

## Our Approach to the French Curriculum

**Discover Learn Develop**



DISCOVER	LEARN	DEVELOP
INTENT: Curriculum Design, Coverage and Appropriateness (Policy, Culture, Scope)	IMPLEMENTATION: Curriculum delivery, Teaching and Assessment (Pedagogy, Components, Sequencing)	IMPACT: Attainment and Progress (Memory, Assessment, Systems)
<p>At St Kew, we aim to provide all of our children in Armstrong and Einstein Class (Y2-6) with a high-quality education in foreign languages, which develops their love of learning about other languages and cultures. Our current foreign language taught is French. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and an understanding of France and the French culture.</p>	<p>At St Kew, we want to introduce Modern Foreign Languages (MFL - French) from Year 2 to Year 6 through learning French, fostering curiosity and deepening our pupils' understanding of the world. Pupils will develop language skills which will enable them to communicate in speech and writing and respond to speaker's thoughts and ideas. We aim to provide the foundation for further learning of languages. While learning another language, children access ideas and experiences from other cultures and communities, which in turn encourages children to have an understanding and appreciation of diversity in society. The MFL programme is used to create a progressive curriculum which starts with the understanding of basic words and phrases. Oral and written activities are used to achieve the curriculum aims. 'Listen and respond', conversation, songs, games, video clips and a variety of written activities are all used to achieve progression and engage children in the learning of an additional language. Pupils are encouraged to develop their curiosity about their chosen country's culture by spending at least half a term studying a different aspect of their culture each year.</p>	<p>At St Kew, we revisit key vocabulary every Autumn term to ensure the basics of the French language is consolidated into the children's long-term memory. We measure the impact of our curriculum through observing children speaking and listening in another language and through reading and writing tasks. The foreign languages subject leader will monitor the impact language teaching is having on the children's learning, through work scrutinies, to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.</p>

### LEARNING TO LEARN SKILLS

At St Kew, we are passionate about active learning and believe that children learn and develop best by 'doing'. Learning is a life-long experience and our 'learning to learn skills' help pupils to investigate and experience things, 'have a go', concentrate and keep on trying if they encounter difficulties, enjoy achievements, have and develop their own ideas, make links between these ideas, and develop strategies for doing things. This builds a foundation for igniting their curiosity and enthusiasm for learning. In French, all Learning to Learn skills are used but the following skills are utilised in particular.

READINESS	RESPONSIBILITY	RELATIONSHIPS	RESILIENCE	RESOURCEFULNESS	REFLECTIVENESS
I am curious about the world.	I can ask and answer questions to communicate.	I can communicate with a range of people.	I can learn new ways of thinking.	I can use languages to deepen my understanding of the world.	I can appreciate stories and rhymes in another language.

## Rolling Programme

	Armstrong (Y2, 3 & 4)			Einstein (Y4,5 & 6)		
	Year A	Year B	Year C	Year A	Year B	Year C
Autumn 1	Greetings, name, numbers 1-12, classroom instructions	Greetings, name, numbers 1-12, classroom instructions	Greetings, name, numbers 1-12, classroom instructions	Greetings, name, numbers 1-20, classroom instructions	Greetings, name, numbers 1-20, classroom instructions	Greetings, name, numbers 1-20, classroom instructions
Autumn 2	La Francophonie: All about France (Geography/landmarks)	La Francophonie (Francophone countries Europe)	La Francophonie (French food)	La Francophonie (Francophone countries – Non-European)	La Francophonie (French transport)	La Francophonie (French festivals)

Spring 1						
Spring 2	Family	Likes/dislikes	Age, months, birthday, numbers to 31	Sports/likes and dislikes	How we travel to school	Number 31-100
Summer 1						
Summer 2	Colours	Body parts	Food	Animals	Weather	Time

### French Skills Progression

Skills	Y2	Y3	Y4	Y5	Y6
<b>Listening</b>	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	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.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<b>Speaking</b>	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
<b>Reading</b>	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.	Be able to tackle unknown language with increased accuracy, including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries
<b>Writing</b>	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	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.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. 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.	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. 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.
<b>Grammar</b>	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). 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...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. 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'.	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). 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'.