



Modern Foreign Languages (French)

Intent

At Bacton Primary School, where the majority of children speak only one language, we believe that learning an additional language is full of rich opportunities. We have chosen French as our modern foreign language as France is our nearest neighbour and children moving on from Bacton Primary School to our catchment and partner high school – Stowupland - will continue their studies there. Our intent is for children to develop a practical knowledge of a modern foreign language, enabling them to express their thoughts and ideas in a different way. Learning a second language offers the chance to explore relationships between language and identity, develop a deeper understanding of another culture and improve overall attainment. It also serves to broaden horizons and develop values of inclusion and respect as well as a curiosity in the wider world.

Implementation

We are committed to implementing this vision following national curriculum guidelines. French is taught in KS2, with a wide range of topics covered through the RIGOLO program. Our aim is that by the time our children leave in Year 6, they will have mastered basic French conversation, and be fully prepared for their language learning at high school. To make sure our children have the best knowledge and skills, we ensure that they regularly hear native speakers through the program with built in opportunities to revise and master content. Furthermore, children develop their understanding of the language through practical and challenging lessons, including the use of videos, songs and rhymes. Our MFL curriculum is designed to progressively develop children's skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

Impact

The impact of our language programme will be to not only create a sense of belonging to the wider world, but to also equip children with vital skills and prepare them for future opportunities in modern life. Our children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. Also how it could help them in another country or in commerce or to talk to a French speaker. Teachers foster an enjoyment of languages through a variety of lessons including interactive, singing and outdoor lessons. Progression through a topic should be evident in the development of key skills and acquisition of main vocabulary. Further, as children move through KS2 they progress from largely speaking and listening – gaining vital vocabulary in single words or phrases to writing, reading and applying their learnt vocabulary and grammar skills in spoken and written sentences and pieces at increasing length and accuracy. The learning challenges used to plan and teach MFL, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the co-ordinator.

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Bonjour</u> Saying hello and goodbye Asking and saying your name Asking and saying how you are Nouns (musical instruments) Numbers 1-10</p>	<p><u>En classe</u> Classroom objects Colours Saying your age Classroom instructions</p>	<p><u>Mon corps</u> Introducing parts of the body Describing eyes and hair Days of the week Character descriptions</p>	<p><u>Les animaux</u> Animals and pets Numbers 11-20 Giving someone's name Describing someone</p>	<p><u>La famille</u> Identifying members of your family The alphabet Household items Using basic prepositions (<i>sur</i> and <i>dans</i>) to describe position</p>	<p><u>Bon anniversaire!</u> Recognise and ask for various snacks Giving opinions about food Numbers 21-31 Months of the year</p>
Year 4	<p><u>Encore!</u> Revising ways to describe people Nationalities Giving characteristics using various adjectives</p>	<p><u>Quelle heure est-il?</u> Talking about leisure activities Telling the time Talking about what time you do activities</p>	<p><u>Le Fêtes</u> Talking about festivals and dates Talking about presents at festivals Numbers 31 – 60 Giving and understanding commands</p>	<p><u>Où Vas-tu?</u> Going to French cities Giving and understanding basic directions Talking about the weather Weather and places in France</p>	<p><u>On mange!</u> Shopping for food Asking and saying how much something costs Talking about activities at a party Giving opinions about food and various activities</p>	<p><u>Le cirque</u> Talking about francophone countries Talking about the languages we speak Identifying different items of clothing Clothes and colours</p>
Year 5	<p><u>Salut Gustave!</u> Greetings and personal information Talking about brothers and sisters Saying what people have and have not (using 3rd person <i>avoir</i>) Saying what people are like (using 3rd person <i>être</i>) including negatives</p>	<p><u>L'école</u> School subjects Talking about likes and dislikes at school Asking and saying the time Talking about timings of the school day</p>	<p><u>La nourriture</u> Asking politely for food items Describing how to make a sandwich Expressing opinions about food Talking about healthy and unhealthy foods</p>	<p><u>En ville</u> Places in the town Asking the way and giving directions Saying where you are going Giving the time and saying where you are going</p>	<p><u>En vacances</u> Asking and saying where you are going on holiday Expressing opinions about holidays Talking about what you are going to do on holiday Talking about holiday plans (some use of future tense)</p>	<p><u>Chez moi</u> Rooms and places in the house Descriptions of rooms (colour and size) Saying what people do at home Saying what people do and where</p>
Year 6	<p><u>Le week-end</u> Asking and talking about regular activities Saying what you do not do Asking and saying what other people do Talking about what you like / don't like</p>	<p><u>Les vêtements</u> Asking and saying what clothes you like Giving opinions about clothes Saying what clothes you wear Asking and talking about prices (numbers 60 – 80)</p>	<p><u>Ma journée</u> Asking and talking about daily routine Talking about times of daily routine Asking and talking about breakfast Talking about details of a typical day</p>	<p><u>Les transports</u> Talking about forms of transport Asking and talking about where you are going and how you get there. Talking about plans for a trip Buying tickets at the station</p>	<p><u>Le sport</u> Talking about which sports you like Saying what you think of different sports Giving reasons for preferences Talking about a sporting event</p>	<p><u>On va faire la fête</u> Revising prices / forms of transport Places and immediate future plans Revising descriptions of people/ places Revising opinions of food / clothes / Ordering food in a café</p>

Progression of Knowledge and Skills

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Respond to simple everyday classroom instructions. Join in and understand simple words/phrases- e.g.</p> <ul style="list-style-type: none"> ● Days of the week ● Colours ● Numbers ● Words and phrases in a song or rhyme 	<p>Demonstrate an understanding of a range of familiar and spoken phrases. Follow a short written text, listening for specific words and phrases- e.g.</p> <ul style="list-style-type: none"> ● basic phrases concerning myself, my family, school, the weather, and food 	<p>Understand the main points from a short spoken passage made up of familiar language in simple sentences- e.g.</p> <ul style="list-style-type: none"> ● a short rhyme/song ● familiar short stories- e.g. traditional tales ● a telephone message ● an announcement ● weather forecast 	<p>Understand and respond to spoken and written language from a variety of stories, songs, poems or passages. Listen for clues to meaning such as tone of voice and key words. Listen to and read different short texts for enjoyment.</p>
Speaking	<p>Answer questions using single words, short phrases and simple sentences. Memorise part of a short spoken text or conversation for collaborative presentation. Say and repeat single words and short simple phrases with reasonable accuracy- e.g.</p> <ul style="list-style-type: none"> ● Greet someone ● Say oui, non, s'il vous plait, merci ● Name classroom objects ● Days of the week ● Say when my birthday is ● Name parts of the body 	<p>Begin to use correct intonation when asking and answering simple questions and giving basic information on different topics. Express simple likes and dislikes. Memorise and present a short presentation on a known subject. Use simple sentence starters to describe people and places using adjectives and simple verbs- e.g:</p> <ul style="list-style-type: none"> ● Say where I live ● Say the date and time ● Talk about festivals ● Talk about different foods 	<p>Ask and answer simple questions and talk about their interests. Prepare and practise short presentations and conversations on familiar topics, speaking clearly with good pronunciation. Use a wider range of sentence starters to begin to describe places and actions using a range of verbs and some simple adverbs. Understand and express simple opinions. Change elements in a sentence to create own. Integrate new words into familiar structures to build sentences of varying length- e.g.</p> <ul style="list-style-type: none"> ● use et to join ideas ● take part in an interview ● present a short presentation 	<p>Take part in simple conversations and express opinions. Build on known structures to respond to what is said with some spontaneity. Recount simple events, stories and information. Speak with increasing confidence and fluency. Discuss and ask questions with increasing accuracy of pronunciation and intonation.</p>
Reading	<p>Recognise and read out a few familiar words and phrases. Use context to work out unfamiliar written words- e.g.</p> <ul style="list-style-type: none"> ● From stories or rhymes ● Labels on familiar objects ● The date 	<p>Understand and read out familiar written phrases. Understand the main points of a short paragraph that uses familiar language. Use context and previous knowledge to work out meanings of new words e.g.</p> <ul style="list-style-type: none"> ● simple descriptions of 	<p>Read and pronounce correctly sentences with some unknown words containing familiar letter strings. Understand that words do not always have a direct equivalent in own language. Use context and previous knowledge to aid understanding. Understand the</p>	<p>Discover and develop an appreciation of a range of writing in French. Read aloud short texts containing some unfamiliar words. Understand the main points and opinions in written texts from various contexts.</p>

		objects, festivals, food.	main points and some detail from short written text or passages- e.g. <ul style="list-style-type: none"> ● postcards ● emails ● parts of a story ● a description of someone 	
Writing	Write or copy simple words or symbols correctly. Use a word list to note and remember new vocabulary. - e.g. <ul style="list-style-type: none"> ● Numbers ● Days of the week ● Colours ● Classroom objects ● Family members 	Write one or two short sentences using a writing frame or model. Write words from memory with increasing accuracy- e.g. <ul style="list-style-type: none"> ● Personal information ● Where I live ● Holiday greetings 	Write a few short sentences with support using expressions which they have already learnt- e.g. <ul style="list-style-type: none"> ● postcards ● a simple note or message ● a simple email ● a short text on a familiar topic- e.g. 3-4 short sentences 	Write at varying length for different purposes and audiences using a variety of grammatical structures that they have learnt. Write sentences using a model, adapting and changing the vocabulary to express own meaning. Write simple sentences from memory.
Grammar	Understand feminine and masculine forms e.g. le, l', la and un, une. Recognise basic differences with English. Know that months of the year and days of the week do not have capital letters in French, first notions of gender, comparing word order in French to English, spells words using French alphabet.	Understand feminine and masculine forms e.g. le, l', la and un, une. Recognise different adjectival endings. Begin to recognise different verb forms between you plural and singular, and first and third person Use il y a + indefinite article. Use c'est + adjectives. Begin to use negative. Recognise some prepositions	Understand feminine and masculine forms e.g. le, l', la and un, une. Use a negative. Understands and uses the definite article mostly correctly: le/la/l'/les. Understand and use au/à la/à l'. Begin to use je vais + infinitive to talk about future plans. Apply grammatical knowledge to make longer sentences. Use et to join ideas	Understand feminine and masculine forms e.g. le, l', la and un, une. Use a negative. Uses j'aime/je n'aime pas etc with an infinitive. Uses des with plural words.