

# French

## Progression of Skills and Knowledge Document



### ***Modern Foreign Languages at Moorfield***

### ***French***

## **Introduction:**

The purpose of this document is to outline the approach and method that has been adopted to implement the MFL curriculum at Moorfield. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's Mission Statement, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the MFL curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

## **Aims**

- To ensure standards remain high and English and Maths is taught discretely
- To ensure reading remains a high priority
- To utilize the rich resource and history of our local community of Irlam
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

## **Curriculum End Points**

We want to foster pupils' curiosity and deepen their understanding of the world. Pupils should express their ideas and thoughts in another language and understand and respond to its speakers, both in speech and in writing.

## **Intent**

### **Listening**

Children will be able to: understand and respond to spoken and written language from a variety of authentic source.

### Speaking

Children will be able to: 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.

### Reading

Children will be able to: Understand the main points and opinions in written texts from various contexts.

### Writing

Children will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Write paragraphs of three to four sentences about myself, about a story or a picture; a message containing three to four sentences; a postcard or greetings card

### **SEN**

- MFL is always taught to the top
- SEND pupils are monitored and tracked on pupil progress trackers

### **Implementation**

- As we acknowledge children’s different learning styles, our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.
- Planning is built on each year with overlaps in learning
- Our scheme is designed so that oracy, literacy and grammar are built on topic by topic year by year. We also plan quizzes at the end of each topic to ensure previous knowledge is embedded. These quizzes are referred back to so that children can build on previous knowledge.
- We use repetition and recall to ensure their knowledge sticks. Start and end of topic quizzes.
- Long Term plan checked regularly and updated if necessary.
- Children compare areas in France with Irlam
- Landmarks, culture and foods are compared
- French project in summer 2-mainly in years 4, 5 and 6
- SL led staff meeting. I keep up with latest curriculum changes, ideas and new resources. SL attends cluster meetings with schools in Salford.

### **Knowledge – what is taught and when?**

<b>MFL Long Term Plan</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
	Year 3 pupils start with the phonics, learning the		The theme is animals and colours. The linguistic		This term focuses on memory and performance	

	<p>vowels first. They practise these using a variety of activities. They learn the numbers 1-12 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'j'ai – I have', 'il/elle est – it is' and implicitly encounter the negative forms of these.</p>		<p>focus is gender, articles (definite &amp; indefinite), plurals and adjectives (position &amp; basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult.</p> <p>The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi' (also/too/as well), 'mais' (but).</p> <p>Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>		<p>in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in French. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take some video of your pupils' performances or have the most confident perform in assembly!</p>	
Year 3	<p>7 Lessons Phonics Number 1 -12 Greetings Classroom instructions</p>	<p>7 Lessons Ask a question Nouns <i>for items in a pencil case</i> Phonics Culture – A French Christmas</p>	<p>5 Lessons Classroom commands Nouns – <i>animals</i> Nouns – <i>how to make plural</i> Articles Adjectives – <i>colours</i></p>	<p>5 Lessons Listen and respond to familiar and unfamiliar language Describe using colours Joining in with songs</p>	<p>6 Lessons Nouns – <i>fruits</i> Days of the week Nouns – food (story The Hungry Caterpillar Revision of fruit, days food To listen to and understand a French story Retell a story</p>	<p>6 Lessons Retell a story from memory Apply knowledge of colours Nouns – food Ordering food – asking and answering questions</p>
Year 4	<p><b>Term 1</b></p> <p>This term focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, they will learn about how ephipany is celebrated</p>		<p><b>Term 2</b></p> <p>This term develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Matisse. Learners will use familiar verb forms in this new context to describe pictures they</p>		<p><b>Term 3</b></p> <p>During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip' or 'Les quatre amis' - The four friends. They learn how to say 'J'ai un/une..qui s'appelle..' I have a ...called... and apply this also in the context of pets. They also learn adjectives</p>	

	in France, understand songs, stories and video about birthdays and other celebrations.		create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse).		for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> a (has), est (is), ont (have), sont (are).	
	6 Lessons Greetings Classroom instructions Numbers 1-31, Days of the week Numbers 1-31, Months Months and dates Seasons Birthdays	6 Lessons Birthdays – asking and answering questions Invitations Christmas numbers and characters French culture - Fête des Rois – ephipany French Carols	5 lessons Shapes Adjectives to describe shapes Positional language Culture – Matisse – describing art	6 lessons Manipulating language to create your own art Nouns - parts of a face Culture –Picasso – adjectives Nouns - body parts Adjectives – parts of a body (describe a monster)	6 lessons Nouns – family members Alphabet and spelling Family and spelling revision Siblings and pets Adjectives – hair and eyes	6 lessons Guess Who? Adjectives to describe paintings and pictures Listen to a familiar story Re-tell a familiar story Describe your family
Year 5	<p align="center"><b>Term 1</b></p> <p>This term starts with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in French.</p>		<p align="center"><b>Term 2</b></p> <p>This term focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'je fais', 'c'est' and 'il y a ' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'aimer' + infinitive verb.</p>		<p align="center"><b>Term 3</b></p> <p>In this term, learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'parce que' (because). They use the language they have learnt to create short raps or songs about food, sports or music.</p> <p>As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>	
	7 Lessons Questions stems 5x Table Telling the time Asking questions about time Nouns for breakfast	5 Lessons What do we eat for breakfast School lunch Using a language dictionary Mealtimes and	5 Lessons Sports Sports – likes and dislikes Sports – do you know how to play?	5 Lessons Language of frequency Verbs – Faire (to do) sports Verbs – give commands	6 Lessons Revision – likes and dislikes Give an opinion – music Nouns – dictionary use and instruments	6 Lessons Justifying answers – adjectives Asking questions and justifying answers Asking and answering questions in the style

	Likes and dislikes Food and likes and dislikes	language of frequency Sentence building – eating habits			Animals and sounds Asking questions – music Verb - Jouer (to play)	of an interview Create a song/rap Performa a song/rap
Year 6	<p align="center"><b>Term 1</b></p> <p>Pupils begin this unit by learning to describe the weather. They then move on combine weather and seasons and describe the climate in different places.They will study a French poem about Autumn and perform it in small groups. They will gain a basic understanding of the geography of France and learn some key geographical features in French. They will learn the countries that border France and the compass points. They will learn the French for some countries and their flags, describing them in French with colours. They will learn the 'ER' verb parler to speak and be able to say which languages they speak as well as saying where they live and where they come from. They will understand why French is spoken in so many different countires and be aware of La francophonie. They will watch a French film set in Senegal and learn some key vocabulary from the film.</p>		<p align="center"><b>Term 2</b></p> <p>Pupils will learn how to say more about where they and others live, practising the key structure 'c'est' and 'ce n'est pas'. They will learn the vocabulary for places in a town, and how to build sentences saying what there is (il y a) and what there is not (Il n'y a pas de). They will develop their dictionary and memory skills, learning a French poem about Paris and creating their own version. Pupils will learn about some key French festivals and extend their use of '-ER' regular verbs in the present tense.verb.</p>		<p align="center"><b>Term 3</b></p> <p>This term should be approached flexibly. There are opportunities for revision and consolidation of essential KS2 language, but, if desired, there are new topics and projects to explore, including holidays, clothes, going to a café and/or buying ice creams.</p>	
	<p align="center">7 Lessons</p> <p>Classroom language, questions and phonics Revise the months and seasons Describing the weather Ask questions about the weather Geography and weather around the world</p>	<p align="center">7 Lessons</p> <p>The geography of France Countries, flags and colours What are certain countries famous for? Countries that boarder France A lot of - Il y a beaucoup de... French population</p>	<p align="center">6 Lessons</p> <p>Nouns and adjectives – where I live Describe where I live Dictionary skills to up level descriptive language Describe what is in your town Write about your town Read a French poem</p>	<p align="center">6 Lessons</p> <p>Read and create a poem French festivals – present tense Carnivals and festivals Danser - regular verbs in the present tense Use a writing frame to write about an English festival</p>	<p align="center">7 Lessons</p> <p>Revision of essential personal identification vocabulary and structures, including questions Prepare a conversation Perform a conversation Revision of where I live and the weather</p>	<p align="center">7 Lessons</p> <p>Adjectives and clothes – a fashion show Prepare a fashion show Perform a fashion show A conversation – revision of a café Ice Creams Revision – what I look like and what you look</p>

		J'habite..... I live..... Je suis.... I am.. Countries that speak French other than France			Holidays: Using the verb aller Clothes Adjectives and clothes	like Revision - of places in the town, adjectives for describing places, high-frequency words, and core verbs
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## National Curriculum

National Curriculum Content - French					
KS2	NC Skills	Pupils should understand and respond to spoken and written language from a variety of authentic sources They should 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 Pupils can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • They should discover and develop an appreciation of a range of writing in the language studied.			
Y3		appreciate stories, songs, poems and rhymes in the language begin to recognise and pronounce sounds	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words use phrases to meet and greet explore numbers	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, particularly classroom commands and objects	
Y4		appreciate stories, songs, poems and rhymes in the language explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	speak in sentences, using familiar vocabulary, phrases and basic language structures present ideas and information orally to a range of audiences 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	
Y5		appreciate stories, songs, poems and rhymes in the language explore the patterns and sounds of language through	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, particularly classroom commands and objects	

		songs and rhymes and link the spelling, sound and meaning of words read carefully and show understanding of words, phrases and simple writing	present ideas and information orally to a range of audiences broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	and actions orally and in writing
Y6		appreciate stories, songs, poems and rhymes in the language explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words read carefully and show understanding of words, phrases and simple writing	speak in sentences, using familiar vocabulary, phrases and basic language structures present ideas and information orally to a range of audiences 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