

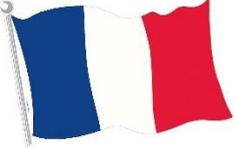
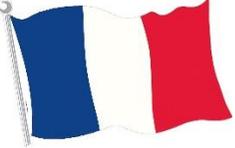
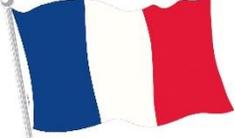
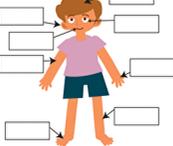


Ark Blacklands Primary Academy

French Curriculum



French Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1 Core Unit 1	Autumn 2 Animals	Spring 1 Food	Spring 2 At School	Summer 1 Playtime	Summer 2 Core Unit 2
Year 3						
Year 4	My Home 	My Town 	Core Unit 3 	Describing People 	The Body 	Sport 
Year 5	On Holiday 	Eating Out 	Hobbies 	A School Trip 	Seasons 	The Environment 
Year 6	Actions 	In France 	Family 	A Weekend with Friends 	The Future 	Jobs 

Subject Intent:

The teaching of French at Ark Blacklands provides children with the opportunity to **develop an interest in learning other languages in a way that is enjoyable and stimulating**. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Implementation:

Our MFL curriculum is designed to progressively develop children skills in French as they progress through Key Stage 2. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. We follow the 'Salut' Scheme of work to ensure coverage and progression.

In the classroom:

- displays are used to remind children of key vocabulary;
- practical activities, songs and games are used to help improve memory and recall;
- visual prompts are used to support children in translating new vocabulary;
- word mats are available for children to have out on desks to support their learning and recap previous learning;
- where possible, and staff feel confident, instructions are given in French to expose children to the language as much as possible and in day to day contexts.

Developing Skills:

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.



French Skills Progression

	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> • Can recognise questions and negatives. • Can understand and respond to simple instructions and questions. • Can identify sounds in the French language. • Can recognise some adjectives and identify plurals in spoken French. 	<ul style="list-style-type: none"> • Can recognise familiar words and phrases in spoken French. • Can recognise who is being talked about from a pronoun. • Can identify the gender of a noun from its article and understand that French sentence structure can differ from English sentence structure. 	<ul style="list-style-type: none"> • Can understand the main points of a short speech, story or poem that contains unfamiliar language. • Can recognise and understand the difference between masculine and feminine definite and indefinite articles. • Can recognise and understand the difference between “mon”, “ma” and “mes”. 	<ul style="list-style-type: none"> • Can understand the main points and some of the detail from a short spoken passage, a spoken story or a spoken poem, which contains more complex phrases and some unfamiliar language.
Speaking	<ul style="list-style-type: none"> • Can join in with simple songs and rhymes. • Can ask and answer simple questions using accurate pronunciation, so that others can understand them. • Can talk about themselves using some common verbs in the first-person singular form. 	<ul style="list-style-type: none"> • Can ask for and express simple opinions from memory with accurate pronunciation. • Can talk about where they live and what they like to do, and describe friends and family members using simple adjectives. • Can give simple instructions and use sentence structures that are different in French than in English. 	<ul style="list-style-type: none"> • Can hold a continuous conversation, giving simple opinions. • Can adapt familiar sentences by changing a few words. • Can prepare and present a short talk in French about a place, person or thing. • Can describe what others do or like doing, using the third person singular form of the present tense. • Can ask questions using the second person singular. 	<ul style="list-style-type: none"> • Can join in with longer conversations, giving more complex opinions. • Can use familiar words and sentence structures to construct new sentences. • Can say sentences using the future and past tenses. • Can develop and perform a simple sketch or role-play in French, using correct articles and accurate pronunciation and intonation. • Can recognise the difference between “tu” and “vous”.
Reading	<ul style="list-style-type: none"> • Can read and pronounce familiar written words accurately. • Can understand familiar written phrases and simple sentences and respond to them. • Can recognise whether written nouns are singular or plural. 	<ul style="list-style-type: none"> • Can understand a familiar written text, reading and listening at the same time. • Can use a bilingual dictionary to look up new and unfamiliar words. • Can recognise subject pronouns and first, second and third personal singular forms of common present-tense verbs. • Can identify common French sentence structures. 	<ul style="list-style-type: none"> • Can read aloud unfamiliar written words with accurate pronunciation. • Can understand the main points from a written text containing unfamiliar language. • Can recognise the meaning of “mon”, “ma” and “mes”, and that adjectives change to match the noun. • Can understand that some nouns have irregular plurals. 	<ul style="list-style-type: none"> • Can understand the main points and some detail from a short-written text containing unfamiliar language. • Can recognise the “vous”, “ils” and “elles” forms of some common present-tense verbs and understand that some verbs are irregular. • Can sometimes recognise the past and future tenses. • Can understand the basic meanings of “on” in French.

Writing	<ul style="list-style-type: none"> • Can write some familiar words from memory. • Can write short, simple responses to questions using familiar words. • Can write some singular nouns with the correct article. 	<ul style="list-style-type: none"> • Can use knowledge of French phonics to spell familiar words. • Can write simple sentences from memory about myself, my opinions and what I do. • Can write simple sentences about friends and family members. • Can write the correct form of some common present-tense verbs in the first person singular. 	<ul style="list-style-type: none"> • Can write complex sentences containing opinions. • Can write sentences from memory to describe a person, place or thing; or what others do or like doing. • Can write the correct form of some common present-tense third person singular verbs. • Can adapt sentences by changing words and write some simple sentence structures that differ from English. 	<ul style="list-style-type: none"> • Can use familiar words and structures to write more complex texts from memory, describing a place, person or thing. • Can write some regular nouns in the singular and plural form with the appropriate article. • Can write simple adjectives correctly to match a noun. • Can use the correct form of some irregular verbs in the first and third person singular. • Can write future- and past-tense sentences with help.
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Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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

The starred (*) content above will not be applicable to ancient languages.