



Bishop Wilkinson
Catholic Education Trust



Curriculum Overview for MFL (French)

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an essential 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.

The learning of a foreign language can provide a valuable educational, social and cultural experience for pupils – providing them with:

- Opportunities to communicate for practical purposes in the wider world.
- A foundation for further learning of languages beyond KS2, equipping pupils to study and work in other countries.
- An essential opening to other cultures and a widening of experiences and aspiration.
- A new perspective on the world, encouraging them to understand their own cultures and those of others.

At our school, children in KS2 learn French.

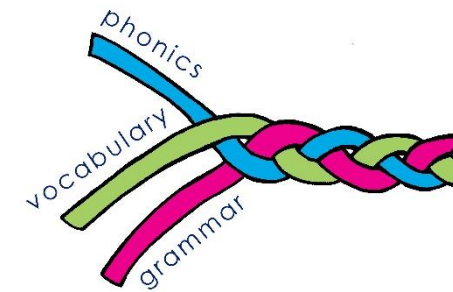
Curriculum intent

We teach our children French to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of French speaking countries and the foundational knowledge to support confident communication in French.

Essential Knowledge

We teach three core strands of essential knowledge:

1. **Phonics** – the key components of the sound-writing relationship
2. **Vocabulary** – a set of the most frequently used words
3. **Grammar** – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)



Our French curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between [name of language], any heritage languages our children have, and English

The teaching of a foreign language to every child in KS2 is a statutory requirement, as set out in the National Curriculum Programmes of Study (2014).

In line with the National Curriculum, our children learn to:

- Listen and show understanding by joining in and responding
- Link the sound, spelling and meaning of words
- Read aloud with accurate pronunciation
- Read and show understanding of phrases and simple texts
- Speak in sentences
- Describe people, places, things in *speech* and *writing*
- Ask and answer questions
- Express opinions
- Write phrases from memory
- Adapt phrases to create new sentences
- Use a dictionary

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:

- can name and locate on a map countries where French is spoken
- know the key geographical features of France including continent, surrounding seas and oceans, main mountains and rivers, capital city

- know the name and some detail about at least one festival or tradition from France
- know at least one typical food from France

Curriculum provision

Our KS2 children have a weekly French lesson of 30 minutes. In addition they re-visit and deepen their learning for 10 minutes three times a week with structured language tasks that practise retrieval, improve retention and embed learning in long-term memory. Further opportunities to recycle key vocabulary (e.g. numbers) and develop children's confidence are often built into classroom routines including greetings, providing instructions, stating lunch preferences, registration, rewards and praise on a more regular basis, even just for a few minutes in the school day e.g. when children are lining up.

A detailed scheme of work with audio-enabled resources for every lesson is provided in order to minimise unnecessary teacher workload. Teachers may, if they wish, adapt the resources to support active engagement and meet the needs of different cohorts of children.

Equal Opportunities and SEND

All children irrespective of ability or special educational need, should be taught a foreign language. Every child has the statutory right to a broad and balanced curriculum.

Children with SEND are actively encouraged to participate fully in MFL lessons with any necessary support and adaptive teaching.

Teaching modern foreign languages is a vital way to directly address pupil perceptions and potential stereotypes. It allows us to actively promote positive attitudes and values towards cultural and or religious diversity and to directly tackle any form of cultural and negative stereotyping.

| <u>Autumn Term</u> | <u>Spring Term</u> | <u>Summer Term</u> |
|---|--|---|
| <p>Half-term 1: Describing me and others</p> <p>Half-term 2: Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d Silent Final E [SFe] [an/en] open and closed [eu] [ch] [au/eau/o/ô] [on] [ou]</p> <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p> | <p>Half-term 1: Saying what I and others do</p> <p>Half-term 2: Saying how many and describing things</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to</p> <p>Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p> | <p>Half-term 1: Describing things and people</p> <p>Half-term 2: Expressing likes and saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]</p> <p>Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months</p> <p>Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)</p> |

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|---|---|---|
| <p>Half-term 1: Describing me and others</p> <p>Half-term 2: Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited and/or introduced this term are: Silent Final Consonant [SFC] Silent Final E [SFe] [a] [an/am/en/em] [i] [in/im] [qu] [u] [ou] [on] [au/eau/o/ô] open and closed [eu] We also revisit liaison.</p> <p>Vocabulary: greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quell ? quelle ?</p> <p>Grammar: être (plural) regular plural adjective agreement (-s) avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)</p> | <p>Half-term 1: Saying what I and others do</p> <p>Half-term 2: Saying how many and describing things</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys</p> <p>Grammar: -ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles (le, la, les), regular plural marking on nouns (-s), indefinite articles (un, une, des), il y a, Est-ce que questions (including with WH-words), negation (ne ... pas)</p> | <p>Half-term 1: Describing things and people</p> <p>Half-term 2: Expressing likes and saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [SFC] Silent Final E [SFe] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion] We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe sports, playing instruments, activities in different countries, life at home, home town, requesting food and drink</p> <p>Grammar: FAIRE (singular), weather expressions with faire, faire vs. jouer with sports, jouer + de + instruments, pronoun on meaning you (general) and we, 2-verb structures (aimer, detester, devoir, vouloir, pouvoir - singular)</p> |

Key Stage 2 Progression in French

| Knowledge Strands | Modes and modalities | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|---|--|---|---|---|
| Phonics | Recognition & Production (Sound (L) to print (W)) | I have learnt the SSC and phonics key words and remember them. I can match the French SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes. | I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes. | I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems. | I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems. |
| | Recognition & Production (Print (R) to sound (S)) | I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time. | I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible. | I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge. | I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily. |
| Vocabulary | Understanding (Aural (L) / Written (R)) | I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. | I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look words up in an alphabetical word list. | I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary. | I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary. |
| | Production (Oral (S) / Written (W)) | I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and | I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and | I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using | I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar |

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|----------------------------|--|---|--|--|---|
| | | actions, using familiar vocabulary and basic language structures. | actions, using familiar vocabulary and basic language structures | familiar vocabulary and basic language structures. | vocabulary and basic language structures. |
| Grammar¹ | Understanding (Aural (L) / Written (R)) | I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words <u>quoi</u> , <u>où</u> , <u>combien</u> , <u>comment</u> , <u>quand</u>) | | I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with <u>quoi</u> , <u>où</u> , <u>combien</u> , <u>comment</u> , <u>quand</u> , <u>qui</u>), Est-ce que questions (with <u>WH-words</u>), negation (ne...pas) | |
| | Production (Oral (S) / Written (W)) | To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words <u>quoi</u> , <u>où</u> , <u>combien</u> , <u>comment</u> , <u>quand</u>) | | To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with <u>quoi</u> , <u>où</u> , <u>combien</u> , <u>comment</u> , <u>quand</u> , <u>qui</u>), Est-ce que questions (with <u>WH-words</u>), negation (ne...pas) | |

¹ The grammar features in lower KS2 (Y3/Y4) are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge. The same applies to upper KS2 (Y5/6).

Key: L (Listening), S (Speaking), R (Reading), W (Writing)

