

Charmouth Primary School Subject Stories:

Modern Foreign Languages - French



Intent

Learning another language
is not only learning
different words
for the same things, but
learning another way
to think about things.

- Flora Lewis

At Charmouth Primary, we want our children to celebrate and welcome differences in our world, so it is vital that they have an understanding of different languages and countries. By introducing and exposing our children to this, they will have a deepened ability to show respect and play a valuable part in our global society. Our Modern Foreign Languages curriculum aims to inspire a love of language as part of the children's lifelong journey of learning. Through progressive units and well-planned activities, children develop their listening, speaking, reading and writing skills in French. These are mapped out to ensure the children's learning lays the foundation for future language learning. Alongside this, children are supported to develop their cultural awareness of France and other French-speaking places. The

MFL curriculum at Charmouth aims to encourage children's confidence and creative skills through the exploration of another language, and to stimulate and encourage children's curiosity about all language.

For pupils with additional needs, there will be every opportunity to work towards the overall objectives of the year group. Pupils may be supported with their learning in French through differentiated questioning, pre-teaching of new vocabulary, adapted work or additional time.

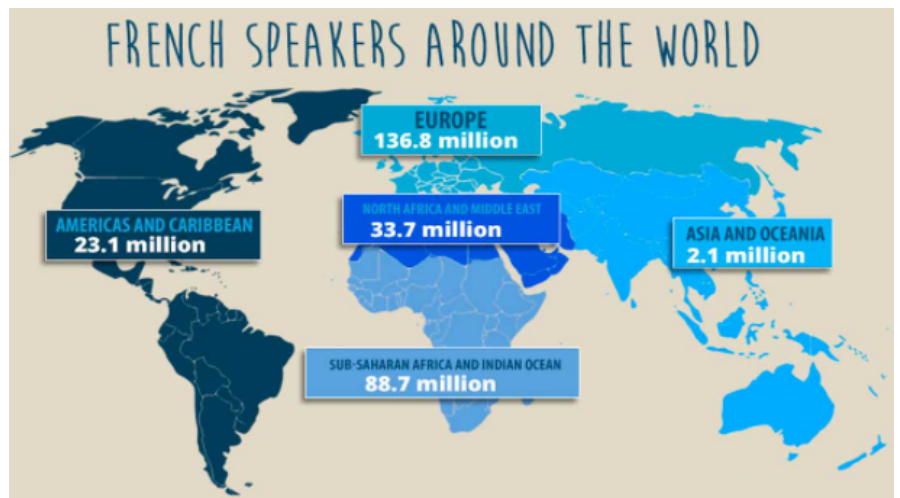
The National Curriculum Aims for Modern Foreign Languages

The National Curriculum for Modern Foreign 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.

Why French?

When deciding which modern foreign language to study at Charmouth, we considered that the 3 feeder secondary schools all study French in Key Stage 3. Providing a basis for this study in Key Stage 2 gives children the best possible start to their language learning. French is spoken across continents and is considered one of the top three languages of the future according to the British Council.



Curriculum Map (Years 3 to 6)

French is planned using the Language Angels programme. Units are sequenced across a two-year rolling programme in Key Stage 2. There is a mixture of Early Language and Intermediate Language Units in both cycles for the Year 3/4 children, and a mixture of Intermediate and Progressive Language Units in both cycles for Year 5/6 children.

Opportunities are taken to find cohesive links with the wider curriculum, where these make sense. For example, children in Year 3/4 learn 'The Romans' in MFL just after learning this period in history.

French is taught in each half term. On average, it is taught in weekly sessions of 30-45 minutes as this best supports children's retention of vocabulary and concepts.

| | Autumn | | Spring | | Summer | |
|------------------|-----------------------------------|----------------------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st half | 2 nd half | 1 st half | 2 nd half | 1 st half | 2 nd half |
| Year 3/4a | Phonetics 1 & I'm learning French | Colours & Classroom Instructions | Family | Fruits | My home | I can... |
| Year 3/4b | Phonetics 2 & Presenting Myself | Animals | Habitats | Musical instruments | The Romans | Goldilocks |
| Year 5/6a | Phonetics 3 & Do you have a pet? | What is the date? | Regular verbs | Clothes | The weekend | The planets |
| Year 5/6b | Phonetics 4 & At School | Irregular verbs | The weather | Classroom | World War II | Me in the world |

| | |
|--|----------------------------|
| | Early Language Unit |
| | Intermediate Language Unit |
| | Progressive Language Unit |
| | Core Vocabulary Unit |

Knowledge and Skills: Year 3/4 A

| Phonetics 1 & I'm learning French (Autumn 1) | Colours and Classroom Instructions (Autumn 2) | Family (Spring 1) |
|---|--|--|
| Early Language Unit | Core Vocabulary Unit | Intermediate Language Unit |
| <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW the following phonemes in French: 'ch', 'ou', 'on', 'oi'</p> <p>I KNOW how to say my name and how I am feeling in French.</p> <p>I KNOW the numbers one to ten in French.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW the vocabulary for ten colours in French.</p> <p>I CAN say 'My favourite colour is...' in French.</p> <p>I CAN recognise, understand and recall common classroom commands in French.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW the nouns in French for members of my family (eg ma mère).</p> <p>I KNOW how to count to 100 (multiples of ten).</p> <p>I CAN say the age of some of my family members.</p> |
| <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN pinpoint France on a map of the world.</p> <p>I CAN locate some famous cities on a map of France.</p> <p>I CAN talk about other countries where French is spoken.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I KNOW what is meant by a 'cognate' (French word spelt the same as English word) and examples, eg orange, violet, understanding how the pronunciation is different.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I UNDERSTAND the concept of mon, ma and mes in French.</p> <p>I CAN move from 1st person singular to 3rd person singular in some high frequency verbs I know (s'appeler - to be called, and avoir - to have).</p> |
| Fruits (Spring 2) | My home (Summer 1) | I can... (Summer 2) |
| Early Language Unit | Intermediate Language Unit | Early Language Unit |
| <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I CAN name and recognise up to 10 fruits in French.</p> <p>I CAN ask somebody in French if they like a particular fruit.</p> <p>I CAN say what fruits I like and dislike.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW how to say whether I live in a house or an apartment and say where it is.</p> <p>I CAN repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house.</p> <p>I CAN tell somebody in French what rooms I have or do not have in my home.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I CAN name up to five common French verbs/activities.</p> <p>I CAN say I am able to do some of these activities in French by using je peux.</p> |
| <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN choose the correct article for a noun (understanding un and une).</p> <p>I CAN move from the singular to the plural (un/une to les).</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN attempt to create a longer spoken or written passage in French using language I have learnt.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I KNOW French verbs end with either -re, -ir and -er and I can give examples of each.</p> |

Knowledge and Skills: Year 3/4 B

| Phonetics 2 & Presenting Myself (Autumn 1) | Animals (Autumn 2) | Habitats (Spring 1) |
|---|---|--|
| Intermediate Language Unit | Early Language Unit | Intermediate Language Unit |
| <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW the following phonemes in French: 'i', 'in', 'ique', 'ille'</p> <p>I KNOW the numbers 11 to 20 in French.</p> <p>I CAN say hello and goodbye.</p> <p>I CAN ask how somebody is feeling and answer how I am feeling.</p> <p>I CAN tell you where I live in French.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW the names of ten animals in French.</p> <p>I CAN remember the words for at least five animals in French unaided.</p> <p>I CAN spell at least three animals correctly in French.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW in French the key elements animals and plants need to survive in their habitat.</p> <p>I KNOW French names for some common habitats.</p> <p>I CAN tell somebody in French which animals and plants live in these different habitats.</p> |
| <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN take part in a role-play with a partner, using new words I have learnt.</p> <p>I BEGIN TO UNDERSTAND that adjectives in French have to agree with the noun (eg Je suis anglais (m), Je suis anglaise (f))</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I UNDERSTAND better that articles/determiners have more options in French than they do in English.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN listen and look out for key words to help me understand.</p> |
| Musical instruments (Spring 2) | The Romans (Summer 1) | Goldilocks (Summer 2) |
| Early Language Unit | Intermediate Language Unit | Intermediate Language Unit |
| <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I CAN name ten instruments in French.</p> <p>I CAN remember the words for at least five instruments and their correct gender in French, unaided.</p> <p>I CAN say that I play an instrument of my choice in French.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I CAN say the days of the week in French and learn how these are related to the Roman gods and goddesses.</p> <p>I CAN tell somebody in French what the most famous Roman inventions were.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I CAN sit and listen attentively to the story of Goldilocks, beginning to recognise, understand and remember more of the new language.</p> |
| <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN apply a growing range of articles and determiners (du/de la/des).</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I UNDERSTAND the concept of the negative form in French.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN increase my thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</p> |

Knowledge and Skills: Year 5/6 A

| Phonetics 3 & Do you have a pet? (Autumn 1) | What is the date? (Autumn 2) | Regular verbs (Spring 1) |
|---|---|---|
| Intermediate Language Unit | Early Language Unit | Progressive Language Unit |
| <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW the following phonemes in French: 'é', 'e', 'è', 'eau', 'eux'.</p> <p>I KNOW and attempt to spell the eight nouns (including the correct article for each) for pets in French.</p> <p>I CAN tell somebody in French if I have or do not have a pet.</p> <p>I CAN ask somebody else in French if they have a pet.</p> <p>I CAN tell somebody in French the name of my pet.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW the months of the year in French.</p> <p>I CAN ask when somebody has a birthday and say when I have my birthday.</p> <p>I CAN say the date in French.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW how to create a stem and work out the endings for regular -ER, -IR and -RE verbs.</p> <p>I CAN conjugate in French a regular -ER verb.</p> <p>I CAN conjugate in French a regular -IR verb.</p> <p>I CAN conjugate in French a regular -RE verb.</p> |
| <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I KNOW some key ways in which French is different to English, eg days and the months written with lowercase letters; the only ordinal number for saying the date in French is the 1st.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French.</p> |

| The Classroom (Spring 2) | The weekend (Summer 1) | The planets (Summer 2) |
|--|---|---|
| Intermediate Language Unit | Progressive Language Unit | Progressive Language Unit |
| <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I CAN recognise, and repeat from memory, simple classroom objects, using the correct gender.</p> <p>I CAN say what I have and do not have in my pencil case.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I CAN ask what the time is in French.</p> <p>I KNOW how to tell the time accurately in French.</p> <p>I KNOW how to say what they do at the weekend in French.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I CAN name and recognise the planets in French on a solar system map.</p> <p>I CAN spell at least five of the planets in French.</p> <p>I CAN say in French an interesting fact about some of the planets.</p> |
| <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN recognise and respond to simple classroom commands and praise.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN begin to integrate connectives into my work.</p> <p>I CAN present a verbal and/or written account of more than 2 sentences.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN explain the rules of adjectival agreement in French and apply consistently when using colours to describe objects.</p> |

Knowledge and Skills: Year 5/6 B

| Phonetics 4 & At School (Autumn 1) | World War II (Autumn 2) | The weather (Spring 1) |
|---|---|--|
| Progressive Language Unit | Progressive Language Unit | Intermediate Language Unit |
| <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW the following phonemes in French: 'qu', 'gne', 'ç', 'en', 'an'.</p> <p>I KNOW the vocabulary for school subjects.</p> <p>I CAN say what subjects I like and dislike at school.</p> <p>I CAN say why I like/ dislike certain school subjects.</p> <p>I CAN tell the time (on the hour) in French.</p> <p>I CAN say what time they study certain subjects at school.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I CAN conjugate in French the irregular verb AVOIR.</p> <p>I CAN conjugate in French the irregular verb ÊTRE.</p> <p>I CAN conjugate in French the irregular verb ALLER.</p> <p>I CAN conjugate in French the irregular verb FAIRE.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW the vocabulary for the weather in French.</p> <p>I CAN ask what the weather is like today.</p> <p>I CAN describe what the weather is like today.</p> |
| <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN bring together previously learnt vocabulary and new vocabulary to express an opinion.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN describe weather that is typical of different regions in France using a weather map.</p> |

| Clothes (Spring 2) | Irregular verbs (Summer 1) | Me in the world (Summer 2) |
|---|--|--|
| Intermediate Language Unit | Progressive Language Unit | Progressive Language Unit |
| <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I CAN repeat and recognise the vocabulary for a variety of clothes.</p> <p>I CAN use the verb PORTER in French with increasing confidence.</p> <p>I CAN say what people wear in different weather/situations.</p> <p>I CAN describe clothes in terms of their colour.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW the names of the countries and languages involved in WW2.</p> <p>I CAN say what the differences were in city and country life during the war.</p> | <p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW how to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).</p> |
| <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN use the possessives with increased accuracy.</p> <p>I CAN apply adjectival agreement for colours and clothes.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I CAN group/order unknown vocabulary to help decode text in French.</p> <p>I CAN integrate my new and previous language to write a letter.</p> | <p>DISCIPLINARY KNOWLEDGE:</p> <p>I KNOW about the many countries in the Francophone world.</p> <p>I KNOW about different festivals (religious and non-religious) around the world.</p> |

Progression by Disciplinary Skill

| | Year 3/4 | Year 5/6 |
|-----------|---|--|
| Listening | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 learnt. • Listen to longer 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. |
| Speaking | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |
| Reading | <ul style="list-style-type: none"> • Read familiar words and short phrases accurately by applying knowledge from Phonics Lessons. • Understand the meaning in English of short words I read in French. • Read aloud short pieces of text applying knowledge learnt from Phonics Lessons. • Understand most of what we read in the foreign language when it is based on familiar language. | <ul style="list-style-type: none"> • Understand longer passages in the French and start to decode meaning of unknown words using cognates and context. • Increase our knowledge of phonemes and letter strings using knowledge learnt from Phonics Lessons. • Be able to tackle unknown language with increased accuracy by applying knowledge learnt from Phonics Lessons, including awareness of accents, silent letters etc. • Decode unknown language using bilingual dictionaries. |
| Writing | <ul style="list-style-type: none"> • 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 conjunctions and the negative form where appropriate. eg my name, where I live and my age. | <ul style="list-style-type: none"> • 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. • 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 conjunctions, adjectives and possessive adjectives. eg A description of a typical school day including subjects, time and opinions. |

Grammar

- | | | |
|---------|---|---|
| Grammar | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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 conjunctions and more confident with full verb conjugation - both regular and irregular. eg: 'to go', 'to do', 'to have' and 'to be'. |
|---------|---|---|

Statements in red describe the level of skill and knowledge expected when children are in the first year of the two-year cycle.

Statements in blue describe the level of skill and knowledge expected when children are in the second year of the two-year cycle.

Lesson Design in French

Each unit and each lesson will have clearly defined objectives and aims.

Every lesson will include a focus on speaking and listening tasks, with opportunities for children to practice vocabulary through repetition, choral practice, and application into short phrases/conversations.

Most lessons will also incorporate challenge sections and desk-based activities that will be offered will opportunities for stretch and challenge as well as scaffolds to support adaptive teaching. Reading and writing activities will be offered within all units.

As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the unit as '**language Lego**'. We provide blocks of language knowledge and, over the course of a unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge. Therefore, within each lesson, teachers make use of deliberate practice activities to reactivate and revise prior knowledge, often as a 'starter' activity.

Within lessons, there is a focus on using multi-sensory methods to support children to retain and remember the knowledge they have learned. Songs and animations are regularly included, providing a visualisation of the language introduced in each unit. Physical actions are also encouraged where appropriate.

Assessment in French

Teachers make use of formative assessment by tracking children's learning in each lesson, including making use of the answers children provide in class, their confidence to participate in activities and the written work they produce in their books. These assessments will feed forward into planning, for example, an area of grammar/vocabulary seen to be a class-wide weakness may be mapped in as a regular starter activity or into early morning work during registration.

Pupils will be aware of their own learning goals and progression within each unit. All pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

At the end of a unit of learning, teachers will make a note of those children who have struggled to make the expected progress through the curriculum. These children may receive additional support in future language units, through extra adult support, bespoke scaffolds for tasks or other methods of adaptive teaching.

French for learners with SEND

Inclusion in French means: setting suitable learning challenges, responding to pupils' diverse needs, and overcoming potential barriers to learning and assessment for individuals and groups.

| Possible struggle or challenge | Scaffold or support to consider |
|---|--|
| <ul style="list-style-type: none"> - Difficulties with language/ vocabulary | <ul style="list-style-type: none"> - Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. - Film, interactive computer material, role-play and drama contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning. - Pupils move carefully from paired discussion to group discussion – the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part. - In modern foreign languages, pupils need to learn key vocabulary. Highlighting this vocabulary can help all pupils, especially those with dyslexia or moderate learning difficulties. For example: when writing up nouns in a language where the article changes according to gender, use different colours – so, for example, in French write le vendeur in green and la vendeuse in red. - Using gestures, mime, or even a signing system such as Makaton to support understanding of key vocabulary in the target language is particularly useful for SEND children. |
| <ul style="list-style-type: none"> - Difficulties with writing/ recording | <ul style="list-style-type: none"> - ICT can offer alternatives to writing as a way of responding to text – for example, pupils can create electronic presentations with images. |
| <ul style="list-style-type: none"> - Difficulties with memory/ processing | <ul style="list-style-type: none"> - Revisiting a mind map of the same area of learning, say after three weeks of studying a modern foreign languages topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included. - Listening activities can be tricky for SEND pupils for a number of reasons, including processing speed or difficulty processing auditory information. Many of my classes love the challenge of filling in the gaps during a cloze listening activity, but for my SEND pupils I would always try to scaffold them by providing a list of possible words along with image supports. |
| <ul style="list-style-type: none"> - Difficulties with engagement, or confidence | <ul style="list-style-type: none"> - Discussing learning from errors and misconceptions prevents pupils becoming inhibited by fear of making mistakes. - Greet the class in the target language and finish sessions with a goodbye. This signals the start and end of the lesson for all children, particularly important for those with Autism Spectrum Disorder (ASD). |

A good adaptive teaching approach is the use of sentence frames. Examples of these are shown below:

