



Heatherside Junior School - French

INTENT

The aim of our MFL curriculum is to:

- Develop a positive attitude to language learning;
- Develop an understanding of cultural differences and appreciation of intercultural communication;
- Develop metacognition skills by learning how to learn a language so that this can be built upon in future learning;
- Understand basic terminology and make links between first and learned language, including developing their vocabulary, grammar, punctuation and phonetical awareness through speaking, listening, reading and writing.

Here at Heatherside Junior School we teach pupils the French language; lessons delivered are exciting and engaging to ensure that pupils enjoy the experience of learning a new language and we strive to stimulate and encourage pupil's curiosity about language. Our MFL curriculum design is progressive; it develops children skills in languages, through regular taught lessons. Pupils are taught to use and apply a growing bank of vocabulary organised around topics.

We aim to engage children in learning language using a variety of learning approaches that inspire the children to use and engage with the language first, before learning to write it. Furthermore, we also take the opportunity to look at cultural similarities and differences and intend for our children to appreciate the traditions and characteristics of cultures around the world.

'Learning a foreign language is a liberation from insularity and provides an 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. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.' National Curriculum

IMPLEMENTATION

French is taught during PPA time on a three-week rotation: each class has a French lesson on weeks one and two. Each French lesson lasts approximately 50 minutes. With a view to further embed the use of language across the school, we also encourage children to use French around the school and try to incorporate simple classroom phrases and admin tasks in French the school day.

Lessons usually begin with an opportunity to rehearse general greetings and/or numbers in French. This builds across the key stage as the children become more familiar with the language. The main focus or learning intention for the lesson then follows, with a variety of tasks that scaffold or support children's learning. Children first learn to use the language through speaking and listening challenges, games, songs, videos and choral repetition. Pupils are encouraged to speak in sentences as much as possible, using familiar vocabulary, phrases and simple language structures. Across the key stage, they are encouraged to use accurate pronunciation and play games that encourage them to listen carefully to each other, in order to develop confidence in both speaking and listening in a foreign language. In upper Key Stage Two, we also develop children's understanding of basic French grammar, including masculine and feminine forms and the conjugation of high-frequency verbs.

Heatherside Junior School

Key Stage Two MFL (French) Overview

National Curriculum

Purpose of study

Learning a foreign language is a liberation from insularity and provides an 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. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

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.

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Greetings 0 – 10 Saying your name	10 - 15 Age Christmas	0 – 20 Colours and shapes	0 – 20 Pets	Days of the Week Story The Hungry Caterpillar	Ice Cream Flavours
Year 4	0 – 31 Months Birthdays	Family	Where do you live? Francophone countries	Body parts Describing faces	Rivers in France	At the market - fruits
Year 5	0-50 Pencil Case Items	School subjects La nativitie	Places in a town	Asking for directions	Weather	Tour de France OR Monet's garden
Year 6	0 – 100 Clothes	0 - 100 Hobbies & Past- times	BOOK PROJECT	BOOK PROJECT	Bastille Day Snacks and drinks	Introduction to a second foreign language

Key Assessment Statements

Year 3	Year 4	Year 5	Year 6
<p><u>Greetings</u> (S&L) Greet each other confidently and ask/respond to the question 'ça-va?'</p> <p>(S&L) Join in with the number song and recall numbers to 10</p> <p>Phonic focus 'ç'</p>	<p><u>Birthdays</u> (S&L) Communicate their birthday to others and understand when others respond</p> <p>(R) Identify the months of the year in writing</p> <p>Phonic focus 'é'</p>	<p><u>Classroom items</u> (S&L) Speak in sentences using familiar vocabulary in a role play about purchasing stationary</p> <p>Phonic focus ' '</p>	<p><u>Clothing</u> (W) Describe clothing they wear using an increasing variety of adjectives.</p> <p>(R) Use a bilingual dictionary to discover the meaning of new vocabulary or make new choices.</p> <p>Phonic focus ' '</p>
<p><u>Age</u> (S&L) Answer the question 'Quel âge as-tu?'</p> <p>(L) Identify the ages of children in a short video (numerical recognition)</p> <p>Phonic focus 'qu'</p>	<p><u>Family</u> (S&L) Ask others about their family and understand the answer</p> <p>(W) Choose the correct spelling for 'my' when labelling a family picture</p> <p>Phonic focus 'é'</p>	<p><u>School Subjects</u> (S, R &W) Use conjunctions to extend their sentences when discussing subjects they like/dislike</p> <p>Phonic focus ' '</p>	<p><u>Past times and sports</u> (W) Adapt words and phrases to create new sentences about their own hobbies.</p> <p>(S) Express opinions on sports and respond to the opinions of others.</p> <p>Phonic focus ' '</p>
<p><u>Colours</u> (S&R) Use accurate pronunciation of colours and recognise them in simple text.</p> <p>Phonic focus 'ou' and 'au' (rouge, jaune)</p>	<p><u>Describing features</u> (S) Name part of the body/face with accurate pronunciation</p> <p>(W) Use adjectives of size and colour to describe facial features/body parts</p> <p>Phonic focus ' '</p>	<p><u>In my town</u> (R&W) List places in a town and identify places in other towns.</p> <p>(W) Write about their town using simple descriptions</p> <p>Phonic focus 'est'</p>	<p><u>Book Project</u> (W) Write words and phrases from memory</p> <p>(W) Adapt words and phrases and express ideas through word substitution</p> <p>(W) Write at varying length, for different audiences</p> <p>(S) Present information to a range of audiences</p> <p>(P) Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>(G) Apply the basic grammar they have learnt to build sentences.</p>
<p><u>Pets and Colours (word order)</u> (S&L) Engage in simple conversation about pets.</p> <p>(R) Identify the animal in a simple sentence</p> <p>Phonic focus 'ai'</p>	<p><u>Where do you live?</u> (S&L) Understand the question, 'Où habites-tu ?' and respond appropriately</p> <p>(IU) Deepen their understanding of the world through learning about Francophone countries</p> <p>Phonic focus ' '</p>	<p><u>Asking for directions</u> (S & L) Ask for directions to a place and respond by completing the directions.</p> <p>(S) To give clear directions between 2 points in a town.</p> <p>Phonic focus ' '</p>	<p>(S) Present information to a range of audiences</p> <p>(P) Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>(G) Apply the basic grammar they have learnt to build sentences.</p>
<p><u>Days of the Week</u> (R&L) Read and listen carefully to identify the days of the week in 'La chenille qui fait des trous'</p> <p>(S&P) Accurately pronounce the days of the week</p> <p>Phonic focus 'di'</p>	<p><u>Rivers (Geography link)</u> (IU) Explore the 5 main rivers of France and discuss their surrounding landscapes</p> <p>(IU) Understand the importance of the Seine river in the history of France</p> <p>Phonic focus ' '</p>	<p><u>Weather</u> (S) Choose and manipulate vocabulary/sentences to create and present a weather report.</p> <p>Phonic focus ' '</p>	<p><u>Snacks and drinks – Au café –</u> (S&L) Show understanding by responding and engaging in conversations when ordering a snack and a drink.</p> <p>'Phonic focus ' '</p>

<p><u>Ice cream</u> (S&L) Express likes and dislikes about ice cream flavours with confidence and understand the opinions of others. Phonic focus 'a'</p>	<p><u>Fruits at the market</u> (S) Speak with increasing confidence, fluency and accuracy when performing a role play for buying fruit at a market. Phonic focus ' '</p>	<p><u>Monet's Garden/Tour de France</u> (IC) Understand cultural history of Art/Tour de France and its importance to the country Phonic focus ' '</p>	<p><u>Bastille Day /New language</u> (IC)Understand the significance of Bastille day to French people and its impact on France. Apply their understanding of how they learn French to learning another modern foreign language and draw comparisons Phonic focus ' '</p>
<p>Phonology and grammar</p>			
<p>Understand masculine and feminine nouns Begin to create simple sentences using correct word order (noun adjective agreement)</p>	<p>Understand how gender nouns change from le/la to mon/ma when talking about family Making plurals (nouns)</p>	<p>Use conjunctions to add ideas to a sentence – mais, et, parce que c'est,</p>	

MFL - Substantive Knowledge

	Y3	Y4	Y5 Forest School	Y6
	Greetings and farewells Ça-va? Numbers to 10 Phonic focus – general	Months of the Year Birthdays Numbers 20 – 31 Phonic/grammar focus – ‘e’ ‘er’	Classroom items Using the verb ‘avoir’ Numbers 20 – 50 Phonic/grammar focus – ‘è’ ‘ou’ ‘qu’	Clothing Using the verb ‘porter’ Numbers 50 – 100 Phonic/grammar focus -
Autumn 1	<ul style="list-style-type: none"> • Understand that France is another place in the world where people speak another language • Locate France on a map of Europe and understand its proximity to the UK • Listen and respond physically to counting 1-10 • Say and begin to read and write numbers to 10 • Join in with songs and rhymes counting in French • Listen and respond to greetings in French • Attempt to say greetings in French and ask others if they are well • Attempt to ask and answer ‘Comment t’appelles- tu?’ • Respond to classroom instructions in French 	<ul style="list-style-type: none"> • Have a conversation with a friend involving their name, how they are feeling, how old they are and where they live. • Listen to and respond physically to numbers counting 20 – 31 looking for patterns • Join in with a song about the months of the year • Know the months of the year in French • To say the months of the year with accurate pronunciation. • To be able to read and attempt to write the date from memory • To ask and answer the question ‘What date is your birthday?’ • To listen to others saying how old they are and understand them • Respond to classroom instructions in French 	<ul style="list-style-type: none"> • Say nouns for items in a pencil case/found in class • Read and write descriptive sentences with plural nouns and colour adjectives • Understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives • Explore and use the verb ‘to have’ • Perform a role play based on purchasing stationery from a shop. • Say the phrase ‘c’est tout?’ during simple transactional role play • Join in with singing number songs to 50 • Complete simple maths tasks in French • Use a French dictionary to look up school subjects in French • Respond to classroom instructions in French 	<ul style="list-style-type: none"> • Say nouns for some items of clothing • Read and write descriptive sentences with noun, sizes and colour adjectives • Understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives • Explore and use the verb ‘porter’ (to wear). • Begin to recognise the significance of fashion and clothing in French history • Know and say the numbers to 100 in French • Complete simple maths in French • Respond to classroom instructions in French

	Y3	Y4	Y5 Forest School	Y6
Autumn 2	<p>Asking someone's age Christmas in France Christmas carol in French Numbers 10 – 20 Phonic/grammar– ‘â’ ‘ai’</p>	<p>Family members Introduction to il/elle Phonic/grammar – æ Understanding mon/ma/mes</p>	<p>School Subjects Giving and explaining opinions and preferences Phonic/grammar focus –‘ique’</p>	<p>Sports and past times Using the verbs ‘jouer’ and ‘faire’ Phonic/grammar – using conjunctions</p>
	<ul style="list-style-type: none"> • Ask and answer the question ‘Quel âge as tu?’ in French • Listen to French speakers giving information about themselves and translate it to English • Know about Christmas traditions in France and draw comparisons with their own family traditions. • Join in with singing a Christmas carol in French (or target language) ready for a performance in the concert • Learn the numbers 11 – 20 • Begin to write the numbers 1 – 10 • Respond to classroom instructions in French 	<ul style="list-style-type: none"> • Say a third person singular sentence with details about someone else. • Say and write the members of their family in French • Ask others if they have any brothers or sisters and collect their answers as data • Listen to others talk about their family and understand what they are saying. • Use il/elle when introducing family members by name • Understand the noun gender and which determiners to use (mon/ma/mes/le/la/les) • Write the vocabulary for members of their own family on a family ‘portrait’ • Respond to classroom instructions in French 	<ul style="list-style-type: none"> • Know at least five nouns for school subjects and can use this language in a spoken sentence. • Ask the question ‘Tu-aimes?’ to collect data from others about likes and dislikes • Say an extended opinion of a school subject including a reason for liking/disliking a subject. • Write sentences using the conjunction ‘et, mais, parce que c’est’ (with support) • Begin to understand vocabulary used to express feeling (boring/annoying/fun/interesting etc) • Respond to classroom instructions in French 	<ul style="list-style-type: none"> • Know and say some common past times and sports in French • Look at and use the verb ‘jouer’ – to play • Look at and use the verb ‘faire’ – to do • Be able to sort common sports and past times into the correct verb class • To create opinions about a sport • Understand and write simple information about a sport • Express a like or dislike of a sport in French • Write a sentence expressing preference and giving at least one reason for this preference • Use a bilingual dictionary • Respond to classroom instructions in French
	Y3	Y4	Y5 Forest School	Y6
Spring 1	<p>Colours Using ‘et’ Phonic focus -ou/o/an Silent ‘t’</p>	<p>Where do you live? Francophone countries – Geography link Phonic/grammar focus – ‘silent h/s’</p>	<p>Places in a town Phonic/grammar focus – ‘ille’ ‘é’</p>	<p>Book Project</p>
	<ul style="list-style-type: none"> • Say the common colours in French • Make comparisons about the spellings and identify simple cognates • Ask and answer the questions ‘What colour is it?’ and ‘What is 	<ul style="list-style-type: none"> • Ask and answer the question ‘Où habites tu?’ • Know the names of the countries of Great Britain and Northern Ireland in French 	<ul style="list-style-type: none"> • Say and read the vocabulary for some places in a town • Recognise cognates and near cognates for the nouns of places in a town (poste, cinema, banque, café, restaurant, hotel etc) 	<ul style="list-style-type: none"> • Read, share and explore French picture books written by others (including previous Y6 children at HJS)

	<p>your favourite colour?’ in the target language</p> <ul style="list-style-type: none"> • Use ‘et’ (and) to list 2 colours within an answer • Say colours with accurate pronunciation • Recognise colour vocabulary in a French sentence when reading • Revise the numbers 1 – 20 and join in with an online song to aid pronunciation 	<ul style="list-style-type: none"> • Identify on map the countries that border France • Understand that France is very close to the UK at its nearest point • Speculate reasons as to why so many other countries speak French as an official language • Research 1 Francophone country and make comparisons between this and France. 	<ul style="list-style-type: none"> • Be able to list place in a town ‘Dans ma ville, il y a....’ both spoken and in writing. • Read the places in a town and translate them to English/home language • Write simple descriptive sentences to describe their town/city. 	<ul style="list-style-type: none"> • Retrieve language learning from previous years to create, write and publish a French picture book • Plan their book carefully, with the age of their target audience in mind • Use a bilingual dictionary to look up spelling and check grammar • Rehearse reading their completed book, focussing on pronunciation • Think about how to engage their listeners when reading the book aloud – questions, choral repetition etc • Take feedback about their book from peers during the editing process • Confidently read their picture book to an audience of younger children
	Y3	Y4	Y5 Forest School	
Spring 2	Animals Simple sentence building Phonic/grammar– ch/on/oi Introduction to un/une	Parts of the body/facial features Using adjectives of size and colour Phonic/grammar focus – ‘an’ ‘eux’ revise silent ‘t’ Build on word order size/noun/colour	Giving directions Compass points Phonic focus – ‘oi’ ‘æ’	
	<ul style="list-style-type: none"> • Say and read the name of some animals in French • Begin to recognise some plural nouns for animals • Say a simple sentence to say their favourite animal. • To begin to write simple sentences about animals • know how to say ‘I have’ and that we use part of the verb to have • Understand a simple story such as ‘Trois petits cochons’ • Listen to others talking about their pets and identify the animals they talk about • Retrieve language learning from colours unit and use this to write a simple sentence about an animal, such as, ‘J’ai un chien rose!’ • Begin to understand gender when using un/une 	<ul style="list-style-type: none"> • Understand and respond physically to body part nouns through games and songs like ‘head, shoulders, knees and toes’ • Name the features of a face • Write a simple descriptive sentence to describe a face • Create and write their own version of ‘Le grand monster verte’ using noun/adjective agreement • Say a third person singular sentence with details about someone else. • Say and read the adjectives ‘grand’ and ‘petit’ • Begin to write simple descriptive sentences 	<ul style="list-style-type: none"> • Ask for and give simple directions in French • Read a list of directions and locate the correct destination on a simple town map • Understand someone else giving directions in French • Join in with games and activities to learn compass points in French • Say ‘1st, 2nd, 3rd’ on the right/left in French 	

	Y3 (Forest School)	Y4	Y5	Y6 (SATS)
Summer 1	<p>Days of the week 'The Hungry Caterpillar' Numbers to 20 consolidation Phonic/grammar – 'i' as in 'di'</p>	<p>Rivers in France – Geography link Cultural awareness Grammar – le/la Capital letters</p>	<p>Weather Revision of key vocabulary Phonic/grammar – 'eau' 'aud' 'il fait'</p>	<p>Snacks and drinks at the café Phonic/grammar - noun</p>
	<ul style="list-style-type: none"> • Listen to, understand and enjoy a familiar story in French (The Hungry Caterpillar) • Days of the week – recognition in reading • Recognise numbers 1 – 5 when presented in a book • Begin to read parts of a story aloud and match vocabulary to the image it describes. • Write the days of the week in order, when presented out of order • Begin to write the numbers to 20 in French. • Identify cognates/near cognates within the story (orange, plum, cocoon) 	<ul style="list-style-type: none"> • Locate 5 key rivers in France and use Geography knowledge to describe them • Look at the regions of France for these rivers and compare localities of the Loire (last remaining wild river in Europe) and the Seine • Understand the Loire river was used for trade between Celts and the Greeks for over 200 years • Use geographical skills to locate rivers on a map and draw them accurately on a map of France • Use geographical understanding about the flow of rivers • Understand the importance of the Seine for trade throughout the history of France • Research the Loire and Seine and draw a simple conclusion about which one they would like to visit for a holiday. 	<ul style="list-style-type: none"> • Say different types of weather phrases • Name the seasons in French • Write a simple sentence to describe the weather • Make a weather 'fortune teller' for revision of colours, numbers and weather phrases • Participate in short sketches using familiar language • Read and understand/translate weather in French to English 	<ul style="list-style-type: none"> • Understand the importance of good cuisine and cooking in French culture. • Know some facts about café culture in France • Read from a French menu • Ask politely for snacks and drinks using O's X's game to rehearse the language • Participate in short sketches using familiar language • Understand how to read prices in Euros and complete simple conversions to GBP for comparison.

	Y3	Y4	Y5	Y6 (transition sessions)
Summer 2	<p>Ice creams Expressing simple likes/dislikes Phonic/grammar – ‘ch’ ‘ille’</p>	<p>Fruits at the market Simple transactions Phonic/grammar – ‘i’ as in ‘fruits’</p>	<p>Weather Reports French culture ‘study’ either Tour de France or Monet art unit (alternate)</p>	<p>Introduction to German/Spanish (transition preparation) French History - Bastille Day and the revolution</p>
	<ul style="list-style-type: none"> • Say ice cream flavours and compare to the same flavours in English • Make comparisons between flavours in English and French (vanilla – vanilla, chocolate – chocolat etc) • Understand and begin to express simple preferences verbally (J’aime, je n’aime pas, j’adore) • Use simple transactional language in a short role play ‘buying ice creams’ • Understand and appreciate simple cultural differences to their own such as popular ice cream flavours (pistachio) and how ice cream is sold in France (markets, large stalls and ice cream shops, often alongside crepes etc) 	<ul style="list-style-type: none"> • Understand and participate in games involving fruit nouns • Ask politely for some fruit items in French • Join in with the song ‘j’aime les fruits’ • Read and understand some fruit in written texts • Understand plural nouns and how to write them • Express simple preferences orally and in writing about which fruits they like/dislike • Know French currency is the Euro. • Create a short role play ‘at the market’ buying fruits. • Understand and appreciate how French markets play a vital role in society in most French towns. 	<ul style="list-style-type: none"> • Use their learning in the previous unit on weather to create a short weather report • Watch/listen to a real French weather report and listen for vocabulary or phrases they know • Use a writing frame to compose a short weather report • Rehearse weather reports in pairs, focussing on pronunciation 	<ul style="list-style-type: none"> • Use a language app to choose German/Spanish and complete pre planned assignments with a partner • Learn and recall core vocabulary and simple phrases in the target language • Apply their language skills to learn other languages • Look for similarities and differences between the languages they are learning and French/English • Present their learning to peers through a short language presentation • Devise a short ‘number song’ in their chosen language to present to others. • Through Drama understand the impact of Bastille Day on the French and explore how it changed the trajectory for the French moving forward.

Disciplinary Skills Overview

'Disciplinary skills' refers to how the children acquire the substantive knowledge, and the elements which are unique to learning languages. At primary level, Substantive Knowledge outweighs Disciplinary Knowledge. This is because we are exposing the children to the disciplines of language learning as 'language detectives' i.e. allowing the children to explore, rather than explicitly teaching the disciplines. This can then be further developed at KS3 and beyond.

Disciplinary 1

To begin to understand that sounds in a different language have different meaning. To explore how to listen to be able to hear new sounds and words. To explore how to learn and remember language through song and rhyme. To explore replicating mouth shapes and repeating/imitating sounds. To begin to develop as a global citizen, exploring similarities and differences between own and other cultures.

Disciplinary 2

To educate the ear to new sounds and meaning. To engage with how to listen to be able to hear new sounds and words. To repeat and imitate and begin to form utterances independently. To engage in turn-taking as a precursor to conversation. To attempt to copywrite single words in the target language. To explore and begin to memorise language through song and rhyme. To use actions and gesture to aid memorisation. To begin to develop cultural understanding and empathy as a global citizen.

Disciplinary 3

To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language. To begin to form educated guesses based on the context of the language. To begin to use memory hooks to help remember. To begin to understand what helps make me a better language learner. To engage with opportunities to practise to aid long-term memory. To develop confidence to 'have a go' and learn from any mistakes. To write single words and set phrases with support. To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language. To begin to practise bilingual dictionary skills. To develop as global citizens through broadening the understanding of the target language and culture.

Disciplinary 4

To improve confidence to spot and use the terms 'cognate' and 'semi-cognate' when working with new or unfamiliar language. To have an awareness of the term 'false friends' (words which appear as cognates but have other meanings) and begin to be able to spot them. To use reading comprehension strategies such as skim and scan to understand unfamiliar language. To use context to form educated guesses and use this and prior learning to aid translation. To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in the target language. To develop the ability to speak fluently (without conscious thought). To use a model effectively to aid writing grammatically accurate and extended sentences. To develop the ability to use and create memory hooks to remember more. To develop metacognitive strategies to learn and remember more language. To know how to use opportunities to practise to improve long-term memory and recall. To use a bilingual dictionary independently to look up unfamiliar words. To develop as global citizens through broadening the understanding of the target language and culture.

Substantive knowledge overview – 3 stages

Stage 1 – New learners. Mainly year 3 and 4

Begin to develop an awareness of listening to and replicating the sounds of a new language. Begin to investigate and appreciate similarities and differences of other cultures and explore their celebrations. Begin to talk about themselves using words and simple sentences. Listen to, join in with and appreciate rhymes, stories, songs and games. Begin to explore nouns and phrases. Begin to understand questions and respond with confidence. Explore core language, personal information and basic conversation (introduce 1st and 2nd person singular questions and answers). Recognise and use nouns in singular and plural forms. Understand noun gender. Know there is more than one word for 'a' and 'the'. Express simple opinions. Retrieval of familiar core language content. Introduction to the geography and culture of the target language country. Hear and identify phonemes and recognise graphemes

Stage 2 – Intermediate and confident learners. Strong year 3 linguists. Year 4 and 5.

Retrieval of core language content. Develop how to use singular and plural nouns with adjectives to describe. Understand noun gender. Read, understand, follow, and use commands. Produce simple descriptive sentences. Participate in simple dialogues. Practise 1st and 2nd person singular questions and answers. Hear and identify phonemes and recognise and read aloud graphemes. Continue to develop and extend skills in language retrieval. Produce familiar personal information sentences in 1st and 3rd person singular. Create spoken and written extended sentences including conjunctions and giving an opinion. Engage in extended role play dialogues. Begin to consolidate understanding of how to use nouns in a simple sentence with adjectives. Recognise, use and apply familiar phonemes and graphemes with increasing confidence.

Stage 3 – Experienced and advanced learners. Confident year 5 linguists and most of year 6.

Begin to explore the conjugation of a regular present tense verb (to wear). Say and write detailed description including a verb, nouns and a variety of adjectives. Use modal verb (to be able to) plus infinitive to create persuasive sentences, including a variety of sentence starters. Retrieval of core language content. Create complex sentences including conjunctions. Explore and use common present tense verbs (to be, to have, to play). Write descriptions including verb, nouns and variety of adjectives. Secure understanding of how to use nouns in a simple sentence with adjectives. Use language structures they know to create their own adapted sentences. Use knowledge of language to create performances. Explore and appreciate the origins of another country's culture. Recognise, use, and apply familiar/unfamiliar phonemes and graphemes confidently. Retrieval and development of core language content acquired in French as a platform upon which to build and apply transferable skills to learn another language at the end of year 6 or in Key Stage 3.