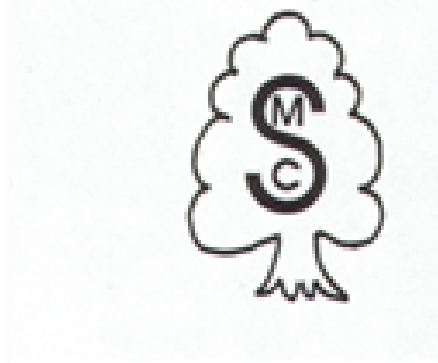


Modern Foreign Language - French



Moulton Chapel Primary School

1. To be able to read, write and speak with confidence and fluency.
2. To be able to use mathematical concepts to tackle problems and resolve them.
3. Offer cultural experiences beyond their normal lives in the wider world.
 4. To aspire our children to dream big in their career path.
5. Grow into responsible, respectful young people who value each other.

Intent

It is intended that when children leave Moulton Chapel Primary, they will have a natural curiosity and the confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

Implementation

We teach French across Key Stage 2. We base our teaching on the 2014 National Curriculum through a scheme of work from Language Angels. We have adapted this to the context of our school. This provides teachers with clear progression grids and content for teaching and learning. There are resources to support the teaching and learning opportunities for pupils.

They use a variety of the following techniques to encourage children to have an active engagement with French:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play – these should relate to the situations the children may find themselves in the future.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
- Reading and writing quality materials.
- ICT programs and websites; the use of ICT to develop communication skills.

We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

Impact

We measure the impact of this subject by the learning challenges used, to plan and teach Languages, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with National Curriculum requirements for KS2. This is done in line with the school assessment procedures and assessment tools within Language Angels scheme of work.

National Curriculum requirements:

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.*

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Progression through the school

	Key skills to include:	Year 3 and 4	Year 5 and 6
Speaking and Listening	<p><i>Listening</i></p> <p><i>Explore patterns and sounds</i></p> <p><i>Engage in conversation</i></p> <p><i>Speak in sentences</i></p> <p><i>Use accurate pronunciation</i></p> <p><i>Broaden vocabulary</i></p>	<ul style="list-style-type: none"> ▪ <i>listen and respond using actions</i> ▪ <i>listen and understand short phrases on familiar themes</i> ▪ <i>listen and pick out key information</i> ▪ <i>communicate using simple words or phrases</i> ▪ <i>start to understand that letters make different sounds in a different language</i> ▪ <i>copy pronunciation carefully</i> ▪ <i>communicate using a few phrases eg. weather in French</i> ▪ <i>ask and answer simple questions gaining more understanding of sounds accurately pronounce some new words</i> ▪ <i>present some personal information with a wider familiar phrases understand opinions</i> 	<ul style="list-style-type: none"> ▪ <i>listen and understand longer sentences</i> ▪ <i>listen to longer texts and note key points</i> ▪ <i>ask for help or clarification</i> ▪ <i>ask and answer a wider range of questions and respond to instructions</i> ▪ <i>Gaining confidence in accurate pronunciation and intonation</i> ▪ <i>present a topic using longer sentences</i> ▪ <i>ask for and give an opinion</i> ▪ <i>have a wider understanding of sounds and can say sounds more confidently, pronounce some new words independently</i>
Reading	<p><i>Read carefully</i></p> <p><i>Show an understanding of words and phrases</i></p> <p><i>Appreciate songs /poems/ stories</i></p> <p><i>Broaden vocabulary</i></p> <p><i>Understand and use basic grammar</i></p>	<ul style="list-style-type: none"> ▪ <i>read and understand nouns and phrases</i> ▪ <i>read and understand familiar stories, songs, poems and rhymes</i> ▪ <i>use the French dictionaries and word banks to find meanings</i> ▪ <i>Use text and visual clues to help understand a simple text,</i> ▪ <i>understand the term “cognate”</i> ▪ <i>join in with stories, songs, poems and rhymes</i> 	<ul style="list-style-type: none"> ▪ <i>Read and understand longer sentences</i> ▪ <i>Follow the text of a story, rhyme or story and read</i> ▪ <i>Use the French and English dictionary to find meanings</i> ▪ <i>Use text type and visual clues to help understand a range of texts</i> ▪ <i>Understand the term “cognate” / “near cognate”</i> ▪ <i>understand the gist of an unfamiliar text</i>
Writing & Grammar	<p><i>Present ideas written</i></p> <p><i>Broaden vocabulary</i></p> <p><i>Write phrases</i></p> <p><i>Describe in writing</i></p> <p><i>Understand and use basic grammar</i></p>	<ul style="list-style-type: none"> ▪ <i>accurately copy and adapt simple phrases</i> ▪ <i>write basic simple sentences from memory</i> ▪ <i>translate single words and some key phrases</i> ▪ <i>uses memory techniques to help learn spelling and meaning</i> ▪ <i>start to use the definitive article –le/la/les un, une</i> ▪ <i>recognise that adjectives can change word order</i> ▪ <i>use some simple present tense verbs</i> ▪ <i>recognise and simple negative</i> 	<ul style="list-style-type: none"> ▪ <i>recognise that gender impacts sentences</i> ▪ <i>be aware of agreement and word order for colour and size adjectives</i> ▪ <i>use a present tense verbs</i> ▪ <i>conjugate a present tense irregular verb</i> ▪ <i>“aller” – understand concept of present tense</i> ▪ <i>recognise key grammatical features</i> ▪ <i>use adjectives of size and colour correctly</i> ▪ <i>start to conjugate simple verbs in the present tense</i> ▪ <i>start to understand the concept of “present tense” and “past tense”</i>
Knowledge about languages	<p><i>Understand and use basic grammar</i></p>	<ul style="list-style-type: none"> ▪ <i>Understand the main core structures and begin to use some actively.</i> ▪ <i>Identify phonemes that are the same as or different from English or other languages they know</i> 	<ul style="list-style-type: none"> ▪ <i>Use agreements of adjectives</i> ▪ <i>Manipulate language by changing an element in a sentence</i> ▪ <i>Understand and use negatives</i> ▪ <i>Recognise patterns in the foreign language</i>
Knowledge of countries / culture	<p><i>Cultural expansion</i></p> <p><i>Making comparisons</i></p> <p><i>Recognising differences</i></p> <p><i>Developing an</i></p>	<ul style="list-style-type: none"> ▪ <i>Understand cultural similarities and differences and how festivals are celebrated</i> ▪ <i>Understand the differences in social conventions when people greet each other</i> 	<ul style="list-style-type: none"> ▪ <i>Look at aspects of everyday lives from the perspective of someone from France</i> ▪ <i>Learn about places of interest/ importance in France</i> ▪ <i>Compare and contrast countries where French is spoken with France</i>

	<i>international outlook</i>	<ul style="list-style-type: none"> ▪ Identify countries where French is spoken ▪ Investigate aspects of lifestyle in France e.g. food or leisure activities ▪ Investigate weather patterns of France 	<ul style="list-style-type: none"> ▪ Investigate famous people / events from France ▪ Investigate cultural differences
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Whole School Overview

Year	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/ 4 A	<i>Introduction to French</i>	<i>Animals</i>	<i>Fruits</i>	<i>Musical instruments</i>	<i>Little Red Riding Hood</i>	<i>I can...</i>
Year 3 /4 B	<i>Presenting myself</i>	<i>Family</i>	<i>My Home</i>	<i>Habitats</i>	<i>In the classroom</i>	<i>Goldilocks</i>
Year 5/ 6 A	<i>Do you have a pet?</i>	<i>World war 2</i>	<i>The weather</i>	<i>Clothes</i>	<i>Habitats</i>	<i>The Olympics / sport</i>
Year 5/ 6 B	<i>At school</i>	<i>Regular verbs</i>	<i>The weekend</i>	<i>What is the date?</i>	<i>The planets</i>	<i>Me in the world</i>

French vocabulary – subject specific vocabulary (language you want the children to use and know the definition of)

Year 3 & 4

Greetings and saying goodbye, Asking how someone is and responding, Saying your name and asking other theirs, Count to 100, Days of the week, Months and seasons, Asking age, Asking where you live, Family members, Colours, weather, Naming classroom objects, Animals/pets,

Year 5 & 6

Clothes, Revision of colours linked to clothes, Names of countries, Revision of asking where you live linked to countries, days of the week, Months of the year written, asking for food and drinks, Paying for food/drink, Telling the time, School subjects linked to time of day, parts of the body, Naming sports, Asking questions about sport, revision of numbers to 100