



Progression Documents

Languages: French



Curriculum Overview: Learning for life



We are **CONFIDENT COMMUNICATORS** who listen and share our ideas confidently.
 We are **RESILIENT RESEARCHERS** who don't give up and learn from our mistakes.
 We are **ASPIRATIONAL AMBASSADORS** who strive to be the best we can be.
 We are **COLLABORATIVE CITIZENS** who work together and respect others.

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

Listening	Speaking	Reading	Writing	Grammar
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 using key vocabulary and phrases to verbally communicate ideas	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 arranging words to make proper sentences. Word level grammar covers verbs and tenses, nouns, adverbs etc. Sentence level grammar covers phrases, clauses, reported speech etc.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening			<p>Listen to and enjoy short stories, nursery rhymes & songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>
Speaking			<p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes.</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>
Reading			<p>Read familiar words and short phrases accurately.</p> <p>Understand the meaning in English of short words they read in the foreign language.</p>	<p>Read aloud short pieces of text applying knowledge learnt.</p> <p>Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase their knowledge of phonemes and letter strings.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p>
Writing			<p>Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>	<p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</p> <p>Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</p> <p>Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions</p>
Grammar			<p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).</p> <p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>

MFL OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Phonetics and Pronunciation (Core Vocabulary)	J'Apprends Le Français (I'm Learning French) (Early Language Teaching)	Les Fruits (The Fruit) (Early Language Teaching)	Les Animaux (Animals) (Early Language Teaching)	Je Peux (I Can...) (Early Language Teaching)	Petit Chaperon Rouge (Little Red Riding Hood) (Early Language Teaching)
Year 4	Je Me Présente (Presenting Myself) (Intermediate Language Teaching)	La Famille (Family) (Intermediate Language Teaching)	En Classe (The Classroom) (Intermediate Language Teaching)	As-tu un Animal (Do You Have A Pet?) (Intermediate Language Teaching)	Au Café (At The Café) (Intermediate Language Teaching)	Boucle d'Or et Les Trois Ours (Goldilocks) (Intermediate Language Teaching)
Year 5	La Date (New) (The Date) (Intermediate Language Teaching)	Chez Moi (My Home) (Intermediate Language Teaching)	Quel Temps Fait-Il? (The Weather) (Intermediate Language Teaching)	Les Habitats (Habitats) (Intermediate Language Teaching)	Les Vêtements (Clothes) (Intermediate Language Teaching)	Les Romains (The Romans) (Intermediate Language Teaching)
Year 6	Moi Dans le Monde (Me in the World) (Progressive Language Teaching)	La L'Ecole (At School) (Progressive Language Teaching)	Le Week-end (The Weekend) (Progressive Language Teaching)	La Seconde Guerre Mondiale (World War II) (Progressive Language Teaching)	Manger Et Bouger (Healthy Lifestyles) (Progressive Language Teaching)	Les Planètes (The Planets) (Progressive Language Teaching)