

Modern Foreign Languages

How we teach Modern Foreign Languages

The teaching of a Modern Foreign Language in Key Stage 2 was made a compulsory part of the National Curriculum in September 2014. At Wroxall, French is our chosen language, which is presently being taught formally in Key Stage 2.

In Key Stage 2 language learning is underpinned by songs, games and activities so that there is an interactive and fun aspect to lessons. In addition, pupils are taught basic sentence structures and pronunciation in greater depth as they progress through the school. Finding out about French culture, customs and special celebrations is an integral part of learning French.

Curriculum coverage and progression of skills in French

Within each academic year, children will study a range of topics. In Key Stage 2, children are taught French as a freestanding subject, covering a specific topic each half term. The table below shows the topics that are currently delivered.

Year 2 and 3			
Topic:	Block 1 Moi All about me	Block 3 On fait la fete! Celebrations	Block 5 Les Quatre Amis The Four Friends
Knowledge:	<ul style="list-style-type: none"> Saying hello and goodbye Saying how you are and asking others Asking and answering Questions about name and age Numbers 1-8 	<ul style="list-style-type: none"> Months of the year Numbers 13-31 Asking when someone's birthday is Saying when your birthday is 	<ul style="list-style-type: none"> Animals Ne...pas Some verbs of movement
Phonics Focus	Grammar focus: introduction to question forms Phonics focus: [ɔ] on, [y] u, [ʒ] j and [wa] oi	Phonics focus: consolidation of soft j and nasal on. Soft x in six, dix. Liaison in vingt et un and vingt huit, silent h in huit	Phonic focus: [ʃ] ch, [ɔ] on
Topic:	Block 2 Jeux et chansons: Games and songs	Block 4 Portraits	Block 6 Ça pousse Growing things
Knowledge:	<ul style="list-style-type: none"> Numbers 9-12 Singular and plural of common nouns Responding to simple instructions Understanding and responding to the question: Combien de..? 	<ul style="list-style-type: none"> Names of parts of the body Colours Agreement and position of adjectives Saying what someone looks like Adjectives to describe size 	<ul style="list-style-type: none"> Expressing likes and dislikes Saying what you would like to buy or eat
Phonics Focus	[e] é, er, ez, silent –s in simple plurals, [ɔ] on and [wa] oi	[u] ou. [ø] eu, pronunciation of final consonant when 'e' added e.g. vert/verte	silent h before a, [i] l, [ʃ] è/ai, consolidation of [ʒ] j and g(e)/g(i), [u] ou.
Oracy Skills	<ul style="list-style-type: none"> Listen and respond to simple rhymes, stories and songs Recognise and respond to sound patterns and words Perform simple communicative tasks using single words, phrases and short sentences Listen attentively and understand instructions, everyday classroom language and praise words. 		
Literacy Skills	<ul style="list-style-type: none"> Recognise some familiar words in written form Make links between some phonemes, rhymes and spellings and read aloud familiar words. Experiment with the writing of simple words using a model and from memory 		
Inter-Cultural Understanding	<ul style="list-style-type: none"> Learn about the different languages spoken by children in the school Locate countries where the French is spoken Know some facts about France Make direct or indirect contact with countries where French is spoken 		

Year 3 and 4			
Topic:	Block 1	Block 3	Block 5
	La Rentrée Back to school	Raconte-moi une histoire Tell me a story	Le carnaval des animaux Carnival of the Animals
Knowledge:	<ul style="list-style-type: none"> Names for classroom items Asking for help in the classroom J'aime plus infinitive colorier, mesurer, lire, écrire, dessiner 	<ul style="list-style-type: none"> Numbers in multiples of 10, up to 100 Classroom instructions Adjectives that describe the characters in a story 	<ul style="list-style-type: none"> Names of animals and some animal habitats Adjectives to describe animals Some adverbs Telling the time on the hour and asking the time
Phonics Focus	[ă] en/an, [i] l, [j] ch, [o] o/au, [u] ou, [e] er, [ɔ] o, [e] é, silent final consonants – e.g. faut, vert, vous	[R] r and [ă] an/en, [e] ez, silent final consonant – charmant, grand, méchant; sounded final consonant with feminine endings, e.g. charmante, petite	Revision of [u] ou; difference between [u] ou and [y] u; [k] qu; silent h; silent final consonants; pronunciation of adjectives with -e ending and without; synthesis of known phonemes to form phonetically regular words.
Topic:	Block 2	Block 4	Block 6
	L'argent de poche Pocket money	Vive le sport! Our sporting lives	Quel temps fait-il? What's the weather like?
Knowledge:	<ul style="list-style-type: none"> Expressing preference Numbers 21 – 39 Simple prices in euros 	<ul style="list-style-type: none"> Names of sports with the verbs jouer and faire Days of the week 	<ul style="list-style-type: none"> Weather phrases: il neige, il gèle Names of items of clothing Saying the date
Phonics Focus	[e] é, [ĕ] in, silent consonant in vingt et un, vingt-huit, revision of nasal sounds, [ø] eu, [ik] ique.	Sounded final consonants, [a] a, [sjɔ̃] tion, [ɔR] or, [i] l, [k] qu	[ɔ̃] on, [ɔn] one/onne, revising common phonemes e.g. [ʒ] e, [e] é, [ă] an/en; consolidation of phoneme-grapheme correspondences; breaking words into individual phonemes; synthesising phonemes to build phonetically regular words.
Oracy Skills	<ul style="list-style-type: none"> Memorise and present a short spoken text by learning and saying several sentences on a topic Listen for specific words and phrases and show a physical response to them Listen for sounds, rhyme and rhythm and compare Ask and answer questions on several topics with a partner Role play 		
Literacy Skills	<ul style="list-style-type: none"> Read and understand a range of familiar written phrases Follow a short familiar text, listening and reading at the same time Read some familiar words and phrases aloud and pronounce them correctly Write simple words and phrases using a model and some words from memory 		
Inter-Cultural Understanding	<ul style="list-style-type: none"> Learn about festivals and celebrations in France Know about some aspects of everyday life and compare them to their own Compare traditional stories To learn about ways of travelling to France/ French speaking countries 		

Year 4 and 5			
Topic:	Block 1	Block 3	Block 5
	Je suis le musicien I am the music man	En route pour l'école On the way to school	Les quatre saisons The four seasons
Knowledge:	<ul style="list-style-type: none"> Expressing and qualifying opinions 	<ul style="list-style-type: none"> Describing a route (to school) Places in town 	<ul style="list-style-type: none"> Making simple statements (about the weather)

	(about musical preferences) <ul style="list-style-type: none"> Saying what you are playing (in the context of musical instruments) expressing future intentions (about playing a musical instrument) jouer + du, de la (with a musical instrument) immediate future: aller + infinitive (Je vais jouer, Je vais chanter) 	<ul style="list-style-type: none"> Simple directions The alphabet Adverbial phrases of time Il y a 	<ul style="list-style-type: none"> Describing the weather (with reference to the present and the past) Using adjectives as antonyms Prepositions en, au (with seasons) Imperfect tense e.g. il faisait beau/chaud Adjectives: agreement/ position (revision)
Phonics Focus	Revision of [k] qu, [ʃ] ai, [u] ou; pronunciation of [R] -re ending	Letter names, [e] é, [wa] oi, [k] qu	Revision of [ɛ̃] in, [e] é, [o] au, sounded final consonants and silent h
Topic:	Block 2	Block 4	Block 6
	Bon Appétit Enjoy your meal	Scène de plage Beach scene	Les planets The planets
Knowledge:	<ul style="list-style-type: none"> Talking about what has been eaten/drunk Expressing likes, dislikes and preferences (about food and drinks) Following/writing instructions (a recipe) Perfect tense: manger (j'ai mangé, tu as mangé), boire (j'ai bu) The use of au/à la/aux Plural nouns with les and des Imperatives: vous form of some regular and irregular verbs in the present tense 	<ul style="list-style-type: none"> Giving a simple description (of a scene or place) Using adjectives to add interest and detail to a description Writing instructions Regular -er verbs (present tense); third person singular Dormir (irregular): il/elle dort C'est, ce n'est pas + noun 	<ul style="list-style-type: none"> Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs Qualifier: assez Prepositions: près de, loin de Compound sentences with parce que
Phonics Focus	Revision of [wa] oi, [R] r, [e] é, [ɑ̃] an/en, [o] au/eau	Revision of [Ø] eu, [u] ou, [o] au/eau, [ɔ̃] on; [ij] il and ile	Revision of common phonemes; hearing individual phonemes in words and using this to aid writing
Oracy Skills	<ul style="list-style-type: none"> Focus on correct pronunciation Asking and answering questions Use tone of voice and gesture to help convey meaning Agree and disagree with statements Understand and express likes and dislikes Understand the main points from speech which includes unfamiliar language Remember, retain and recall words, phrases and sentences. Memorise and present a set of instructions 		
Literacy Skills	<ul style="list-style-type: none"> Read fiction and non-fiction texts Understand that the order of words in a sentences influences the meaning Make simple sentences and short texts using word cards and phrase cards Choose words, phrases and sentences and write them into a gapped text or as picture captions Use a bilingual dictionary to check the spelling of familiar words 		
Inter-Cultural Understanding	<ul style="list-style-type: none"> Look at aspects of their everyday lives from the perspective of someone from another country. Recognise similarities and differences between places Compare symbols, objects or products which represent their own culture with those of another country 		

Year 5 and 6

Topic:	Block 1	Block 3	Block 5
	Notre école Our school	Monter un café Creating a café	Au parc d'attractions At the theme park
Knowledge:	<ul style="list-style-type: none"> • Making statements (about the school environment and everyday school routines) • Making statements about break time activities, with reference to the past • Telling the time using halfhours, quarter hours and 24- hour clock notation • Definite and indefinite articles: le/la; un/une • Perfect tense: regular –er verbs with avoir e.g. J'ai joué, J'ai parlé 	<ul style="list-style-type: none"> • Quantities (of food and drink) • Transactional language for a café • Seeking clarification of meaning • Perfect tense: third person singular form (il/elle a mange, il/elle a bu) • Prepositions: au, à la 	<ul style="list-style-type: none"> • Making statements about a visit to a theme park, referring to the past • Expressing an opinion about what a theme park ride was like • Using adjectives to add interest and add detail to a description • Perfect tense with être: aller (je suis allé (m), je suis allée (f)) • Perfect tense with avoir: prendre (j'ai pris); voir (j'ai vu); entendre (j'ai entendu)
Phonics Focus	an, en, un, in, ain, qu, er, ère, silent final consonant	Using knowledge of phoneme/grapheme correspondence to work out the pronunciation of new words; revision of au, ch, ai, é, er, l [y], ille	Revision of u, ou
Topic:	Block 2	Block 4	Block 6
	Notre mode Our world	Le passé et le present Then and now	Quoi de neuf? What's in the news?
Knowledge:	<ul style="list-style-type: none"> • Understanding and naming continents • Making statements (about rivers and their geographical features) • Making a weather forecast • Immediate future: aller + infinitive (e.g. il va faire beau) • Simple superlatives e.g. le/la plus grande • Pronouns: il/elle 	<ul style="list-style-type: none"> • Making statements (about places in a town) • Asking questions (about places in a town) • Giving a description (of a town) • Saying the year (deux mille dix-sept) • Antonyms • Imperfect tense of avoir (avait) and être (était) • Beaucoup de ... • Peu de.. 	<ul style="list-style-type: none"> • Making statements (about sections in a newspaper) • Making statements (about what's on TV) • Expressing and justifying opinions using car as an alternative to parce que
Phonics Focus	an, en, em, on, ique, gne, silent final consonant	Using knowledge of phonemegrapheme correspondence to work out the pronunciation of new words; revision of ais, ait, ez, er, é, ée, sh, ille, ch	Revision of common phonemes; using knowledge of phoneme-grapheme correspondence to help pronounce new words.
Oracy Skills	<ul style="list-style-type: none"> • Listen attentively , re-tell and discuss the main ideas of a spoken story, song or passage • Agree and disagree with statements about a spoken passage • Perform to an audience – role play or presentation • Understand longer and more complex phrases and sentences • Participate in simple conversations on familiar topics 		
Literacy Skills	<ul style="list-style-type: none"> • Read and understand the main points and some detail form a short written passage • Read and understand the gist of a familiar news story or simple article • Use punctuation to make a sentence make sense • Write sentences on a range of topics using a model • Use a bilingual dictionary to check the spelling of familiar words 		

Inter-Cultural Understanding	<ul style="list-style-type: none"> ● Recognise similarities and differences amongst children in different French cultures ● Recognise and understand some of the differences between people ● Present information about an aspect of culture
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How we plan learning in French

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 learned
- discover and develop an appreciation of a range of writing in the language studied.

We follow the CGP programme - Salut! which ensures that a broad range of skills are taught. Each year the skills are developed a little more so that the children become a more proficient as they progress through Key Stage 2.

Children with SEND

At Wroxall our aim is that a broad and balanced curriculum with support and challenge should be accessible to all children, including those with SEND. Children who are identified as having SEND or additional needs will have an individual support plan. The provision and targets identified within the plan may well have relevance to learning in French as well as English or maths. As such the class teacher will seek to differentiate learning within lessons to ensure its accessibility to all children. Support could include: finding alternative ways of recording understanding, reducing the need for writing if possible/appropriate; using visual cues/checklists to support learning; providing split-inputs/pre-teaching where needed.

Throughout the Key Stage, children learn 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 languages
- 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.

How we assess learning in French

The focus of study in modern languages will be on practical communication and 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. French is formally assessed at the end of each unit by KS2 class teachers according to the expectations of their age group.