




Lees Primary School - French Curriculum Progression

Putting children first

A graphic featuring the French flag (blue, white, and red vertical stripes) with a white speech bubble in the center containing the text 'Je parle français'.

Je parle
français

Intent

Through teaching French, we enable pupils of Lees Primary to express ideas and thoughts in another language. This provides opportunities to develop communication skills (oral work and discussion), including key skills in speaking, listening, reading, and writing. Through skills and knowledge, we develop understanding of language as a whole. To be able to communicate and learn knowledge whilst being able to apply these skills and lay foundations for further language learning.

Lees' students will understand and respond to spoken and written language from a variety of sources. Speak with increasing confidence through discussion and increase accuracy of pronunciation and intonation. We have chosen Topics carefully, to increase recall and rehearse specific vocabulary. Also, we have specifically identified High Frequency words and will teach these to enable children to develop foundations

and independence as soon as possible. Through a focus upon sentence work, our intent is for our children to be able to develop their own language and sentences both orally and written. Grammar is interwoven through teaching to show e.g. how verbs are used. This will provide children with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives a new perspective upon the world, encouraging them to understand their own cultures and others.

We aim to -

- * Foster an interest in learning other languages; particularly French.
- * Introduce children to language learning and that learning is enjoyable and fun.
- * Aware of language structure and grammar similarities and differences e.g. between English and French.
- * Develop their speaking and listening skills.
- * Provide children with transferable skills to learn foreign languages in the future.

Implementation

A range of strategies are used for roughly 20-30 minutes a week to develop linguistic skills. These include listening, speaking, reading and writing. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Although Lees has its own scheme, we base our curriculum upon activities from the Jolie Ronde Scheme of Work.

Impact

The intended impact of the MFL Curriculum is that the majority of children in KS2 are working at or above the expected level for their age. Termly assessment of key skills and knowledge are used along with teacher assessments to inform whether children are achieving Age Related Expectations and this informs future planning. This assessment is reported following our school's assessment policy. The subject leader for Modern Foreign Languages collects children's views in relation to lessons and activities. The quality of provision of timetabled languages lessons are monitored by the subject leader and senior leadership team.

EYFS:

Language understanding begins with language skills and communication. This involves the * Prime Area of Communication and Language and includes Listening and Attention, Understanding and Speaking. This is taught throughout the Curriculum with rhymes and stories Understanding of simple sentences./use talk to connect ideas and anticipate what might happen next. Develop their own narratives/explanations by connecting ideas or events.

KS1:

French is supported by KS1 learning across the Curriculum linked to English Speaking. E.g. Speak audibly and fluently. Speaking skills in English enable the learning of a language to speak confidently and clearly. The skills of listening, reading, writing and grammar in English lay the foundations to be able to learn and use these skills within another language.

	Listening	Speaking	Reading	Writing
Year 3	<ul style="list-style-type: none"> • Joining in confidently with actions in songs • Understanding and following instructions with visual prompts. • Recognising words and phrases 	<ul style="list-style-type: none"> • With growing confidence, building simple sentences. • Being able to ask questions and respond to questions • Becoming more confident with 	<ul style="list-style-type: none"> • Recognising written words with and without visual prompts • Making links to phonics and pronouncing familiar words. Recognising the written form and meaning of vocabulary. 	<ul style="list-style-type: none"> • Writes some known words and short phrases. • Adapt a model to create a few short phrases.

		pronunciation, being prepared to have a go.				
Topics						
Year 3	Alphabet - pronunciation Introduction to languages -Why learn French? -Where is France? -Who speaks French? Alphabet songs	Greetings My name is... Key Questions: How are you? What is your name? Frere jacques	Numbers 1-12 Key Questions: How old are you? Happy birthday song	Days of the Week Months of the Year Building a calendar Days of the week/months songs	Colours La chanson des couleurs Colours of the rainbow song	Conversation practise
	Listening	Speaking	Reading	Writing		
	<ul style="list-style-type: none"> Joining in confidently with actions in songs 	<ul style="list-style-type: none"> With growing confidence, building simple sentences. Begin 	<ul style="list-style-type: none"> Recognising written words with and without visual prompts 	<ul style="list-style-type: none"> Writes some known words and short phrases. 		

Year 4	<ul style="list-style-type: none"> Understanding and following instructions with fewer visual prompts. Recognising words and phrases 	<p>putting sentences together.</p> <ul style="list-style-type: none"> Being able to ask questions and respond to questions Becoming more confident with pronunciation, being prepared to have a go. 	<ul style="list-style-type: none"> Making links to phonics and pronouncing familiar words. Recognising the written form and meaning of vocabulary. Using known words and phrases to help read a French translation of a familiar story. 	<ul style="list-style-type: none"> Adapt a model to create a few short phrases. Spelling some words correctly from memory. Using phonetic patterns to help with spelling
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Topics

Year 4	<p>Phonics A</p> <p>Recapping year 3</p> <p>Numbers 1-31</p> <p>Writing dates in French</p> <p>Key Questions: When is your birthday?</p>	<p>Phonics E</p> <p>Time What's the time Mr wolf?</p> <p>Daily routine</p>	<p>Phonics I</p> <p>Family</p> <p>Key Questions: Who is in your family?</p> <p>My family song</p>	<p>Phonics O</p> <p>Body parts</p> <p>Key Questions: What is the matter? What have you hurt?</p>	<p>Phonics U</p> <p>What we look like</p> <p>Things we do together</p> <p>I like... They like... We like...</p>	<p>Funny bones story</p>
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	Happy birthday song			Head, shoulders, knees and toes		
	Listening	Speaking	Reading		Writing	
Year 5	<ul style="list-style-type: none"> Joining in confidently with songs, stories and rhymes Recognising the familiar question words when changing from topic to topic Responding to instructions in French Know how to ask for help in French 	<ul style="list-style-type: none"> With increasing confidence and fluency. Combining more sentences together to build more complex conversations 	<ul style="list-style-type: none"> Reading and recognising High frequency words. Making links to phonics and pronouncing familiar words. Using a dictionary to find translations where appropriate Beginning to answer comprehension questions in French Beginning to be able to translate larger bodies of text (stories and poems) 		<ul style="list-style-type: none"> Writing short paragraphs with support. Being able to write short sentences from memory. Spelling well practised HFW correctly. 	
Topics						

Year 5	Accent aigu	Accent grave	Acent circonflexe	Accent tréma	Accent cédille	
	Recapping year 4 Numbers 1-50 Seasons	Weather Key Questions: What is the weather like? What will the weather be like tomorrow/next week? What was the weather like yesterday? <i>Vive le vent</i> <i>What's the weather like?</i>	House and home Key Questions: What rooms are in your house? What furniture do you find in different rooms? Recap: Family	Goldilocks and the three bears	Town Key Questions: What buildings do we find in a town? Recap:	Directions Key Questions: How do you get from to? Recap: Town
Year Group	Listening	Speaking	Reading		Writing	
	<ul style="list-style-type: none"> Joining in confidently with songs, stories and rhymes Recognising the familiar question 	<ul style="list-style-type: none"> With increasing confidence and fluency. Combining more sentences together to build 	<ul style="list-style-type: none"> Reading and recognising High frequency words. Making links to phonics and pronouncing familiar words. 		<ul style="list-style-type: none"> Writing short paragraphs with support. Being able to write short 	

Year 6	<p>words when changing from topic to topic</p> <ul style="list-style-type: none"> • Responding to instructions in French • Know how to ask for help in French 	<p>more complex conversations</p> <p>Greeting.</p>	<ul style="list-style-type: none"> • Using a dictionary to find translations where appropriate • Beginning to answer comprehension questions in French • Beginning to be able to translate larger bodies of text (stories and poems) 	<p>sentences from memory.</p> <ul style="list-style-type: none"> • Spelling well practised HFW correctly. •
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Topics

Year 6	<p>Recapping year 5</p> <p>Numbers to 100</p> <p>Big numbers song</p>	<p>Food</p> <p>Key Questions: What food do you like? What food don't you like? Why do you like/dislike this food?</p>	<p>The very hungry caterpillar</p>	<p>Ordering food</p> <p>Key Questions: Please may I have? What would you like? How much is it please?</p> <p>Recap: food, numbers</p>	<p>Hobbies and sports</p> <p>Key Questions: What do you like to do? Why do you enjoy...?</p> <p>Recap:</p>	<p>Conversations</p>
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		Bon appetite song The very hungry dog				
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