



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

Primary French Curriculum Plan



French Curriculum Vision

Our fundamental vision is to develop pupils who are passionate about learning languages, understand the relevance that MFL has in their lives and are equipped with the linguistic skills to have the confidence and belief to want to continue language learning in the future.

We want our pupils to understand that learning languages is important because of their usefulness in the future. For example, they value the increased job opportunities and the ability to travel and live in other countries that learning additional languages could bring. We believe that the goals of having pupils broaden their future employment horizons, converse fluently with others around the world, fully explore other cultures and strengthen their economic prospects can only be reached if we build firm foundations of language learning.

We want all pupils to have a love of languages and to value their MFL learning. To do this, we make lessons fun and engaging. We use a range of listening, speaking, reading and writing games to help pupils retain new and old language and use it when speaking and writing.

Our STAR values of service, teamwork, ambition, and respect are at the heart of our vision for the subject in the following ways:

- **Service** – we provide in lessons many opportunities where pupils work and learn together, where some pupils serve and support the learning of others. For example, they engage in paired oracy activities to develop not just their own but each other's conversational fluency.
- **Teamwork** - There are many collaborative opportunities in French lessons. Paired oral response and whole class chanting of key phrases in lessons are an essential way of learning French in our school. Teamwork is also evident in the way that we work with our feeder secondary school. They deliver masterclasses in French to our Y6 pupils in readiness for Y7. Our pupils love these sessions and our Y6 teachers gain a lot of CPD from the experience too.
- **Ambition** – We have a culture of academic excellence in our school. We monitor, interrogate, and drive the progress of our pupils through our quality first French teaching and ongoing formative assessment. Our ambition for pupils is to be passionate about learning French, we want them to understand the importance of learning a foreign language, and we are committed to laying strong foundations in readiness for the secondary school education. With this, we strive for spoken automaticity around key knowledge and to achieve this, we promote a 'can do' attitude. This is exemplified by the rich French displays around the school and the consistent way that teachers dovetail important French language into the rhythms of school life.
- **Respect** – We want our pupils to have a deep appreciation of the countries in which the language is spoken by learning about their culture, traditions and beliefs. Multiculturalism is important to us. We aim to develop social and cultural capital through language learning and this is evident in the extent to which learning about the culture of France and other French speaking countries such as Belgium, Tunisia and Senegal is visible within our French curriculum.



French Intent

The **four modalities of speaking, listening, reading and writing** are carefully sequenced through the primary years so that they are systematically developing over time, ensuring full coverage of the National Curriculum. For example, you can see in the progression map that the end point for Year 3 in the modality of writing is to be able to write some familiar words from memory from the units studied so far. This progresses so that the end point of year 6 is for the pupils to write longer sentences and short paragraphs from memory, incorporating correctly formed verbs and appropriate adjectival agreement. The content relating to these expectations will develop and change over the primary years, but the essential expectations regarding these four modalities within our spiralling curriculum will always adhere to these increasing expectations.

We also understand the importance of systematically developing the building blocks of the French language through school – **the pillars of progression of phonics, vocabulary and grammar**. For example, vocabulary development is built explicitly into our curriculum. We carefully consider the units we teach so that pupils systematically acquire vocabulary that suits our pupils' ages and the frequency with which words are likely to be used. For instance, in Key Stage 1, you can see in our progression map that our pupils are exposed to simple vocabulary relating to parts of the body, and that in Lower Key Stage 2 pupils acquire common language relating to food and drink. Our corresponding vocabulary lists, such as this one for the Year 3 'Vegetables' unit, then go into explicit detail regarding the words that are going to be taught.

We use the Language Angels scheme of work to support us in delivering this curriculum plan. We recognise that not all our teachers are necessarily experts in the French language, and this scheme provides everything that is needed to deliver excellent French lessons, in full alignment with this curriculum plan. This includes very detailed teacher support notes which support lesson sequencing and corresponding interactive resources which model pronunciation where needed. We see this last step as essential because we realise that securing the building blocks of phonics – the first pillar of progression – is vital to turning novices into confident language learners, and this can only be done if teachers fully understand the correct pronunciation required and are supported in lessons to model that pronunciation as is required.

The following principles underpin the MFL curriculum:

- essential **substantive knowledge** carefully sequenced across units of study and year-on-year to support fluency in the spoken and written word
- **disciplinary knowledge** that includes vocabulary, grammar and phonics
- **procedural knowledge** is captured through listening, speaking, reading and writing



French Curriculum Implementation

- **Plan:** Each lesson is planned around learning outcomes linked to substantive and disciplinary knowledge components. Listening, speaking, reading and writing activities are planned to help pupils know and remember more with increasing complexity.
- **Teach:** Our Classroom Charter and our Teach Like A Star strategies support the implementation of this curriculum plan.
- **Assess:** Pupils' understanding is monitored regularly through spontaneous listening, speaking, reading and writing activities in each lesson, in addition to planned composite tasks that assess pupil longer term retention of knowledge components taught over each topic and across series of topics.
- **Intervene and re-teach:** Where gaps in knowledge are identified through lesson monitoring or end of unit assessment of composite knowledge, these are re-taught to ensure pupils are ready to progress to the next stage of their future learning without these knowledge gaps widening.

Adapting the curriculum for pupils with SEND in modern foreign languages

- Teachers promote a love of language learning and a 'can do' attitude. This is particularly important for pupils with SEND.
- Teachers' use of the target language is carefully planned. They tailor it to pupils' language ability levels and build systematically on pupils' prior knowledge. Enunciation may need to be exaggerated and the speed of language and content slowed down.
- Teachers create opportunities for pupils with SEND to practise using the target language in a supported way by building confidence through cognates and prompts.
- When using authentic texts, teachers do not expose pupils with SEND to large amounts of unfamiliar language. Teachers use different techniques to help breakdown the language (find the verb, noun, colour etc).
- Memory games are used effectively to help pupils with SEND consolidate new language without cognitive overload.
- Grammar is taught lexically and then reverse engineered to help pupils work out the rule.
- Our High Five Strategies underpin our approach to supporting pupils with SEND:
 - **High Five Strategy 1 – KNOW THE CHILD:** in particular, use the Star Map to ensure bespoke tailoring of intent and implementation.
 - **High Five Strategy 2- PLAN CREATIVELY:** SEND pupils are grouped flexibly according to need; support staff are utilised and positioning of teacher is key.
 - **High Five Strategy 3 – CLEAR AND CONSISTENT LANGUAGE:** simple 'what to do' instructions; processing time allowed; language rehearsal; language of 'I do, we do, you do'; checking for understanding and stamping learning.
 - **High Five Strategy 4: SCAFFOLD:** Pre-teach and overlearn basic vocabulary vocabulary; chunk knowledge; use WAGOLLS, word banks writing frames and visuals; model the thinking clearly.
 - **High Five Strategy 5: KNOW MORE, REMEMBER MORE:** frequent check for understanding; ongoing assessment – DNAs, Exit Tickets, independent writing pieces.
 - **Classroom Charter SEND strategy:** *SEND Strategy from school's classroom charter– cite the strategy and explain*



French Long Term Plan

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	Salutations	Numbers and Colours	Transport	Nursery Rhymes	In the Jungle	Under the Sea
Year 2	Salutations, colours and Numbers	In my Town	Minibeasts	Seasons	Superheroes	Fruits
Year 3	I'm Learning French	Animals	Musical Instruments	Little Red Riding Hood	I Can...	Vegetables
Year 4	Presenting Myself	My Family	My home	At the Café	The Classroom	Goldilocks
Year 5	Do You Have A Pet?	What Is the Date?	The Weather	Habitats	Clothes	The Olympics
Year 6	Healthy Lifestyles	At School	The Weekend	Me in The World	World War 2	Planets



French Progression Map

National Curriculum Programmes of Study				
	Year 3	Year 4	Year 5	Year 6
	<i>Pupils should be taught to:</i>			
Listening	<ul style="list-style-type: none"> 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. 			
Speaking	<ul style="list-style-type: none"> 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. 			
Reading	<ul style="list-style-type: none"> 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. 			
Writing	<ul style="list-style-type: none"> 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. 			
Grammar	<ul style="list-style-type: none"> 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. 			



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	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 & for longer. Understand more of what we hear even when some of the language may be unfamiliar by using learnt decoding skills.	Listen to longer text and more authentic MFL material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	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 & answer questions based on the language covered 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 incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications.
Reading	Be able to identify written versions of the words I hear.	Be able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. 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. Increase knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1-3'.	Be able to tackle unknown language by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	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 text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. 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 inc subjects, time & opinions.
Grammar	Start to understand that foreign languages can have different structures to English.	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'.



Star Long Term Planning: Half Termly Units

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit	<p>Salutations Children learn the vocabulary to greet others eg "bonjour", "ça va?" etc</p>	<p>Salutations, Colours and Numbers Pupils recall and revise their Year 1 learning, focused on common greetings, colour vocabulary and numbers 1-10</p>	<p>I'm Learning French The children will learn basic facts about the countries, numbers 1-10, colours and be able to ask and answer, "ça va?" and "comment tu t'appelles?" Languagenut supplementary resources Languagenut supplementary resources 2</p>	<p>Presenting Myself Learning how to talk and ask questions about who they are, how old they are, where they live and where they are from. Languagenut supplementary resources Languagenut supplementary resources 2</p>	<p>Do You Have A Pet? Learning the nouns and articles for eight common pets. Learning how to, in French, tell somebody if they have or do not have a pet, ask somebody if they have a pet, tell somebody what their pet is called and how old it is. Languagenut supplementary resources 1 Languagenut supplementary resources 2</p>	<p>Healthy Lifestyles Name and recognise in French ten foods and drinks that are considered good for your health. Name and recognise ten foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy life-style. Learn to make a healthy recipe in French. Languagenut supplementary resources Languagenut supplementary resources 2</p>
Unit	<p>Numbers and Colours Children learn the vocabulary for common colours and numbers 1-10</p>	<p>In my Town Pupils learn to use vocabulary related to common places found within towns.</p>	<p>Animals The children will learn 10 nouns and articles for common animals. Introduction of "je suis..." (I am...). Languagenut supplementary resources 1 Languagenut supplementary resources 2</p>	<p>My Family Learning nouns and articles for members of the family. Children will be able to tell someone the members and their ages for a family (factual or fictitious). Continuing working with numbers (reaching 100) to enable them to say the age of various family members. Understand the concept of possessives ("mon", "ma" and "mes") in relation to family members. Languagenut supplementary resources</p>	<p>What is the Date? Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. Say the date in French. Create a French calendar. Recognise key dates in the French calendar.</p>	<p>At School Say what subjects they like and dislike at school. Tell the time in French. Create a French timetable for school. Use the verb 'aller' in French to say what time they go to school. Languagenut supplementary resources</p>
Unit	<p>Transport Children learn to use vocabulary for popular modes of transport.</p>	<p>Minibeasts Children learn to use vocabulary for some common minibeasts.</p>	<p>Musical Instruments Names of 10 musical instruments and their associated article. Introduction of, "je joue..." (I play...) Languagenut supplementary resources</p>	<p>My home Learn and spell 10 nouns and articles of rooms. Say whether they live in a house or an apartment, "J'habite..." ("I live...") and say where it is. Use the negative structure "Chez moi il n'y a pas de..." ("in my house there is no ..."). Languagenut supplementary resources Languagenut supplementary resources 2</p>	<p>The Weather Repeat and recognize the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols. Languagenut supplementary resources</p>	<p>The Weekend Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend. Languagenut supplementary resources 2</p>



Star Long Term Planning: Half Termly Units

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit	<p><u>Nursery Rhymes</u> Children learn to recall and remember a small selection of popular nursery rhymes.</p>	<p><u>Seasons</u> Children learn to talk about the four seasons.</p>	<p><u>Little Red Riding Hood</u> Developing listening skills in French as well as using cognates to develop understanding of story vocabulary. Vocabulary for parts of the body.</p>	<p><u>At the Café</u> Learning nouns and articles for a variety of foods and drinks. Learning how to order a selection of foods and drinks from a French menu. Learning how to order breakfast items, order typical French snacks, and ask for the bill in French. Languagenut supplementary resources</p>	<p><u>Habitats</u> Tell somebody in French the key elements animals and plants need to survive in their habitat. Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. Tell somebody in French which animals live in these different habitats. Tell somebody in French which plants live in these different habitats.</p>	<p><u>Me in The World</u> Learn about the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).</p>
Unit	<p><u>In the Jungle</u> Children learn to use vocabulary for some common jungle animals.</p>	<p><u>Superheroes</u> Children review their knowledge of common colours and use high frequency verbs to describe themselves and superheroes.</p>	<p><u>I Can...</u> Introduction to the verb "pouvoir" in the form of "je peux" (I can). Introduction to 10 everyday activities (talking, eating, dancing etc.).</p>	<p><u>The Classroom</u> Learning key vocabulary required in the classroom eg classroom instructions and classroom stationery. Learning how to say what they do have and do not have in their pencil case. Languagenut supplementary resources</p>	<p><u>Clothes</u> Repeat and recognize the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Describe what they and other people are wearing. Use the verb PORTER in French. Say what they would wear in different weather. Languagenut supplementary resources</p>	<p><u>World War 2</u> Group/order unknown vocabulary to help decode texts in French. Improve listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter</p>
Unit	<p><u>Under the Sea</u> Children learn to use vocabulary for some common sea creatures.</p>	<p><u>Fruits</u> Children learn to use vocabulary for some common fruits.</p>	<p><u>Vegetables</u> The children will learn 10 nouns and articles for common vegetables. Intro to '1 kilo de...'. ('1 kilo of..'), "Je voudrais ..." ("I would like...") and the use of the conjunction 'et' ('and') to list the vegetables. Languagenut supplementary resources</p>	<p><u>Goldilocks</u> Developing listening skills in French as well as using cognates to develop understanding of the vocabulary presented in the story. Writing their own versions of the story following a structured storyboard approach.</p>	<p><u>The Olympics</u> Learn key facts in French of the history of the Olympics. Learn key facts in French about the modern Olympic games. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. Say the nouns in French for key sports in the current Olympic games. Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. Understand the concept of de la, de l' and du when they say they play a sport in French.</p>	<p><u>The Planets</u> Name and recognise the planets in French on a solar system map. Spell at least five of the planets in French. Learn and talk about interesting facts about the planets. Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</p>