



Progression Documents

Languages: French

Curriculum Overview:

At Spalding St Paul's Primary School, we want all of our children to be **PROUD** of all their achievements and successes across all curriculum subjects.

Our curriculum enables children to achieve their own **PERSONAL EXCELLENCE** through a well-tailored programme designed for all to access.

Our curriculum is designed for children to show **RESPECT** for what they are learning, themselves, others, beliefs and the world around them.

Our curriculum gives children a range of **OPPORTUNITIES** to develop their knowledge, skills and understanding.

Our curriculum is **UNIQUELY** designed to incorporate our diverse school, our community and the world we live in.

Our curriculum enables children to **DISCOVER** key skills and knowledge to help them become lifelong learners.

| Intent | Implementation | Impact |
|---|--|---|
| <p>Early years Foundation Stage: There is no requirement to teach a Language at EYFS.</p> <p>KS1 There is no requirement to teach a Language at KS1</p> <p>KS2: In KS2 the language curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world'</p> <p>To ensure that pupils develop a secure knowledge that they can build on, our modern foreign language curriculum has been mapped out using our Key Concepts.</p> <p>When covering each of these strands, the content will be carefully organised by each year group through our subject overview.</p> <p>Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the Year group Frameworks.</p> <p>Modern foreign language is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.</p> | <p>In KS2 French is taught as a discreet subject every week to allow time to embed skills in the subject.</p> <p>All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.</p> <p>Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.</p> | <p>Impact is measured through regular learning walks, lesson visits, work scrutiny and pupil voice.</p> <p>Work will show that a range of topics are being covered as well as progression across each unit of work in every year group and across year groups.</p> <p>Children will be able to talk about the skills and knowledge they have acquired, through pupil voice, and will be engaged in lessons and want to find out more.</p> <p>Teachers will use Assessment for Learning to ensure all lessons are relevant and will help to plan for next steps.</p> <p>Subject coordinators will be given regular time to ensure resources are kept up to date, to monitor their subject across the school, create action plans and impact reports and to provide subject feedback to SLT as appropriate.</p> |

Breadth of study

Breadth of Study EYFS:

Pupils are not required to learn a language at EYFS

Breadth of study Key Stage 1:

Pupils are not required to learn a language at KS1.

Breadth of study Key Stage 2:

Pupils should be taught to:

- 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.

Key Concepts

| Listen effectively | Read fluently | Write imaginatively | Speak confidently | Understand culture of the countries in the language is spoken |
|--|---|---|--|---|
| Pupils will know how to listen for cognates and key words to infer meaning. They will also use social cues such as facial expression to support understanding of what is said. | This concept involves recognising key vocabulary and phrases. | This concept involves using key vocabulary and phrases to write ideas using basic key verbs and pronouns. | This concept involves using key vocabulary and phrases to verbally communicate ideas | This concept involves the background knowledge and cultural capital needed to infer meaning from interactions. For example, pupils will understand that traditionally French people shake hands to greet one another. |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------|--------|--------|--|--|---|--------|
| Topics Covered | | | Introducing myself, basic opinions, age, family Francophonie: France | Personal descriptions, animals, where I live. Francophonie: Canada | Food, healthy eating, sports, countries, nationalities, Daily routine, school experience, Planets and weather Francophonie: Madagascar & Algeria | |
| Read Fluently | | | Read out loud everyday words and short phrases. (T1/T2/T3) F2: Use phonic knowledge to read words. (T2/T3) Read and understand words and short written phrases. (T3: MA FAMILLE- 1/2/3 PERSON TO DESCRIBE FAMILY RELATIONSHIP HE IS/SHE IS) Read out loud familiar words and phrases. (T1:INTRODUCING ONESELF- SELECT THE PHRASE DESCRIBING YOURSELF) Use reference sheets to find out the meanings of new words. Use cognates to spot familiar words, symbols and gestures to understand meanings of words. Greetings Names of family members- maman Numbers 1-31 | Read and understand the main points in short written statements. Read short texts independently, using context to support understanding of unfamiliar words. Use a translation dictionary or glossary to look up new words. Read short descriptions describing people/animals. Using key phrases in first & third person. Recognise adjectival cognates , grand, petit, calme. Spot animal cognates. Recognise cognates and key words to describe where I live. J'habite... Colours | Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Show confidence in reading aloud, and in using reference materials. Read short paragraphs, spot key words, cognates, identify inconsistencies eg le ciel est jaune..., identify tenses. | |
| Write Imaginatively | | | WRITE F6: Write or copy everyday words correctly. Label items and choose appropriate words to complete modelled short statements. Write one or two short sentences. (T1/2: BASIC INTRODUCTORY PHRASES.) (T3: MA FAMILLE- 1/2/3 PERSON TO DESCRIBE FAMILY RELATIONSHIP HE IS/SHE IS) Write short statements/ words used in everyday conversations correctly. Labelling/ matching words in a context linked to topics – curriculum topics as well as the three themes in French | WRITE Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable. Labelling/matching words. Re-use modelled sentences and adapt with own choice. Express opinions with j'adore, je deteste, je voudrais | Write short texts on familiar topics. Use knowledge of grammar to enhance or change the meaning of phrases. Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. (LES PASSE-TEMPS- COMBINE J'AI JOUE/JE VAIS JOUER TO DISCUSS PLANS) Include imaginative and adventurous word choices. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). To use punctuation such as accents to convey tenses. (Y6 All topics) Adapt sentences to suit own purpose, match genders and tenses. Write about themselves and their daily routines | |
| Speak Confidently | | | UNDERSTAND Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country. (31.10 HALLOWEEN) (01.12 NOEL ISA PROJECT) | SPEAK Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary related to topics and Use greetings spontaneously and basic phrases independently for example to state the date when asked. Use spontaneously Comment dit-on..? to ask for vocabulary and Je voudrais to To express simple opinions readily. J'aime/je deteste/ je prefere | Understand the main points and opinions in spoken passages. (J'AIME/ JE DETESTE/J'ADORE) Give a short prepared talk that includes opinions. (LES PASSE-TEMPS-SAYING WHAT I PREFER DOING WITH FREE-TIME) Take part in conversations to seek and give information. Refer to recent experiences or future plans, everyday activities and interests. LES PASSE-TEMPS- COMBINE J'AI JOUE/JE VAIS JOUER TO DISCUSS PLANS) Vary language and produce extended responses. Be understood with little or no difficulty. Use an increasing amount of key phrases spontaneously. Talk about themselves with confidence, expressing their own opinions about the events of their daily lives. | |

To understand the culture of the countries in which the language is spoken

UNDERSTAND
 Identify countries and communities where the language is spoken. Be able to locate on the map and know their names in French

Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.

Show awareness of the social conventions when speaking to someone.
 (T1: INTRODUCING ONESELF- VOCAB/BISOUS)

Kissing of cheeks/ shaking hands

Celebrations- (1.12 CHANSON DE NOEL (Christmas)/ ISA PROJECT)/ (1.4 POISSON D'AVRIL) Easter traditions. Bonne Anniversaire!

Awareness of foods in celebrations and be able to name them- le gateaux etc

SPEAK
 Understand a range of spoken questions/ instructions.

Understand standard language (sometimes asking for words or phrases to be repeated).

Answer simple questions and give basic information.

Give responses to questions about everyday events.
 (T1: INTRODUCING ONESELF, using first/second person, present tense)

Pronounce words showing a knowledge of sound patterns.
 (T1: INTRODUCING ONESELF-BONJOUR SONG)

Comment t'appelles tu? Je m'appelle
 Ca va? Ca va bien, merci.
 Quelle age a tu? J'ai ans.
 Months of the year

Give detailed accounts of the customs, modern foreign language and culture of the countries and communities where the language is spoken.
 (01.12 NOEL- EXPLAIN MODERN FOREIGN LANGUAGE)
 (14.7 BASTILLE DAY)

Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.
 (LES PAYS- LA FRANCOPHONIE)
 (LES PASSE-TEMPS- STEREOTYPES OF NATIONAL SPORTS)

MFL OVERVIEW

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|--|---|---|--|---|
| Year 3 | Introductions Introductions | Chansons de Noel Christmas Carols | Dates & numeros 1-31 Days and numbers 1-31 | Age & anniversaire Age and birthday | Ma famille My family | La francophonie- la France French-speaking countries |
| Year 4 | Les descriptions Descriptions | Chansons de Noel Christmas Carols | Les animaux Animals | Paques Easter | Ma maison My house | La francophonie: Le Canada French-speaking countries |
| Year 5 | La nourriture Food | Chansons de Noel- Douce Nuit Christmas carols | Les planets The planets | La meteo The weather | Les Olympiques The Olympics | Mon corps My body |
| Year 6 | Ma routine My daily routine | Chansons de Noel Christmas Carols | Le college School | Le weekend The weekend- regular activities | Le weekend dernier Last weekend | Mes rêves My dreams |