Far
5. Jurisprudential Inquiry	Do

Models	Developers (Redevelopers)
1. Inductive Thinking Model (Classification Oriented)	Hilda Taba (Bruce Joyce)
2. Concept Attainment Model	Jerome Bruner (Fred Lighthall), (Tennyson and Cocchiarella), (Bruce Joyce)
3. The Picture-word inductive Model	Emily Calhoun
4. Scientific Inquiry Model	Joseph Schwab
5. Inquiry Training Model	Richard Suchman (Howard Jones)
6. Mnemonics Model (Memory assists)	Michael Pressley (Joel Levin,, Richard Anderson)
7. Synectics Model	William Gorden
8. Advance Organizer Model	David Ausubel (Lawton and Wanska)

THE PERSONAL FAMILY: (Reflection PSHE/RE/RSE/International understanding)

The personal models begin from the perspective of the selfhood of the individual. Individual consciousness and development of unique personality is the chief focus of this family. The models in personal family attempt to make them understand their self and thereby students can shape their future. The cluster of personal models pays great attention to the individual perspective and seeks to encourage productive interdependence, increasing people's self-awareness and sense of responsibility for their own destinies.

Models	Developers
1. Nondirective teaching	Carl Rogers
2. Enhancing Self Esteem	Abraham Maslow

THE BEHAVIOURAL SYSTEM FAMILY: structured lessons with predetermined activities, objectives and outcomes that can be readily predicted.

Maths, Literacy and default position

Modification of behavior is the main focus of this family. The stance taken is that human beings are self-correcting communication systems that modify behavior in response to the information about how successfully tasks are navigated. The role of predetermined objectives, observable behavior, clearly defined task and methods, feedback and reinforcement are the foundations of models in behavior family

Models of Teaching:

Example models of teaching sequences

At The Valley School we know our pupils respond to direct instruction (typical 4-5 part lesson) it is default point that teachers can return to and it is tried and tested, but this is only one model of teaching and may not always be suitable. If we adapt our teaching sequences, incorporate different models into our structural model or make the model more best suit the subject “Instructional Teaching and Enquiry Focused learning are enhanced

Recall and harvest –this can include home study and personal research	Big Picture and ideas Generate questions	Presentation and discovery of new information		Gathering what we know now -can do apply understand	Present Learning Formally link learning
“Informational processing”	“Enquiry focused system” or “Behavioural system- direct instructional teaching Repertoire		“Behavioural system-” direct instructional teaching Repertoire →		“Social family”
	Initial enquiry stage alongside factual learning, including vocabulary learning (fieldwork)		Research, application and study skills (including fieldwork)		
Webb’s Depth of knowledge 1-2 →			Webb’s Depth of knowledge 3-4		

Use of **Joyce & Weil (2014) definitions alongside (Hopkins modules), underpinned by Webb’s “Depth of knowledge”

