



Modern Foreign Languages Curriculum



Subject Overview

The Modern Foreign Language curriculum at Princess Frederica covers the four main strands in the national curriculum: listening, speaking, reading and writing. Each year group builds on the knowledge gained in the previous year and revisits key vocabulary and grammar points before introducing new learning. The focus of study in modern languages is on practical communication.

For each year group, there will be an overview of what each year group should have achieved by the end of the year followed by a more detailed outline of the topics covered as they relate to the four strands of the national curriculum.

Intent

- To foster pupils' curiosity and deepen their understanding of the world.
- To enable pupils to express their understanding and thoughts in another language.
- To understand and respond to French speakers, both in speech and in writing.
- To use French in other key areas of learning.
- To provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Implementation

- Weekly French lessons from Nursery to Year 6. The amount of time spent on French is 15 minutes every week in the Foundation Stage, 30 minutes per week in Year 1-3 and 45 minutes per week in Year 4-6.
- Incidental opportunities to use French in other lessons and during transitions.
- Class assemblies always include reference to French teaching in class and will include either a French song or conversation.
- Greetings used and short conversations occur when register is taken in all year groups.
- Cross-curricular links are made with different subjects to increase purpose of French and ensure it is entwined with other subject areas and the curriculum as a whole.

Impact

- Pupils can take part in a basic conversation which demonstrates they understand what they are being asked and they can respond with an appropriate answer.
- Pupils can recall vocabulary for a range of purposes.
- Pupils have used their understanding of French in different scenarios then just the classroom.
- Pupils have a developed understanding of France including key buildings, major cities, important industry and natural features. Children will understand how this compares to England. There will also be an understanding of countries that speak French and the history linked to this.

Nursery

By the end of nursery, pupils can say hello, thank you and goodbye.

Other Subject Links

Reception

By the end of Reception, pupils can say hello and goodbye, respond to questions about how they are feeling, introduce themselves saying their name and if they are a girl or boy, and ask another person how they are, and ask their name. Knowledge they now have includes numbers 1-5 (some will know 1-10) and to name several colours and recognise the French flag. They will understand and be able to repeat between 5 and 10 words per topic covered and some will be able to recall these out of context.

Listening and understanding

- Children will listen to short stories and join in with key responses, such as the story of "Boucles d'or et les Trois Ours" (Goldilocks and the 3 bears), a Christmas story, and simple stories about animals.
- Children will show understanding of simple commands and instructions by responding with appropriate actions.
- Children will be able to recognise words for parts of the body, family members, toys, pets, and different types of transport, and will be able to show understanding by pointing to the correct item or image.

Spoken Language

- Children will respond to familiar personal questions with a single word or short phrase.
- Children will be able to join in traditional songs and poems with enjoyment, saying key words and joining in with the chorus and appropriate actions.
- Children will be able to repeat the names of parts of the body, family members, various toys, pets, and types of transport, and will recall some or most of these words from memory with more or less accuracy.

Other Subject Links

Year 1

By the end of Year 1, the children will be able to introduce themselves, follow simple instructions and recognise and repeat vocabulary from the main topics covered. They will be able to join in with games and songs, showing enjoyment and understanding.

Listening

- Children listen attentively to classroom instructions and can show understanding through games such as “Jacques a dit” (Simon Says).
- Children can identify familiar words from short spoken phrases and respond appropriately

Spoken language

- Children are able to repeat new vocabulary with increasing confidence and can recall most of the vocabulary from memory
- Children can join in circle games with appropriate oral responses.
- Children are able to respond to familiar personal questions with a short phrase.

Other Subject Links

Year 2

By the end of Year 2, we expect children to know how to introduce themselves, saying their name and age, and to be able to ask for items of food politely using phrases such as “I would like/please/thank you”. They will be able to express opinions and understand the opinions of others. Knowledge they now have includes an understanding of some aspects of French culture, such as how Christmas, Mardi Gras and Easter are celebrated in France. Children will increase their vocabulary by learning new nouns and adjectives. The skills they will have learnt include being able to join in with songs and rhymes linked to each topic with increasing confidence, and to respond to various questions in French with a short phrase.

Listening

- Children can join in with the lyrics of traditional French songs such as “Sur le Pont d’Avignon” and with action rhyme.
- Children listen attentively and with enjoyment to short stories, showing understanding by joining in at the correct time with group responses.

Spoken language

- Children demonstrate an increasing awareness of correct pronunciation of new words and can repeat vocabulary with accuracy.
- Children can respond to familiar questions with a short prepared phrase, for example to describe what they are wearing, or to say if they have a brother or sister or name a member of their extended family.
- Pupils recognise vocabulary for wild animals, and can express opinions about them using a short phrase.
- Pupils can name items in nature such as a tree, flower, grass, the sun, the moon, various insects and woodland creatures.
- Pupils are able to ask politely for items of food such as a sandwich, a drink or an ice cream, and can say which filling or flavour they like best.

Other Subject Links

Year 3

By the end of Year 3, we expect children to have developed an awareness of simple grammar points that are vital for learning a new language. The skills they will have learnt include being able to recognise that nouns have a different gender and can be masculine or feminine. They will be able to use different pronouns when speaking, and are able to form a simple question. Knowledge they now have includes understanding that adjectives may have a different position in a French sentence, and that adjectives have to agree with the noun they are describing. They will become aware of other French speaking countries, with a focus this year on Switzerland and Belgium. Cross-curricular links will include looking at some Geographical features of France such as naming the mountain ranges.

Listening

- Children can listen attentively and determine the gender of new vocabulary by noticing the different article used for masculine nouns (le, un) and feminine nouns (la, une).
- Children can identify various adjectives in a spoken sentence.
- Children recognise polite forms of address.
- Children listen to stories and songs, and join in various songs from memory

Spoken Language

- Children can take part in a short prepared conversation of 2 or 3 exchanges, discussing their likes and dislikes.
- Children are able to perform a short prepared role-play in front of the class, pretending to buy items of food or drink from a shop, and taking the part of either the customer or the shop-keeper.
- Children can discuss their feelings in more detail to say whether they are happy, sad, tired, ill, sad, cross, hungry, thirsty, hot or cold.
- Children can form a simple question.

Reading

- Children can accurately read aloud words which they have previously learnt.

Writing

- Children are able to write short phrases from a model, using familiar vocabulary.
- Children can write out a physical description using adjectives for size and colour, using a model and with spelling lists provided.

Other Subject Links

- In Year 3, children identify key vocabulary when visiting the embankment outside and use in basic conversations.

Year 4

By the end of Year 4, the children will be expected to take part in a longer conversation of 3 or 4 exchanges, and will be able to ask and answer questions on a range of prepared topics. They will learn to partly conjugate a few high frequency verbs in the present tense (to have, to be, to wear). Skills they now have include being able to say how they travel to school, and to talk about the weather, the seasons and what to wear in each season. Knowledge they now have includes knowing how to form a plural, and to recognise and form negative sentences.

Listening

- Children listen attentively to spoken language including short and show understanding by joining in and responding.
- Children can identify key words and describe characters when listening to a short story.

Spoken Language

- Children can name and describe the four seasons and the weather, and say which clothes are appropriate for each season.
- Children can name parts of the body, describe various illnesses and ailments, and can perform a simple improvised role-play enacting a visit to the doctor.
- Children are able to hold a short conversation of 3 or 4 exchanges, saying whether they have a pet or do not have a pet, what they think of various animals, and can describe animals using adjectives.
- Children can respond to familiar questions using a short phrase, for example to say how they travel to school and what they are wearing.

Reading

- Children can read a short passage to themselves using familiar language, and understand the main points.
- Children can read aloud short prepared phrases using familiar vocabulary with accurate pronunciation and intonation.

Writing

- Children can write phrases to describe the weather and seasons from memory, using vocabulary and sentence models that they have first practised and learnt orally.
- Children can write 2-3 short sentences on a familiar topic, such as and be able to say what they like or dislike about a familiar topic.
- Children can form negative sentences.

Other Subject Links

Year 5

By the end of Year 5, we expect children to be able to conduct an interview and perform this in front of the class. Knowledge they now have includes confidently naming everyday food items, being able to recognise plural words, use adjectives to describe food, give opinions saying which food they prefer, follow instructions in a recipe, and compare celebrations in France and Britain. They will be able to ask for and give simple directions, and describe what they see around town on the way to school. Skills they now have include using adjectives to describe items, correctly positioning the adjective in the sentence, and using different verbs to describe activities at the beach.

Listening

- Pupils can recognise and understand the main points and some of the detail of short spoken descriptive passages, interviews and stories, for example, when listening to a recording of French pupils being interviewed about what instruments they play and what style of music they like.

Spoken Language

- Children can conduct a short prepared or improvised interview with a partner discussing musical instruments and preferred music genres.
- Children can use prepositions to describe the position of places around the town (in front of, behind, next to, to the left/right).
- Children can prepare and perform a short conversation in front of an audience, pretending they are a tourist lost in a French town, and ask for directions to various famous monuments.
- Pupils know numbers up to 50 and can use them in context.
- Children are able to present information to the class, for example to describe their home and name the rooms and various items of furniture and possessions, and can use present tense verbs to say what they do in each room.
- Children can say whether they take part in extra-curricular sports or hobbies, they can say how often they do these, and whether they enjoy the activities.
- Children know vocabulary to describe a beach scene and can discuss what activities they are doing with a friend.

Reading

- Children can read a short passage to themselves and understand the main points and some of the detail.
- Children can recognise some spelling patterns and can accurately pronounce some words that they have not previously encountered.

Writing

- Pupils are able to use a variety of different verbs to write short phrases describing their favourite sports and hobbies.
- Pupils can write compound sentences using a variety of conjunctions (because, and, but).
- Children can write a simple postcard to a friend or family member, using a model, and describing a trip to the beach.

Other Subject Links

- In Year 5, children write letters to link school in France. Children read and discuss responses. Children look at variety of areas such as hobbies, favourite football team etc and make scatter graphs to show results. (English and Maths)

Year 6

By the end of Year 6, the children will have improved their oral skills and we expect them to be able to present information to the class orally from memory or from a pre-prepared script. They will be confident in asking and answering questions, and will be able to discuss their life at school, describing the building and saying what subjects they study and enjoy. They will be able to use reflexive verbs to describe their daily routine. They will compare buildings and landmarks in Paris to those in London, and will discuss public transport. Knowledge they now have includes knowing the names and locations of European countries, and being able to name what they would pack in their suitcase to travel to various locations. They will conjugate more high frequency verbs such as the verbs “to be”, “to go”.

Listening

- Children can understand the main points and most of the detail from a spoken passage made up of familiar language, for example a passage describing the landmarks in a town.
- Children listen attentively to stories, interviews, songs and rhymes and join in with understanding.

Spoken Language

- Children can take part in simple conversations of 5 or more exchanges and express opinions about school subjects, their school uniform and school meals.
- Children can confidently present information to a partner, to the teacher or to the class, for example, describing the layout of their school building, using short phrases and some compound sentences.
- Children show a good understanding of word order and can correctly incorporate adjectives into their speaking.
- Children use correct intonation and good pronunciation when using familiar words and phrases.

Reading

- Children can understand the main points and most of the detail from a written passage made up of mainly familiar language but incorporating some new vocabulary.
- Children can use a bilingual dictionary to find out the meanings of unfamiliar words.

Writing

- Children are able to write short phrases from memory, and can adapt these sentences, substituting vocabulary to create new sentences.

Other Subject Links

- In Year 6, e-mail conversations with contact children. They apply their French skills to make links in conversations. (Computing and English)

National curriculum in England: languages programmes of study

Purpose of Study

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. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Key Stage 2: Foreign Language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should 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.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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

The starred (*) content above will not be applicable to ancient languages.

(Taken from the DFE: Statutory Guidance)

Assessment

- Pupils are assessed on whether they are Working Towards end of Year expectations, Working at the Expected Standard or Working at the Expected Standard in Greater Depth.
- Pupils are assessed by teachers according to the end of year expectations as set out in this document. Teacher assess all through the year and helps to form a 'teacher assessment.' There are no formal tests administered in French.
- End of year judgements for French are communicated in the end of year report for children in Years 1-6. No judgement is made in Nursery or Reception but the subject may be referred to in comments on end of year reports.

Helpful Web Links

- <http://www.learnalberta.ca/content/flbla/index.html?launch=true> (Conversational French with prompts, challenges along all set with cartoon clips).
- http://www.primaryresources.co.uk/mfl/mfl_french.htm (Games, challenge sheets, vocabulary support).
- <https://www.twinkl.co.uk/resources/early-years-understanding-the-world/early-years-languages/early-years-french> (Ideas for resources and games).
- <https://www.bbc.com/bitesize/subjects/zr8jmp3> (BBC short video clips on a range of different subjects for KS1 and KS2).