



Dr Radcliffe's CE Primary School

Curriculum Information

Modern Foreign Languages (MFL)

The National Curriculum Programme of Study for MFL states the following:

'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.'

Intent

Good modern foreign language teaching aims to teach pupils to:

- 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

At Dr Radcliffe's, we teach French to Key Stage 2. The main objective for each lesson is that all children enjoy learning MFL and feel that they leave Key Stage 2 with a foundation upon which to build in the coming years of their language journey.

We recognise and celebrate that our community is diverse and understand that language-learning is essential for children to begin to understand the world around them; French lessons aim to illustrate the cultural similarities and differences between France and the UK. We also celebrate cultural diversity during our whole school 'Cultural Week', in which parents come in to teach the children some words and phrases from other languages.

During lessons, children will be exposed to French in a variety of ways; we use authentic spoken materials as much as possible to allow the children to build up their 'ear' for French. They are taught about what life in France is like for children and how this differs from or is similar to life here in the UK. They are also taught that French is spoken in other countries beyond France.

Teaching of French closely follows the most up-to-date pedagogy and methodology that the school has access to; Giofranco Conti's methodology of sentence-builder based learning. When the school has a themed learning week, French will follow suit and might explore famous French artists during art week or French sports during sports week, allowing the children to explore the French culture in more depth.

Implementation

We achieve this by:

- Setting common learning opportunities which are open-ended and can have a variety of responses; these enable less able learners to access the same learning as more able peers and do not put 'glass-ceilings' on the most able linguists
- Setting tasks of increasing difficulty, some children not completing all tasks
- Playing a variety of engaging language games to whet the appetite for further learning
- Providing resources of different complexity according to the ability of the child
- Providing different levels of support to enable less able children to access the curriculum in line with their peers e.g. through effective use of TA support within the classroom

- Frequent revision of basic structures and phrases to ensure 'deep learning' of key information
- Encouraging an 'active lesson' with as many planned movement opportunities as possible

Planning:

Key Stage 2:

We use the national curriculum scheme of work for MFL as the basis for our curriculum planning. Our curriculum planning is in three phases (long-term, medium-term and short-term). Provision for French is separate from other subjects, with all children having a weekly hour lesson (or equivalent) with an MFL specialist or their classroom teacher.

Resources:

A set of bilingual dictionaries is available for each class to use during their session. A specially designed Scheme of Work has been produced by the subject leader who has a specialism for language teaching and is currently the MFL lead for ODST. This is based on the sentence builder approach and is designed to allow for a clear progression across the key stage.

Inclusion:

At Dr Radcliffe's Primary School, we teach French to all children, whatever their ability. French forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our French teaching, we provide learning opportunities that match the needs of children with learning difficulties as well as offering challenge to more able children.

Cross-curricular links:

English

Teaching of a foreign language; breaking the language down into its component parts, understanding how to manipulate language is extremely beneficial to the children's skills in English learning. The repetition of key semantics for language learning can only strengthen their understanding of the English language. The scheme of work encourages the use of adjectives, conjunctions, giving opinions and justifications for example both orally and in the written form, reiterating these key concepts for all learners.

Mathematics

From foundation stage onwards, children are taught numbers in French in a very repetitive nature; supporting all learners numeracy skills. Number is used in many different formats; telling the time, money, birthdays etc.

Personal, Social and Health Education (PSHE) and Citizenship

Foreign language learning makes children appreciate that they are members of a global community. It encourages them to think about how others see the world, their culture and ways of celebrating. This makes them reflect on their own values and beliefs as well as accepting that other countries may have different values or points of view.

Impact

Assessment

It is expected that work will be assessed in keeping with the school's assessment policy. We assess the children's work in French by making informal judgements as we observe the children during lessons.

Teachers assess children's work in French by making assessments as they observe them working during lessons. This allows the teacher to make assessments of attainment and progress for each child using Insight. The teacher will decide if a child is working towards, at or above their age.

Often, most of a French lesson is oral/aural based learning, immediate oral feedback is provided by the teacher during the lesson and all children are encouraged to engage as often as possible every lesson.

Where work is recorded, it will be marked according to the school marking policy. Where appropriate, children should be provided with feedback which allows them to focus on the next steps in their learning. After receiving feedback in their books, children should have the opportunity to respond to it and 'polish/re-draft' their work if appropriate at the beginning of the next lesson.

Where appropriate teachers may choose to use more formal or summative assessment methods for assessing progression.

Monitoring and Evaluation

French will be monitored and evaluated by the MFL Subject Leader alongside the SLT to ensure the implementation of the National Curriculum 2014 and to ensure the development of quality teaching and learning.

This will be complete through:

- Monitoring pupil work,
- Maintaining an overview of National Curriculum coverage,
- Identifying areas of learning that require development,

- Reviewing and evaluating the annual Action Plan to identify future developments.

The policy is intrinsically linked with and is informed by other school policies, including:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Early Years Policy
- Special Educational Needs Policy
- Homework Policy

Long Term Plan

The Units which the children study in each year group are:-

Year 3	Year 4	Year 5	Year 6
Greetings and saying your name	Animals and number I have/I have not I would like	Introducing self; Age/description. Character and others he is/she is/has etc.	I live in (places and countries)
Numbers 1-20 How old are you? Classroom commands	Family members He/she is called	Sports I do/I play Days of the week	I live in (house and location)
How are you? I am fine/happy/sad etc.	Self description—hair and eyes +colour. Adjectival agreement.	Likes and dislikes +sport(and other) Giving reasons, building longer sentences.	Rooms in the house
Animals I have I want	Describing others (appearance) Il/elle a	The weather and seasons	At school, School subjects items in pencil case
Adjectival agreement with animals and objects in the classroom	Nouns and colours - adjectival agreement	Sports and weather	The future -jobs
Recap terms 1-5 Cultural Study of France- Research French cuisine	Recapping terms 1-5 Cultural study of France - French speaking countries	Recapping Terms 1-5 Cultural study - French sports	Writing about yourself— letter to next school Cultural study of France- French school system



Please note: Each strand should be apparent and incorporated into every session or at least be taught discreetly in every term.

Differentiation (including for LA and HA)

The sentence builders have been designed with differentiation at their core. The children will be working at expected level at each term if they are able to use all 4 skill areas (listening, speaking, reading and writing) independent of the support sheet. LA children will be supported by the sentence builder sheet; however, they will be able to engage in all 4 areas. HA children will be able to create their own sentences veering away from the sentence builder sheet – these will be of a good level of accuracy but may contain some grammatical or lexical errors.

MFL Knowledge, Skills and Vocabulary Progression
(include differentiation, including for LA and HA)

Year 3 Term 1

Greetings and Saying your Name

KNOWLEDGE & UNDERSTANDING

- How to greet someone in French, asking or someone's name and responding to the question

Prior Learning

- Possibly none

Future Learning

- To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you

Core skills/Phonetic focus

Speaking, listening, reading, writing

Not sounding out the end of words

È = /air/

In = /an/

Vocabulary

Bonjour, salut, bon matin, bonsoir bon après-midi, bonne nuit, comment t'appelles-tu? Je m'appelle, au revoir

Grammar skills

- Know that to ask a question you must raise your voice at the end.
- That some words are masculine and some words are feminine and that will change the adjective. E.G. **Bon** après midi, but **Bonne** nuit

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context (à tout à l'heure, à bientôt etc)

Bonjour



Salut



Bon matin



Bonsoir



Bon après-midi



Bonne nuit



Comment t'appelles-tu?

Je m'appelle Marie.



Au revoir



Salut



Year 3 Term 2

Ages/counting to 20/classroom commands/yes/no/thank you

KNOWLEDGE & UNDERSTANDING

- To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you

Prior Learning

- How to greet someone in French, asking or someone's name and responding to the question

Future Learning

- Asking how someone is and being able to respond in 5 different ways

Core Skills/Phonetic focus

Speaking/Listening/Reading/Writing

Oi - /wa/
Eu = /er/
Qu = /k/

Vocabulary

Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, quel âge as-tu? J'ai...ans, levez-vous, asseyez-vous, silence, oui, non, merci.

Grammar skills

- Know that to ask a question you must raise your voice at the end.
- That you have your age in French (verb avoir)

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them

WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context (écoutez, regardez-moi etc.)

Un	1
Deux	2
Trois	3
Quatre	4
Cinq	5
Six	6
Sept	7
Huit	8
Neuf	9
Dix	10

Onze	11
Douze	12
Treize	13
Quatorze	14
Quinze	15
Seize	16
Dix-sept	17
Dix-huit	18
Dix-neuf	19
Vingt	20

Quel âge as-tu?

J'ai dix ans.



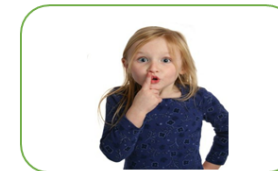
Levez-vous!



Asseyez-vous!



Silence!



Oui



Non



Merci



Year 3 Term 3

How are you/ I am...

KNOWLEDGE & UNDERSTANDING

- Asking how someone is and being able to respond in 5 different ways

Prior Learning

- How to greet someone in French, asking or someone's name and responding to the question
- To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you

Future Learning

- Saying how many pets you have and their colour

Core skills/Phonetic focus

Speaking, listening, reading, writing

Ç = /s/

En = /on/

R = rolling r sound

Vocabulary

Comment ça-va?, ça-va bien, comme ci, comme ça, ça-va mal, je suis content(e), je suis triste

Grammar skills

- Know that to ask a question you must raise your voice at the end.
- Gender and adjectival agreement

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them

WORKING AT GREATER DEPTH

- Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context

Comment ça-va?

Ça-va bien!



Comme-ci
comme-ça



Ça-va mal!

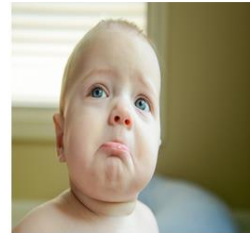


Je suis...
I am...

content(e)



triste



Year 3 Term 4

As-tu un animal?

KNOWLEDGE & UNDERSTANDING

- Asking and answering about pets, saying how many you have.

Prior Learning

- How to greet someone in French, asking or someone's name and responding to the question
- To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you
- Asking how someone is and being able to respond in 5 different ways

Future Learning

- Pets and classroom items – saying how many you have/need and giving their colour

Core skills/Phonetic focus

Speaking, listening, reading, writing

Ai =/ay/
ien = /ee-an/
eau = /oh/

Vocabulary

Oui, J'ai, je veux. Je voudrais, non, je n'ai pas d'animal, un, deux, trois, quatre, cinq, chat, chien, hamster, oiseau, poisson, serpent, lapin, cochon, d'Inde, souris, tortue

Grammar skills

- Know that to ask a question you must raise your voice at the end.
- Understand that there is an agreement between number and gender in French
- Understand that plurals can alter the spelling and sound in French
- Using the conditional and present tense to convey a desire (vouloir)

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context

As-tu un animal?

masculine pets

chat(s) *cat(s)*
chien(s) *dog(s)*
hamster(s)
oiseau(x) *bird(s)*
poisson(s) *fish*
serpent(s) *snake(s)*
lapin(s) *rabbit(s)*
cochon(s) *d'Inde*

feminine pets

souris *mouse/mice*
tortue(s) *tortoise(s)*

Oui, j'ai
(Yes, I have)

Je veux
(I want)
Je voudrais
(I would like)

Non, Je n'ai pas
d'animal.
(No, I don't have
an animal)

un(e) 1
deux 2
trois 3
quatre 4
cinq 5

Year 3 Term 5

Combien?

KNOWLEDGE & UNDERSTANDING

- Pets and classroom items – saying how many you have/need

Prior Learning

- How to greet someone in French, asking or someone's name and responding to the question
- To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you
- Asking how someone is and being able to respond in 5 different ways
- Asking and answering about pets, saying how many you have

Future Learning

- Cultural understanding of France – French cuisine

Core skills/Phonetic focus

Speaking, listening, reading, writing

Y= /ee/
is = /ee/
eu =/er/
ch= /sh/

Vocabulary

J'ai, je veux, je voudrais,
Voici, un, deux, trois, quatre,
cinq, stylo, crayon, livre,
chien, poisson, serpent, lapin,
ordinateur, souris, tortue,
chaise, table, gomme, règle,

Grammar skills

- Know that to ask a question you must raise your voice at the end.
- That some words are masculine and some words are feminine and that will change the adjective.
- Understand that plurals can alter the spelling and sound in French.
- Using the conditional and present tense to convey a desire (vouloir)

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

masculine items

Combien?

Year 3 Term 6

Recap of Terms 1-5 plus a culture study on France – French

Cuisines

- stylo(s) *pen(s)*
- crayon(s) *pencil(s)*
- livre(s) *book(s)*
- chien(s) *dog(s)*
- poisson(s) *fish*
- serpent(s) *snake(s)*
- lapin(s) *rabbit(s)*

KNOWLEDGE & UNDERSTANDING

- Recapping all from terms 1-5 then a case study on French cuisine

Prior Learning

- How to greet someone in French, asking for someone's name and responding to the question
- To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you
- Asking how someone is and being able to respond in 5 different ways
- Asking and answering about pets, saying how many you have
- Pets and classroom items – saying how many you have/need

Learning

about pets, number and colour

Core skills

Vocabulary

Grammar skills

Speaking, listening, reading, writing
Cultural understanding of French cuisine

As per terms 1-5

- As per terms 1-5

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match the contexts.

Year 4 Term 1

As-tu un animal?

KNOWLEDGE & UNDERSTANDING

- Asking and answering about pets -number and colour

Prior Learning

- How to greet someone in French, asking or someone's name and responding to the question
- To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you
- Asking how someone is and being able to respond in 5 different ways
- Asking and answering about pets, saying how many you have

Future Learning

- Introducing family members and giving their names

Core skills/Phonetic focus

Speaking, listening, reading, writing

in = /an/

no sounds at the end of the word: souris/gris

Vocabulary

, Oui, J'ai, je veux. Je voudrais, non, je n'ai pas d'animal, un , deux, trois, quatre, cinq, chat, chien, hamster, oiseau, poisson, serpent, lapin, cochon, d'Inde, souris, tortue, noir, blanc, marron, gris, rouge, orange

Grammar skills

- Know that to ask a question you must raise your voice at the end.
- That some words are masculine and some words are feminine and that will change the adjective.
- Understand that plurals can alter the spelling and sound in French.
- Using the conditional and present tense to convey a desire (vouloir)

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

As-tu un animal?

Oui, j'ai
(Yes, I have)

Je veux
(I want)

Je voudrais
(I would like)

Non, Je n'ai pas
d'animal.
(No, I don't have an
animal)

un(e) 1
deux 2
trois 3
quatre 4
cinq 5

masculine pets

chat(s) *cat(s)*
chien(s) *dog(s)*
hamster(s)
oiseau(x) *bird(s)*
poisson(s) *fish*
serpent(s) *snake(s)*
lapin(s) *rabbit(s)*
cochon(s) d'Inde
Guinea pig(s)

feminine pets

souris *mouse/mice*
tortue(s) *tortoise(s)*

masculine colours

noir(s) *black*
blanc(s) *white*
marron *brown*
gris *grey*
rouge(s) *red*
orange

feminine colours

noire(s) *black*
blanche(s) *white*
marron *brown*
grise(s) *grey*
rouge(s) *red*
orange

Year 4 Term 2

Ma Famille

KNOWLEDGE & UNDERSTANDING

- Introducing family members and giving their names

Prior Learning

- How to greet someone in French, asking or someone's name and responding to the question
- To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you
- Asking how someone is and being able to respond in 5 different ways
- Asking and answering about pets, saying how many you have
- Introducing family members and giving their names

Future Learning

- Describing personal hair/eye colour and personal characteristics

Core skills/Phonetic focus

Speaking, listening, reading, writing

È = /air

No difference in sound for s'appelle/s'appellent – do not pronounce ent

No pronouncing final s on words

Vocabulary

Voici, mon/ma/mes père, mère, frère, oncle, grand-père, soeur, tante, grand-mère, parents, il s'appelle, elles s'appelle, ils s'appellent, elles s'appellent

Grammar skills

- Understand that possessive pronouns in French change depending on gender
- Understand how to conjugate the reflexive verb s'appeller to match number
- Understand the pronouns il/elle
- Understand that the French use accents to change to sound of the vowels
- Singular and plural nouns

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

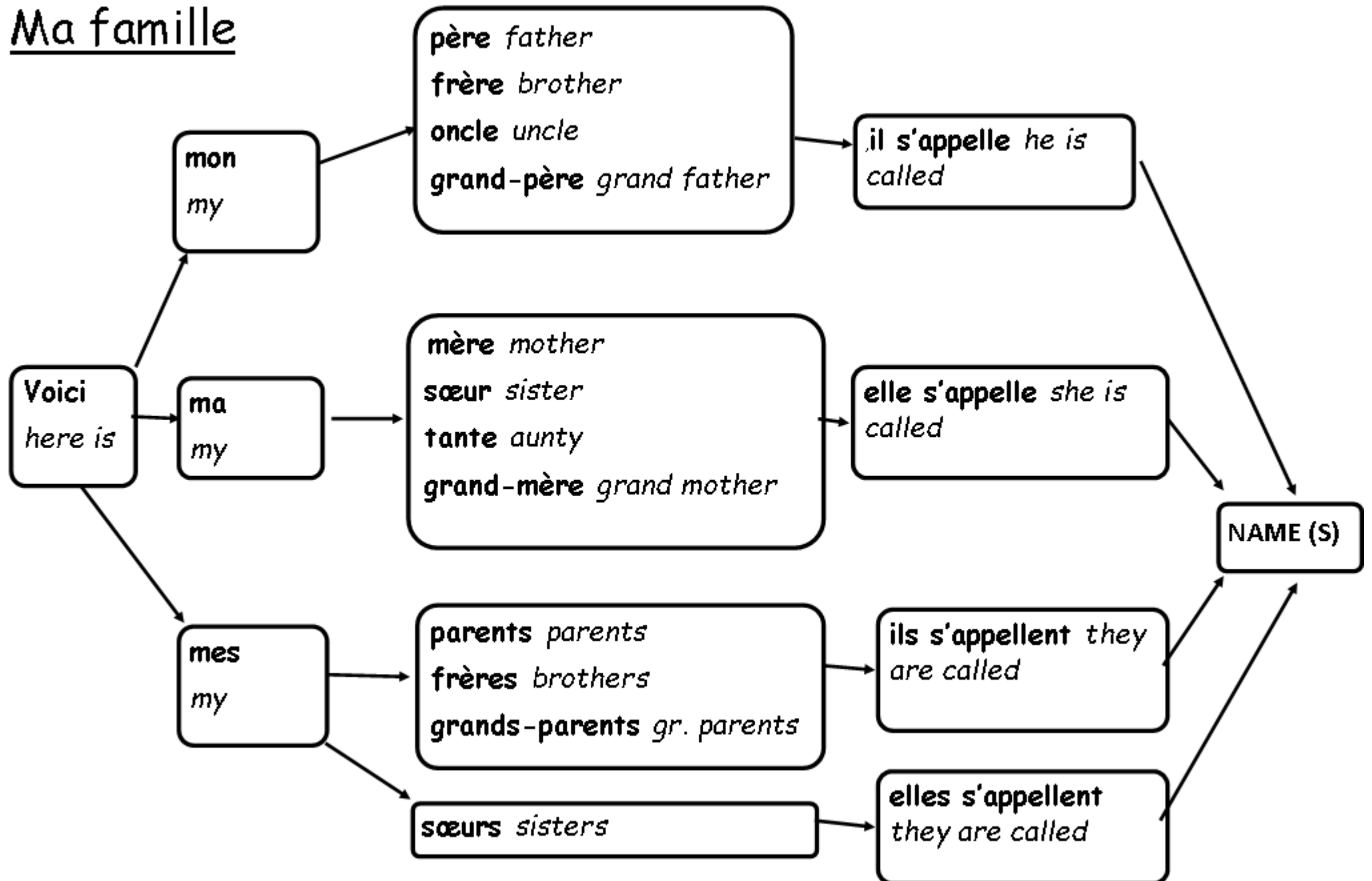
WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context.

Ma famille



Year 4 Term 3

Moi

KNOWLEDGE & UNDERSTANDING

- Describing personal hair/eye colour and personal characteristics

Prior Learning

- How to greet someone in French, asking or someone's name and responding to the question
- To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you
- Asking how someone is and being able to respond in 5 different ways
- Asking and answering about pets, saying how many you have

Future Learning

- Describing others, hair, eyes and personal characteristics

Core skills/Phonetic focus

Speaking, listening, reading, writing

Eux= /er/

No pronouncing z at end of word

Liaison between les and yeux /lezyuh/

Vocabulary

J'ai, je suis, les yeux, les cheveux, bleu, marron, vert, noisette, roux, gris, brun assez, très, un peu, timide, grand, petit, sportif, bavard, intelligent, marrant, et, mais, aussi

Grammar skills

- That some words are masculine and some words are feminine and that will change the adjective.
- Adjectival changes for plural
- Using avoir/être in the first person singular present tense
- Using quantifiers
- Using connectives to build longer sentences
- Irregular adjectival changes for masculine/feminine.

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context.

Moi

J'ai
I have

les yeux
eyes

bleus blue
marron brown
verts green
noisette hazel

les cheveux
hair

blonds blonde
noirs black
bruns brown
roux red/ginger
gris grey

Je suis
I am

assez quite
très very
un peu a little

timide shy
grand(e) tall
petit(e) short
sportif/ve sporty
bavard(e) chatty
intelligent(e) clever
marrant(e) funny

connectives:
et and
mais but
aussi also

Year 4 Term 4

Il/Elle

KNOWLEDGE & UNDERSTANDING

- Describing others, hair, eyes

Prior Learning

- Asking and answering about pets, saying how many you have
- Describing personal hair/eye colour and personal characteristics

Future Learning

- Pets and classroom objects – number and colour

Core skills/Phonetic focus

Speaking, listening, reading, writing

Oux = /ooh/

Au = /oh/

Vocabulary

Il/elle est il/elle a les yeux, les cheveux, bleu, marron, vert, noisette, roux, gris, brun assez, très, un peu, timide, grand, petit, sportif, bavard, intelligent, marrant, et, mais, aussi

Grammar skills

- That some words are masculine and some words are feminine and that will change the adjective.
- Adjectival changes for plural
- Using avoir/être in the third person singular present tense
- Using quantifiers
- Using connectives to build longer sentences
- Irregular adjectival changes for masculine/feminine.

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

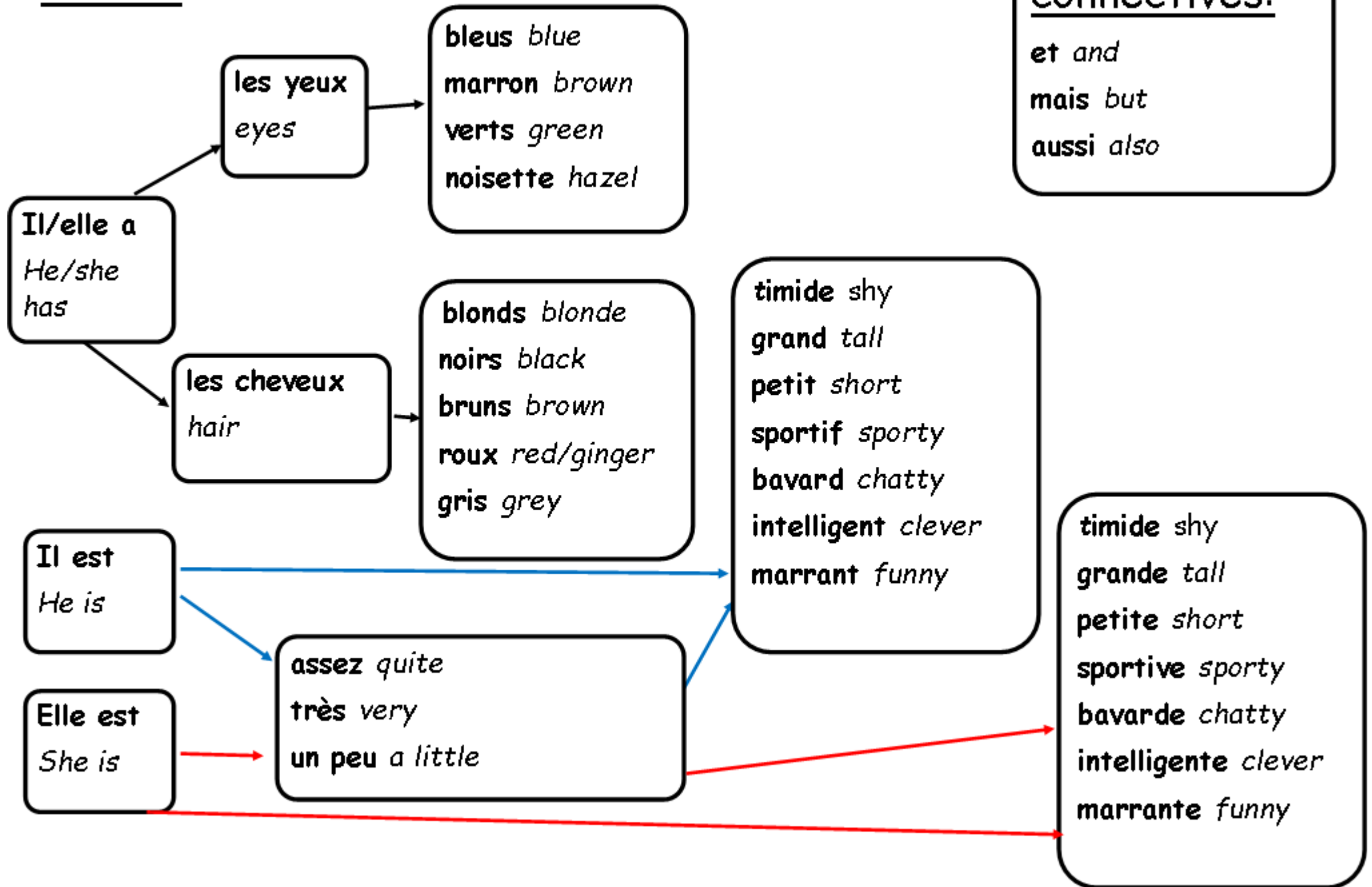
WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

Il/Elle



Year 4 Term 5

Nouns and colours

KNOWLEDGE & UNDERSTANDING

- Pets and classroom objects – number and colour

Prior Learning

- Asking and answering about pets, saying how many you have
- Describing personal hair/eye colour and personal characteristics
- Describing others', hair, eyes and personal characteristics

Future Learning

- Cultural understanding of France – French Speaking Countries

Core skills/Phonetic focus

Speaking, listening, reading, writing

Anc= /on/
Ent = /on/

Vocabulary

J'ai, je veux, je voudrais,
Voici, un, deux, trois, quatre,
cinq, stylo, crayon, livre,
chien, poisson, serpent, lapin,
ordinateur, souris, tortue,
chaise, table, gomme,
règle, bleu, noir, brun, rouge,
gris, vert, blanc, jaune, rose
Dans mon sac, il y a

Grammar skills

- That some words are masculine and some words are feminine and that will change the adjective.
- Understand that plurals can alter the spelling and sound in French.
- Using the conditional and present tense to convey a desire (vouloir)

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

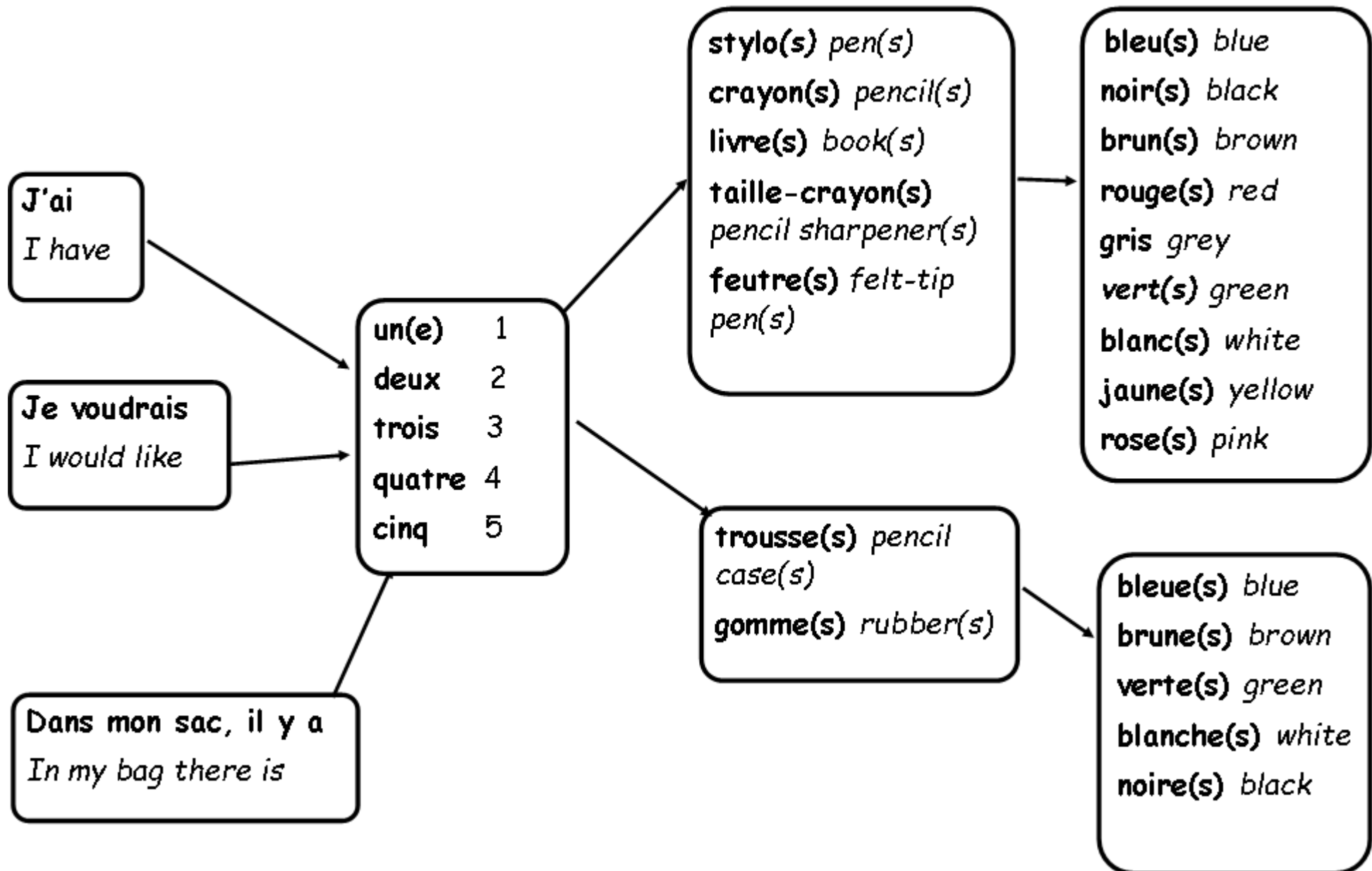
WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context.

Nouns and colours



Year 4 Term 6

Recap of Terms 1-5 then cultural study of French Speaking Countries (pays Francophones)

KNOWLEDGE & UNDERSTANDING

- Pets and classroom items – saying how many you have/need

Prior Learning

- How to greet someone in French, asking for someone's name and responding to the question
- To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you
- Asking how someone is and being able to respond in 5 different ways
- Asking and answering about pets, saying how many you have
- Describing personal hair/eye colour
- Describing others', hair, eyes

Future Learning

- Cultural understanding of France – French cuisine

Core skills

Speaking, listening, reading, writing

Vocabulary

As per terms 1-5

Grammar skills

- As per terms 1-5

ASSESSMENT STATEMENTS

WORKING TOWARDS

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WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context.

Year 5 Term 1

Moi/Il/elle

KNOWLEDGE & UNDERSTANDING

- Describing hair/eyes and personal characteristics

Prior Learning

- Describing personal hair/eye colour
- Describing others', hair, eyes

Future Learning

- Days of the weeks and sports in French

Core skills/Phonetic focus

Speaking, listening, reading, writing

An= /on/

No pronouncing t at the end of words

Vocabulary

J'ai, Je suis, Il/elle est il/elle a
les yeux, les cheveux, bleu,
marron, vert, noisette, roux,
gris, brun assez, très, un peu,
timide, grand, petit, sportif,
bavard, intelligent, marrant,
et, mais, aussi

Grammar skills

- That some words are masculine and some words are feminine and that will change the adjective.
- Adjectival changes for plural
- Using avoir/être in the third person singular present tense
- Using quantifiers
- Using connectives to build longer sentences
- Irregular adjectival changes for masculine/feminine.

ASSESSMENT STATEMENTS

WORKING TOWARDS

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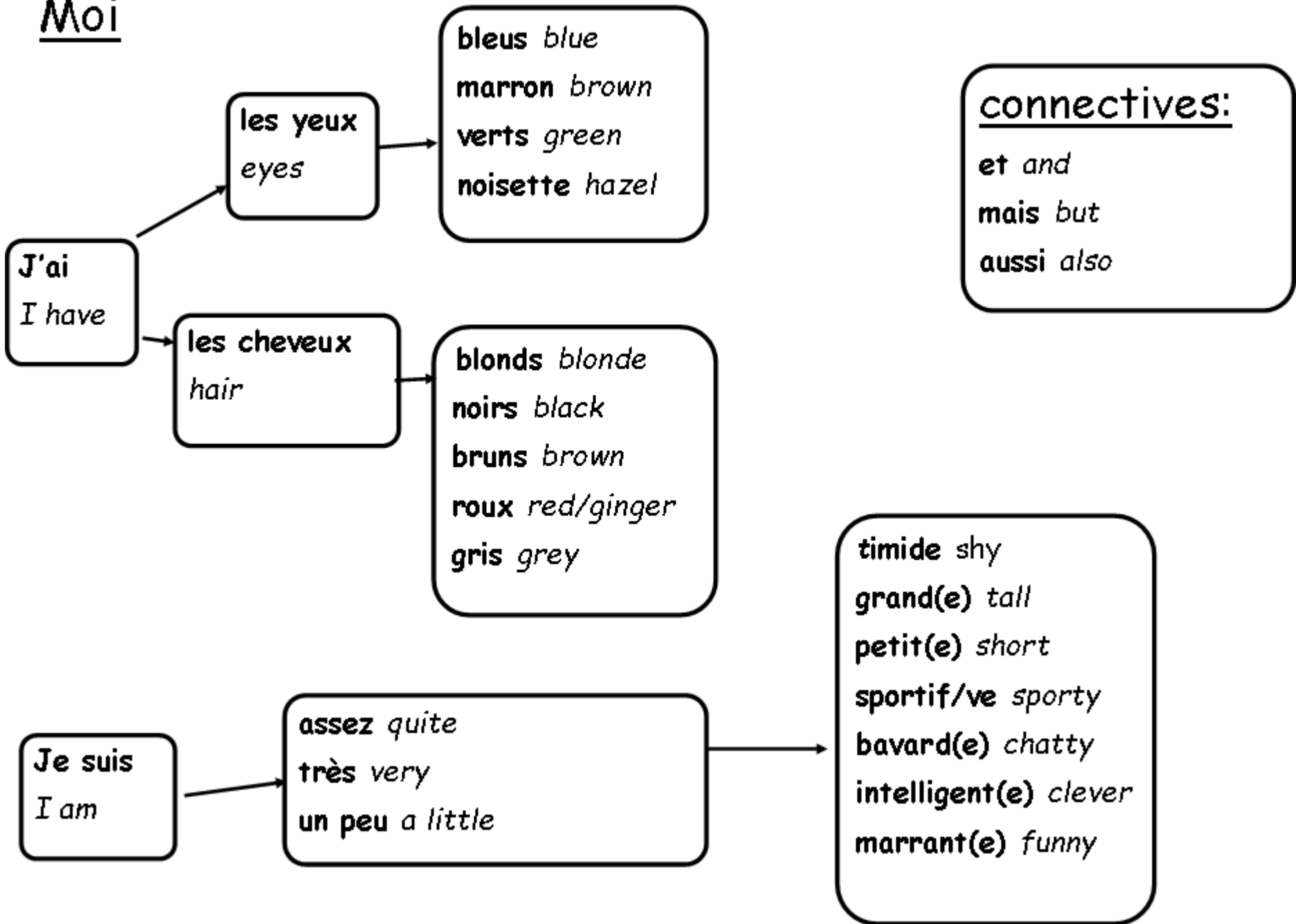
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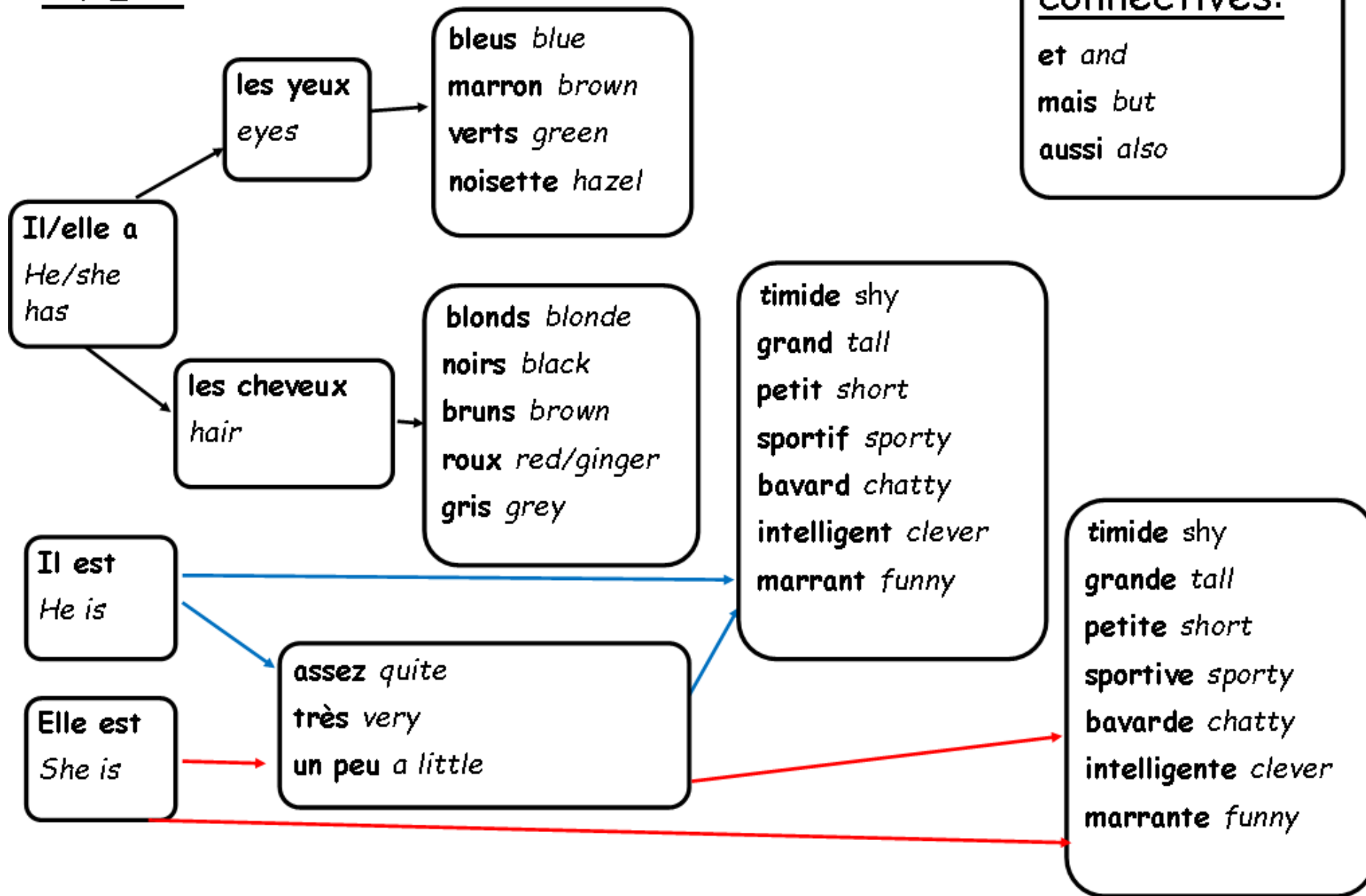
WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context.

Moi



Il/Elle



connectives:

et and
mais but
aussi also

Il/elle a
He/she
has

les yeux
eyes

bleus blue
marron brown
verts green
noisette hazel

les cheveux
hair

blonds blonde
noirs black
bruns brown
roux red/ginger
gris grey

timide shy
grand tall
petit short
sportif sporty
bavard chatty
intelligent clever
marrant funny

Il est
He is

Elle est
She is

assez quite
très very
un peu a little

timide shy
grande tall
petite short
sportive sporty
bavarde chatty
intelligente clever
marrante funny

Year 5 Term 2

Les sports

KNOWLEDGE & UNDERSTANDING

- Days of the weeks and sports in French

Prior Learning

As per year 3/4

Future Learning

- Sports likes/dislikes

Core skills/Phonetic focus

Speaking, listening, reading, writing

Di = /dee/

É = /ay/

Vocabulary

Lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche, je joue au je fais, badminton, tennis, rugby, cricket, golf, du/de la, vélo, judo, ski, karate, cheval, danse, gymnastique, natation, C'est cool, amusant, bon pour la santé

Grammar skills

- Days of the week have no capital letters unless at the start of a sentence.
- Jouer is used for ball sports and followed by au
- Faire is used for all non-ball sports and followed by de
- De changes depending on gender of sport

ASSESSMENT STATEMENTS

WORKING TOWARDS

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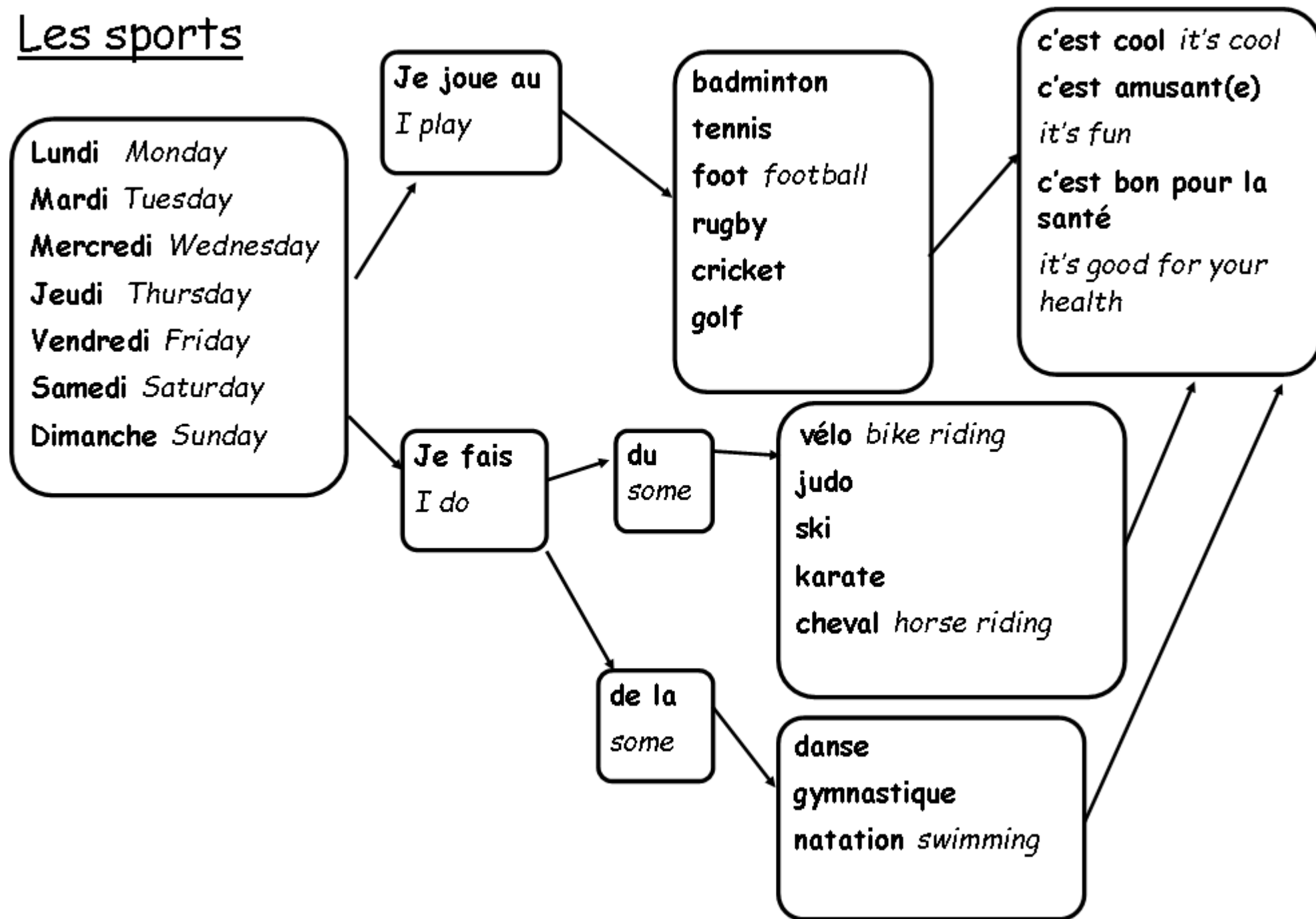
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WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context.

Les sports



Year 5 Term 3

Les sports (likes/dislikes)

KNOWLEDGE & UNDERSTANDING

- Sports likes/dislikes

Prior Learning

- As per year 3/4
- Sports and days of the week

Future Learning

- The weather and seasons

Core skills/Phonetic focus

Speaking, listening, reading, writing

Mu = /moo/

Tion = /si-on/

Qu = /k/

Ce = /ss/

Vocabulary

J'aime je n'aime pas, j'adore, je déteste le foot, le tennis, le vélo, le cricket, le karaté, le rugby, le golf, la danse, la natation, la gymnastique, parce que, c'est cool, amusant, bon pour la santé bon marché, cher, ennuyeux, facile, difficile, et mais, aussi

Grammar skills

- Positive and negative of aimer
- Er verbs in present tense first person
- Use of justification
- Use of connectives to extend sentences

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

Year 5 Term 4

The weather

KNOWLEDGE & UNDERSTANDING

- The weather and seasons

Prior Learning

As per year 3+4

- Sports
- Likes and dislikes

Future Learning

- The weather and sports

Core skills/Phonetic focus

Speaking, listening, reading, writing

nua= /noo-ah/

au = /oh/

in= /an/

em= /om/

eil=/ay/

Vocabulary

Au printemps, en été, en automne, en hiver, il fait beau/mauvais, du soleil, nuageux, chaud, froid il y a du vent, soleil, il neige, il gèle

Grammar skills

- Faire is used for the weather
- Il y a

ASSESSMENT STATEMENTS

WORKING TOWARDS

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WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context.

The weather

Au printemps *In the spring*
En été *In the summer*
En automne *In the autumn*
En hiver *In the winter*

connectives:

et *and*
mais *but*
aussi *also*

il fait beau *it's fine/nice*
il fait mauvais *it's not nice*
il fait du soleil *it's sunny*
il fait nuageux *it's cloudy*
il fait chaud *it's hot*
il fait froid *it's cold*

il y a du vent *it's windy*
il y a du soleil *it's sunny*

il neige *it's snowing*
il gèle *it's freezing*

Year 5 Term 5

The weather and sports

KNOWLEDGE & UNDERSTANDING

- The weather and sports

Prior Learning

- As per year 3 +4
- The weather
- Sports
- Likes and dislikes

Future Learning

- Cultural understanding of France – French sports

Core skills /Phonetic focus

Speaking, listening, reading, writing

Ei = /air/

Au = /oh/

Em =/om/

Vocabulary

Au printemps, en été en automne, en hiver, quand , il fait beau/mauvais, du soleil, nuageux, chaud, froid il y a du vent, soleil, il neige, il gèle, je joue au je fais, badminton, tennis, rugby, cricket, golf, du/de la, vélo, judo, ski, karaté, cheval, danse, gymnastique, natation,

Grammar skills

- Er verbs in present tense first person
- Use of justification
- Use of connectives to extend sentences
- Faire is used for the weather

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

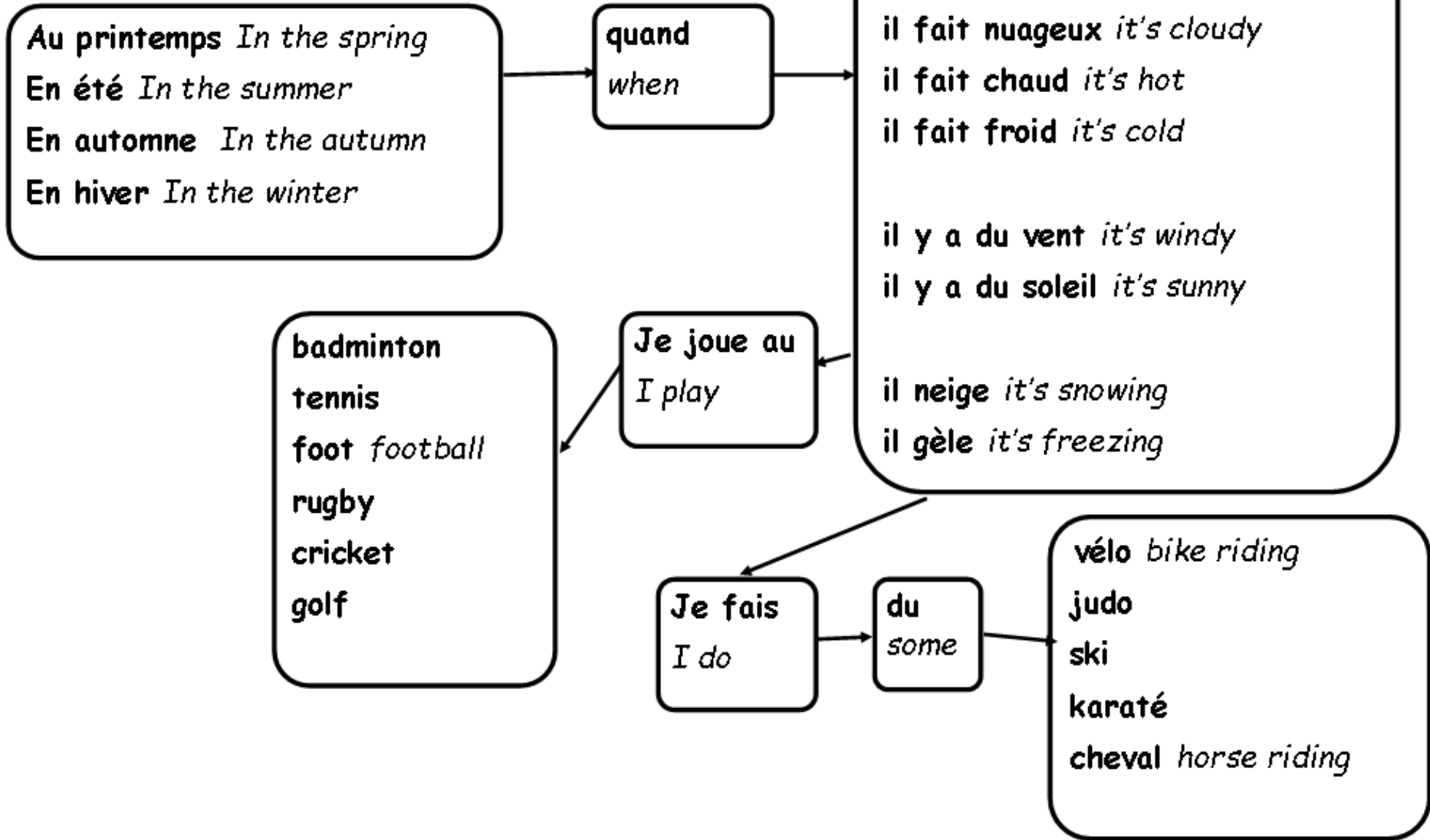
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WORKING AT GREATER DEPTH

- Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

The weather with sports



Au printemps *In the spring*
En été *In the summer*
En automne *In the autumn*
En hiver *In the winter*

quand
when

il fait beau *it's fine/nice*
il fait mauvais *it's not nice*
il fait du soleil *it's sunny*
il fait nuageux *it's cloudy*
il fait chaud *it's hot*
il fait froid *it's cold*

il y a du vent *it's windy*
il y a du soleil *it's sunny*

il neige *it's snowing*
il gèle *it's freezing*

badminton
tennis
foot *football*
rugby
cricket
golf

Je joue au
I play

Je fais
I do

du
some

vélo *bike riding*
judo
ski
karaté
cheval *horse riding*

Year 5 Term 6

Recap of Terms 1-5 then cultural study of French Sports

KNOWLEDGE & UNDERSTANDING

- Pets and classroom items – saying how many you have/need

Prior Learning

As per year 3, 4 and 5 (terms 1-5)

Future Learning

- Where I live (cities and countries)

Core skills

Speaking, listening, reading, writing

Vocabulary

As per terms 1-5

Grammar skills

- As per terms 1-5

ASSESSMENT STATEMENTS

WORKING TOWARDS

- Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time

WORKING AT EXPECTED LEVEL

- Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.

WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context.

Year 6 Term 1

Where I Live (place)

KNOWLEDGE & UNDERSTANDING

- Saying which town and country you live in

Prior Learning

As per year 3, 4 and 5

Future Learning

- Where I live (setting)

Core skills/ Phonetic focus

Speaking, listening, reading, writing

do not pronounce h
an= /on/
agne = /an-yuh/

Vocabulary

J'habite à/ près de + place names, en Angleterre, Ecosse, France, Allemagne, Espagne, Amérique, Italie

Grammar skills

- Habiter in first person
- À for towns/en for countries
- prepositions

ASSESSMENT STATEMENTS

WORKING TOWARDS

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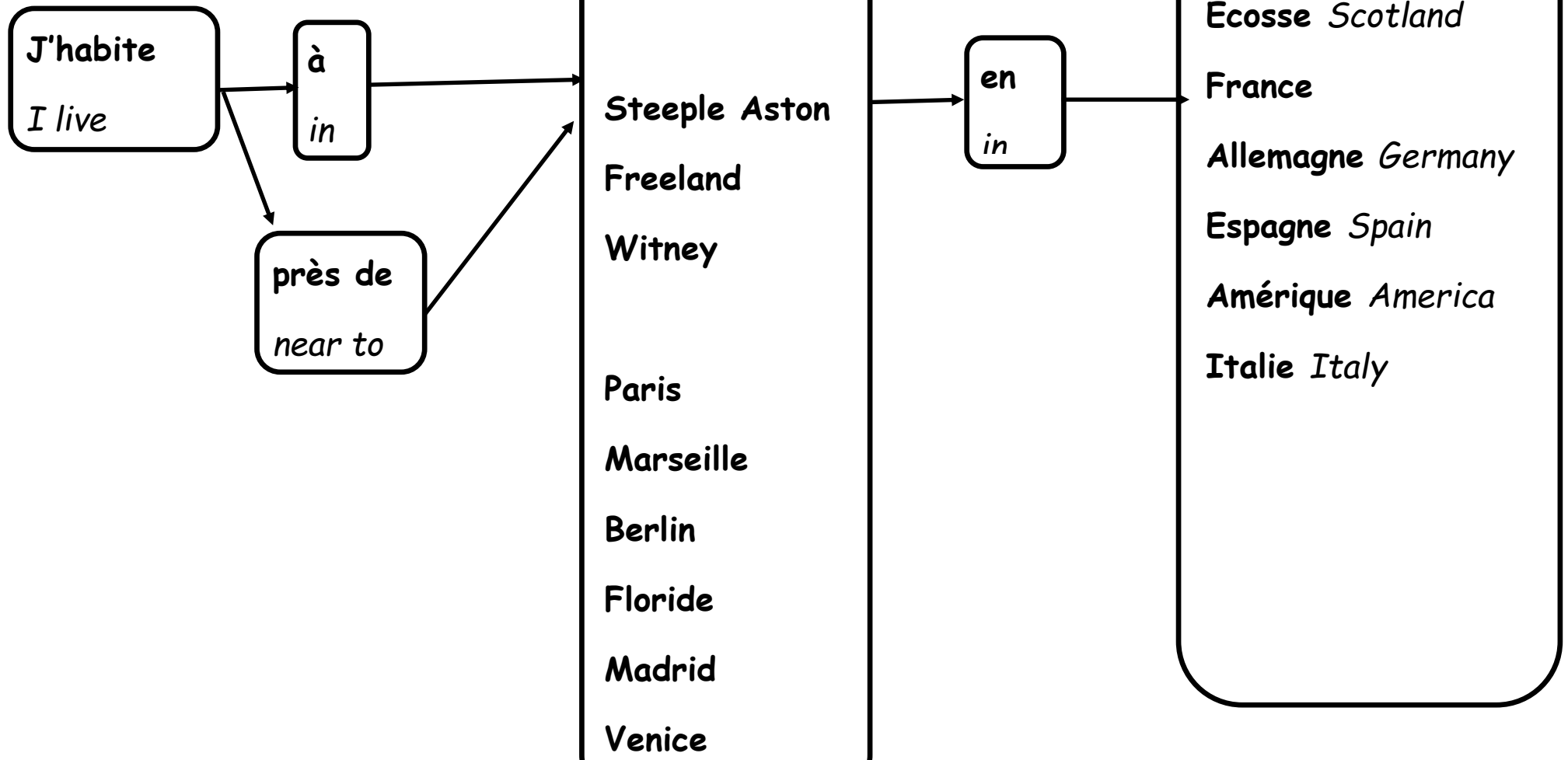
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WORKING AT GREATER DEPTH

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Where I live (place)



Year 6 Term 2

Where I live (place 2)

KNOWLEDGE & UNDERSTANDING

- Pets and classroom items – saying how many you have/need

Prior Learning

I live in + countries/towns

Future Learning

- Where I live (house)

Core skills/ Phonetic focus

Speaking, listening, reading, writing

Ou = /ooh/

Age = /arj/

Mer = /mair/

Vocabulary

J'habite, il/elle/name habite, je voudrais habiter dans une maison, un appartement, à la campagne/montagne/plage, au bord de la mer, en ville, dans un village, parce que c'est pittoresque/près de la mer, mieux pour la santé, bon marché, cher, propre, plus tranquille

Grammar skills

- Habiter in first/third person present tense
- Conditional tense
- à/en/au/dans prepositions
- use of connectives
- quantifiers

ASSESSMENT STATEMENTS

WORKING TOWARDS

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WORKING AT EXPECTED LEVEL

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WORKING AT GREATER DEPTH

- Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

Where I live (place)

J'habite
I live
Il habite
He lives
Elle habite
She lives
Peter habite
Peter lives

dans
.

une maison *a house*
un appartement *a flat*

à la campagne
in the countryside
à la montagne
in the mountains
à la plage
on the beach
au bord de la mer
at the seaside
en ville
in a town

Je voudrais habiter
I would like to live

pittoresque *pretty*
près de la mer *near to the sea*
mieux pour la santé
better for your health
bon marché *cheap*
cher *expensive*
propre *clean*
plus tranquille *quieter*

parce que c'est
because it is

Year 6 Term 3

Where I live (house)

KNOWLEDGE & UNDERSTANDING

- Talking about your home

Prior Learning

Where I live place, setting

Future Learning

- At school

Core skills/Phonetic focus

Speaking, listening, reading, writing

**ui = /wi/
er = /ay/**

Vocabulary

Dans ma maison il y a grand/petit salon, garage, salle à manger, cuisine, salle de bains, chambre, au rez de chaussée, au premier/deuxième étage,

Grammar skills

- Masculine/feminine adjectival agreement
- Plural agreement,
- Ordinal numbers

ASSESSMENT STATEMENTS

WORKING TOWARDS

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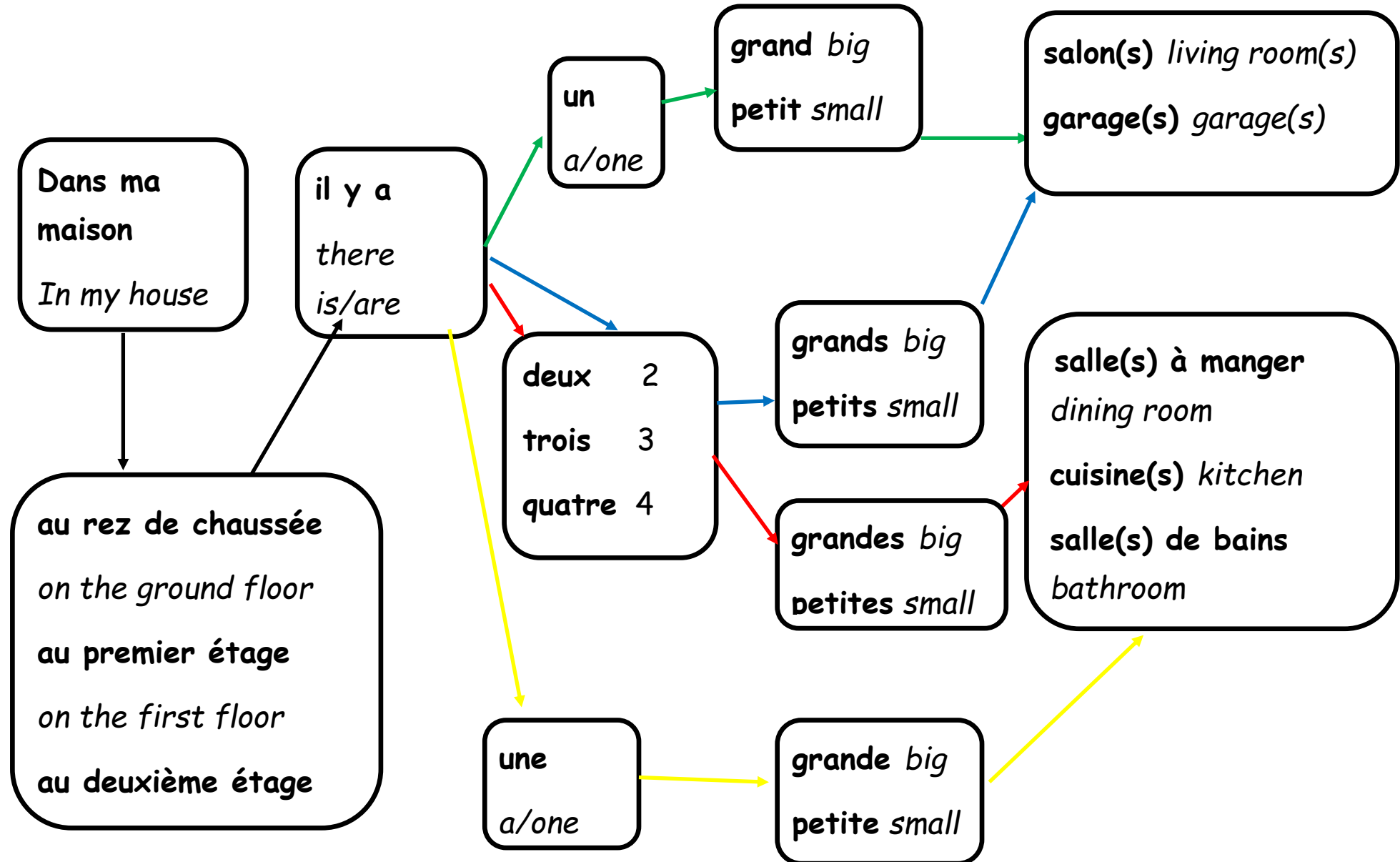
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WORKING AT GREATER DEPTH

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Where I live (house)



Year 6 Term 4

At School

KNOWLEDGE & UNDERSTANDING

- Discussing school subjects, likes, dislikes, favourite subjects

Prior Learning

As per year 3, 4 and 5

Future Learning

- Where I live (cities and countries)

Core skills

Speaking, listening, reading, writing

Sci = /see/

En = /on/

Vocabulary

Ma matière préférée est le français, les sciences, l'anglais, la drame, les maths, l'histoire, le sport, la géographie, la danse, l'éducation religieuse, la musique, A l'école j'aime/je déteste parce que c'est facile, difficile, amusant, intéressant, nul, ennuyeux, et mais, aussi

Grammar skills

- Singular and plural adjectival agreement
- Aimer/detester in first person present tense.
- Using connectives to increase sentence length.

ASSESSMENT STATEMENTS

WORKING TOWARDS

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WORKING AT EXPECTED LEVEL

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WORKING AT GREATER DEPTH

- Children will confidently say/recognise/read/write all of the words without support and may bring in other words to match this context.

At school

Ma matière préférée c'est
My favourite school subject is
Mes matières préférées sont

A l'école j'aime
At school I like
A l'école je déteste

le français *French*
les sciences
l'anglais *English*
la drame *drama*
les maths
l'histoire
le sport
la géographie
la danse

connectives:

et *and*
mais *but*

parce que c'est
because it is

facile *easy*
difficile *difficult*
amusant(e) *fun*
intéressant(e)
interesting
nul(le) *rubbish*

Year 6 Term 5

In the Future (jobs)

KNOWLEDGE & UNDERSTANDING

- Saying what job you would like in the future and why

Prior Learning

As per year 3, 4 and 5, school subjects, giving opinions and justifications

Future Learning

- Compiling a letter about yourself
- Cultural learning on French schools.

Core skills/Phonetic focus

Vocabulary

Grammar skills

Speaking, listening, reading, writing

ir = /ear/
eur = /er/
g = /juh/
en=/on/

Je voudrais devenir
 médecin/professeur/vétérinaire/infirmier/musicien/constructeur/pompier/avocat
 parce que, ca paye bien, je suis forte en, ca sera intéressant/ j'aime les
 animaux, j'aime aider les gens, et, mais, aussi

- Conditional tense
- Masculine/feminine changes for jobs
- connectives

ASSESSMENT STATEMENTS

WORKING TOWARDS

WORKING AT EXPECTED LEVEL

WORKING AT GREATER DEPTH

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- Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

In the future

Je voudrais devenir

I would like to become

médecin(e) *doctor*

professeur *teacher*

vétérinaire *vet*

infirmier *nurse (m)*

infirmière *nurse (f)*

musicien(ne) *musician*

constructeur *builder*

parce que

because

ca paye bien *it pays well*

je suis fort(e) en
(sciences/maths etc) I am
good at (science/maths
etc)

ce sera intéressant *it will*
be interesting

j'aime les animaux *I like*
animals

j'aime aider les gens *I like*

connectives:

et *and*

mais *but*

aussi *also*

Year 6 Term 6

Letter about yourself then cultural study of French School system

KNOWLEDGE & UNDERSTANDING

- Writing about yourself using prior learning from years 3 onwards and a cultural study of French schools

Prior Learning

As per year 3, 4 and 5 (terms 1-5)

Future Learning

KS3 learning – will vary depending on setting.

Core skills

Speaking, listening, reading, writing

Vocabulary

As per terms 1-5

Grammar skills

- As per terms 1-5

ASSESSMENT STATEMENTS

WORKING TOWARDS

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WORKING AT EXPECTED LEVEL

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WORKING AT GREATER DEPTH

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Key Stage 1 Suggested Activities

Year 1

Counting to 5

Un, deux, trois, quatre, cinq

Colours

Rouge, bleu, vert, noir, blanc

Animals

Chien, chat, souris, serpent, hamster

Classroom commands

Écoutez, regardez, levez-vous, asseyez-vous, silence

Classroom objects

Un stylo, un crayon, un ordinateur, un livre, le professeur

Cultural study – where is France? How can we travel there?

Year 2

Counting to 10

Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix

Colours

Jaune, violet, rose, gris, orange

Animals

Oiseau, canard, poisson, lapin, cochon

Classroom commands

Sautez, frappez les mains, tournez-vous, arrêtez, allez

Classroom objects

Une gomme, un cahier, le papier, le tableau, une chaise, une table

Cultural study – Christmas in France