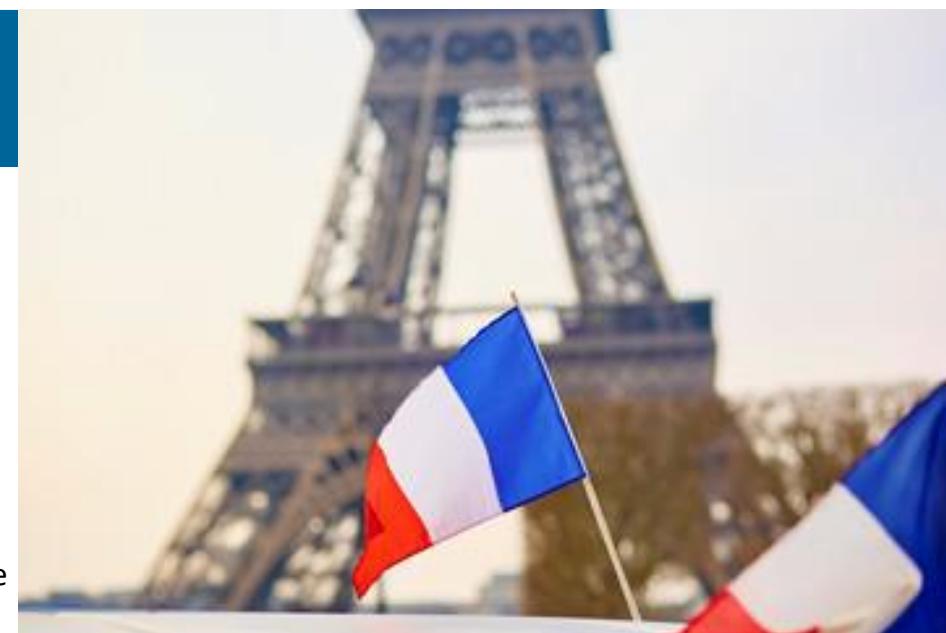


Modern Foreign Languages-French



A high-quality languages education should foster children’s curiosity and deepen their understanding of the world whilst also equipping them with the skills and confidence to interact within it. At Ellistown Primary School our intent is to provide all of our children with a high-quality education in Modern Foreign Languages (MFL). In our regular MFL lessons we teach French, however, we strive to provide children with opportunities to experience a range of other languages and cultures. We aim that by the end of our children’s primary education they will have acquired the foundations for further language learning both at secondary school and in their later life. We will do this through developing an understanding of both spoken and written French, confidence to speak in French and an appreciation of how important other languages can be in their future.

All children in KS2 will have regular language lessons with their class teacher. Our interactive and lively lessons promote the enjoyment of, and enthusiasm for, language-learning. Within lessons, outcomes are achieved through children completing tasks and activities in the four main skills of language learning: Listening, Speaking, Reading and Writing. Lessons are planned and structured to ensure that key skills are covered throughout the year. Units are structured strategically to progressively develops language skills, through regularly taught lessons. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics. However, we do not give equal weighting to each of these skills in each unit taught. For example, in the initial stages of our teaching we place particular emphasis on speaking and listening.

Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As their confidence and skill grows, children record their work through pictures, captions and sentences. Annually we celebrate European Day of Languages in September and follow a theme for that day. We also take opportunities where beneficial for our children to engage with language learning in different ways. We are looking to build further upon this in the near future.

	Unit 1&2	Unit 3&4	Unit 5&6
Year 3	French Phonics Getting to know you All About Me	Learning through a Story-Le Navet Enorme	Our School Food Glorious Food
Year 4	All Around Town On the Move	Learning through a Story-Le Petit Chaperon Rouge	Where in the World? Holidays and Hobbies
Year 5	All About Ourselves Telling the Time	Learning through a Story-Les Trois Petits Cochons	School Life Time Travelling
Year 6	Let’s Visit a French Town Let’s Go Shopping	Learning through a Story-Le Chenille Qui Fait des Trous	All in a Day This is France

Coverage of the National Curriculum for Modern Foreign Languages

	Year 3	Year 4	Year 5	Year 6
Speaking 	<p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Communicate with others using simple words, phrases and short sentences.</p> <ul style="list-style-type: none"> Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Ask and answer simple questions about self e.g. name and age, birthday <p>Take risks when practising a new language and understand that making accurate sounds in another language means they will have to make different mouth movements. Repeat a few lines from a story, poem or song with good pronunciation.</p>	<p>Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing.</p> <p>Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like</p> <p>Can also use a wider range of verbs to express opinion such as love, hate, adore, detest.</p> <p>Communicate with others using simple words, phrases and short sentences.</p> <ul style="list-style-type: none"> Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Ask and answer simple questions about self e.g. name and age, birthday Express simple likes and dislikes e.g. food and drink. Express preference about what they like e.g. food, animals, colours 	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>Seek help and clarification e.g. I don't understand, can you repeat that, how is that written?</p> <p>Give simple instructions and directions e.g. a recipe, directions to a place, the route to school.</p> <p>Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk</p> <p>Begin to understand and express future intentions.</p> <p>Eg. I am going swimming on Wednesday.</p> <p>Perform a role-play, short poem, song or story with confidence, using appropriate tone and intonation.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience.</p> <p>Understand and begin to use the past tense to describe events.</p> <p>Understand and use transactional language e.g. in a café.</p> <p>Use a range of questions and statements spontaneously to seek clarification and help</p> <p>Use peer- and self-assessment strategies to support language learning</p> <p>Use a range of questions and statements spontaneously to seek clarification and help.</p>
Listening 	<p>Repeat words and phrases modelled by teacher showing an understanding of intonation and inflection.</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories.</p> <p>Recognise numbers 1-20 and begin to understand numbers from 20 – 31.</p> <p>Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Listen carefully and identify familiar words in conversations, songs, poems and simple stories.</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p> <p>Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>Identify key points in a new context e.g. a story, which contains familiar language.</p> <p>Understand higher numbers e.g. in prices, numeracy activities.</p> <p>Follow instructions and directions e.g. a recipe or simple directions.</p> <p>Recognise letters of the alphabet when they hear them</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand a short passage made up of familiar words and basic phrases. Children should be listening to texts read by people other than their teacher (could be new teachers for Year 7).</p> <p>Identify specific sounds in familiar and unfamiliar words.</p> <p>Identify numbers confidently to 50 and beginning to become familiar with numbers to 100</p> <p>Enjoy the challenge of meeting unfamiliar language</p>

Year 3

Recognise and understand some familiar written words and phrases
 Show awareness of sound-spelling links.
 Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play.
 Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.
 Read aloud, as a class or group (echoing from teacher), from a familiar text displayed on the board.

Year 4

Read and understand familiar written words, phrases and short texts made of simple sentences.
 Read a wider range of words, phrases and sentences aloud.
 Follow text while listening and reading at the same time.
 Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.
 Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris?
 Follow a text such as a song or poem whilst listening to it at the same time

Year 5

Practise reading aloud a poem, story, song to perform in assembly.
 Read a variety of short simple texts e.g. stories, poems, texts from the internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary.
 When reading aloud, focus on correct pronunciation and intonation, using tone of voice and gesture.
 Work well with a partner to work out a short text containing familiar and unfamiliar language.

Year 6

Read aloud from a text with good expression
 Read and understand the main points and some detail from a short written passage.
 Read in groups their own written work.
 Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article.
 Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.
 Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.

Reading

Write one or two simple sentences, using a model e.g. name and age to introduce themselves.
 Label a picture they have drawn with familiar vocabulary.
 Complete a simple gapped text.
 Write some familiar simple words using a model and some from memory.
 Write two or three sentences on a familiar topic using a writing frame and word bank
 Begin to write a few familiar words from memory and know that all attempts will be valued

Write a short text using a model
 Write a few simple sentences from memory
 Apply phonic knowledge to support writing.
 Write a few simple sentences using a word bank to describe e.g. lives in London. She is 22 years old. She likes dancing.
 Experiment with writing new words

Write simple sentences and short texts using a model
 Use a dictionary to check the spelling of words.
 Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet.
 Use simple conjunctions such as and, but, because to form more complex sentences.
 Change elements in a given text e.g. ingredients, colour and size of a planet

Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.
 Use adjectives to add interest and detail to a description.
 Use some simple adverbs to make sentences more interesting.
 Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email.
 Have some understanding of how to use the past tense.

Writing

Understand some basic grammar appropriate to the language being studied:
 • gender – masculine, feminine – nouns (singular) • word order of adjectives • how to form the negative
 Match the correct definite/indefinite (le/la/un/une) to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.
 Notice (where relevant) that the definite/indefinite article changes according to gender of noun.
 Use picture cards to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat.
 Begin to understand how the negative is formed in the new language e.g. I don't like chocolate.

Understand some basic grammar appropriate to the language being studied:
 • gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns
 • verbs - 1 st, 2nd 3 rd persons in questions and answers
 • how to form the negative
 Begin to use pronouns e.g. The prince is handsome. He loves the princess.

Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy
 Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. to be, to have, to eat, to play, to go
 Begin to know how to form the future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain

Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat.
 Identify tenses from a selection of sentences written in the present, past and future tense

Grammar

Modern Foreign Languages – Knowledge Progression Map

	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Learn simple classroom instructions.</p> <p>French phonics – BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zx3xwnb/articles/zbwq96f</p> <p>Getting to Know You (Twinkl)</p> <ul style="list-style-type: none"> • say hello and goodbye; • introduce themselves; • say if they are feeling good/bad/so-so • count to 10 • say how old they are. <p>All about me (Twinkl)</p> <ul style="list-style-type: none"> • give and respond to simple classroom instructions appropriately • name parts of the body from a song • identify colours • name items of clothing • say that un/une relate to masculine & feminine nouns • read and write simple words 	<p>All Around Town (Twinkl)</p> <ul style="list-style-type: none"> • name and locate some of France’s key cities • identify and say typical amenities to be found in French towns; • say in French what amenities or features are found in their own town • locate the correct part of a bilingual dictionary to translate from French-English or vice versa. <p>On the Move (Twinkl)</p> <ul style="list-style-type: none"> • name different types of transport using the correct article (le/la) to show whether it is feminine or masculine. • use Je (I), Tu (You), Nous (We) correctly in a simple sentence • use 1st person, 2nd person (singular) and 3rd person of ‘to go’ accurately with the correct pronoun • follow simple directions to find a place on a map. 	<p>All about Ourselves (Twinkl)</p> <ul style="list-style-type: none"> • name facial features • extend a description using a conjunction and further adjectives • make noun/adjective combinations ‘agree’ according to gender and number, in pronunciation • say how they are feeling. <p>Telling the Time (Twinkl – Year 4)</p> <ul style="list-style-type: none"> • say and write a sentence to tell the time (o’clock); • count in fives to at least 30; • understand and use the terms avant (before) and après (after) • answer questions about a TV schedule. 	<p>Let’s Visit A French Town (Twinkl)</p> <ul style="list-style-type: none"> • make simple sentences with habiter (to live) • talk about what there is to do in a town • use simple prepositional phrases • use a bilingual dictionary <p>Let’s Go Shopping (Twinkl)</p> <ul style="list-style-type: none"> • write money amounts in French, up to 500 € in multiples of 50. • use the preposition à côté de and choose the correct masculine and feminine form; <p>Number to 1000</p>
Spring	<p>Learning through a story Le Navet Enorme The Enormous Turnip</p>	<p>Learning through a story Le Petit Chaperon Rouge Little Red Riding Hood https://www.bbc.co.uk/bitesize/topics/zjxpyk7/articles/zhjhbk (simplified flipchart on onedrive)</p>	<p>Learning through a story Les Trois Petits Cochons (Audio powerpoint on Twinkl)</p> <p>The Three Little Pigs.</p>	<p>Learning through a story Le Chenille Qui Fait des Trous (onedrive resources) The Very Hungry Caterpillar</p>
Summer	<p>Our School (Twinkl)</p> <ul style="list-style-type: none"> • ask and answer questions using the topic vocabulary • from memory, begin to know if nouns from the topic are masculine or feminine • write sentences converting le/la to un/une <p>Food Glorious Food (Twinkl)</p> <ul style="list-style-type: none"> • describe the colour or size of an object, beginning to modify ending of colour adjectives depending on whether the noun is masculine or feminine • ask politely for something • say what foods from a set they like/dislike • make a range of simple statements by substituting vocabulary 	<p>Where in the World? Twinkl)</p> <ul style="list-style-type: none"> • understand that because a continent is always feminine the preposition ‘en’ is always used for ‘in • use an English/French dictionary to translate from English to French. • use the correct masculine/feminine preposition <p>Holidays and Hobbies (Twinkl)</p> <ul style="list-style-type: none"> • choose the correct preposition: en for feminine countries, au for masculine countries • choose whether the mode of transport needs en or à. • write an answer in a sentence using the topic vocabulary • present ideas and information orally to a range of audiences. 	<p>School Life (Twinkl)</p> <ul style="list-style-type: none"> • use the pronouns 'il' and 'elle' to replace a person’s name • use the pronouns 'ils' and 'elles' to replace two people’s names. • use a comparative adverb (plus que-more than, moins que-less than). <p>Time Travelling (Twinkl)</p> <ul style="list-style-type: none"> • recognise number words in spoken sentences • say numbers larger than 100 • match the subject and verb for high-frequency verbs; • recognise when someone is saying a date say when significant people in French history were born and died. 	<p>All in a Day (Twinkl)</p> <ul style="list-style-type: none"> • understand and use terms for am and pm (du matin, de l’après-midi, du soir) • say and write sentences to tell the time (o’clock, half past, quarter past, quarter to) • read and interpret time tables in 24 hour time <p>This is France (Twinkl)</p> <ul style="list-style-type: none"> • use the preposition à côté de and choose the correct masculine and feminine form; • use the preposition à côté de and choose the correct masculine and feminine form;