 **Modern Foreign Languages** 

**Implementation**

*Please note that this document should be read in conjunction with the 3 core documents:*

Topics/Vocab and skills’; ‘Grammar;’; ‘Phonics’

*Summary*

All pupils from Year 2 to Year 6 have access to a high-quality foreign languages curriculum using our own scheme of work and resources. This progressively develops pupils’ skills in French through regularly taught and well-planned weekly lessons. Pupils build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing.

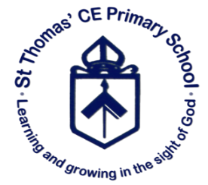
At St Thomas’ CE our planning ensures that pupils gain systematic knowledge of the three pillars of language learning: phonics (sound and spelling systems), grammar and vocabulary, in order to build competency in French. We believe this to be essential because:

* we recognise the importance of exploring the patterns and sounds of language to develop accurate pronunciation and intonation
* we understand the necessity of building on the foundations of grammar so that pupils can apply increasingly complex and challenging grammatical rules
* we strive to develop pupils’ ability to understand new vocabulary and take advantage of opportunities for vocabulary retrieval practice so that new words stick in long-term memory.

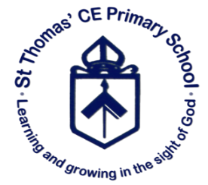
Note our core curriculum documents:

* ‘Topics/Vocab and skills ’; ‘Grammar; ‘Phonics’

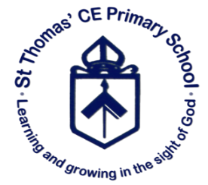
These show what each class in each year group will be taught and when it will be taught during the current academic year to ensure substantial progress and learning is achieved. Pupil learning and progression is assessed at regular intervals in line with school policy. Please note that the timings of units may change: the impact of Covid 19 means we must be flexible and address gaps in pupils’ learning where necessary. Staff continue to use formative assessment to ensure that children make progress in the core essentials as identified in our attached documentation.

 **FRENCH CURRICULUM OVERVIEW 2022-23: GRAMMAR KNOWLEDGE AND DEVELOPMENT** 

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Grammar*** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Gender of nouns - definite and indefinite articles** | Exposure to le la les (parts of the body)  and un/une (classroom objects) | Focus on active use of definite articles in the singular and plural with masculine and feminine nouns eg j’ai un crayon, voici le crayon | Focus on active use of indefinite articles in singular eg j’ai un chien, une tortue | Accurate use of correct article with school subjects + understanding of the importance of this  Jouer au/à la / à l’/aux  Faire du/de la /de l’/des | Accurate gender and article use, singular and plural |
| **Singular and plural forms of nouns** | Exposure to plural :  un crayon, deux crayons (not written) | Form plural nouns | Use of plural nouns  Differentiate between countable and uncountable nouns when expressing opinions eg j’aime les bananes, j’aime le chocolat | Know how to use countable and uncountable nouns when talking about likes and dislikes:  j’aime le fromage  je n’aime pas les frites | Confident use of countable and uncountable nouns when talking about likes and dislikes |
| **Adjectives (place and agreement)** | Exposure to un crayon bleu | Learn adjectival positioning with colours: un crayon **bleu** | Use adjectives (position) with more confidence and start agreements  j’ai un chien marron et deux lapins blancs | Remember to match number and gender when describing self and other things  je suis intelligent(e)  Vénus est une planète chaude | Remember to match number and gender when describing self and other things  Ma soeur est intelligente |
| **Conjugation of key verbs (and making verbs negative)**  **also imperatives**  **also je peux...(?)**  **also mention subject pronouns**  **opinion verbs inc je pense que** | Exposure to j’ai les yeux bleus,  Le vieux McDonald a une ferme | s’appeler 1, 2, 3  avoir 1,2  être 3  voir 1,2  regarder 3  Use of tu in questions, je in statements/answers about self  Tu as un crayon?  Oui, j’ai un crayon Negative – je n’ai pas (de crayon)  Est-ce que je peux aller aux toilettes ? | Subject pronouns 1,2,3  s’appeler 1,2,3  avoir 1,2,3  être 3  aimer 1,2  adorer 1  manger 1,2  boire 1,2  negative ne…pas  expressions with avoir : avoir faim, avoir soif  Impersonal verbs in weather expressions :  il y a du soleil  il fait beau  Est-ce que je peux aller aux toilettes ? | Subject pronouns 1,2,3,4,5,6  s’appeler 1,2,3,6  avoir 1,2,3  être 1,2,3  aimer 1,2,3  détester 1  préférer1,2,3  manger 1,2  boire 1,2  porter 1,2,3  jouer 1,2,3  faire 1,2,3  negative ne…pas  Impersonal verbs in negative:  il n’y a pas de soleil  Est-ce que je peux aller aux toilettes ? | Subject pronouns 1,2,3,4,5,6  s’appeler 1,2,3,6  avoir 1,2,3,4,5,6  être 1,2,3  aimer 1,2  détester 1,2  Use of il y a : A Stockport il y a des magasins etc  mais il n’y a pas de château  Est-ce que je peux aller aux toilettes ?  infinitives :  on peut aller aux magasins etc |
| **Connectives and qualifiers, adverbs of time, prepositions of place;**  **conjunctions, intensifiers, prepositions, adverbs** | Use days of the week and months of the year | Use connectives – et , mais | Use adverbs of time – le lundi je joue au foot ; quand il fait beau je vais à l’école à pied (mostly receptive) | Use qualifiers: Jupiter est une **très** grande planète | Use relative clauses eg:  À Stockport il y a la Mersey qui est un fleuve  Preps of place : quand je vais à l’école je passe devant un parc  Près de chez moi il y a un parc |
| **Possessive pronouns** | Exposure to ton and mon (birthday) | Use ton and mon in context of birthdays | Use mon, ma and mes with family and pets, also ton ta, tes | Use mon, ma and mes with clothes (Promenons-nous dans les bois) | Use mon, ma and mes with family and pets; also ton, ta tes in questioning others about their family |
| **Questions** | Quel âge as-tu?  Quelle est la date do ton anniversaire? (receptive) | Tu as un crayon ? | Tu aimes les bananes ?  alternative  Aimes-tu les bananes ? | Tu aimes les maths ?  + alternative  Aimes-tu les maths ? | Tu aimes les maths ?  + alternative  Aimes-tu les maths ? |
| **Opinions** |  |  | j’aime les oranges  tu aimes les bananes ?  Je n’aime pas les bananes mais j’adore les carottes | More complex sentences : J’aime les maths parce que c’est facile |  |

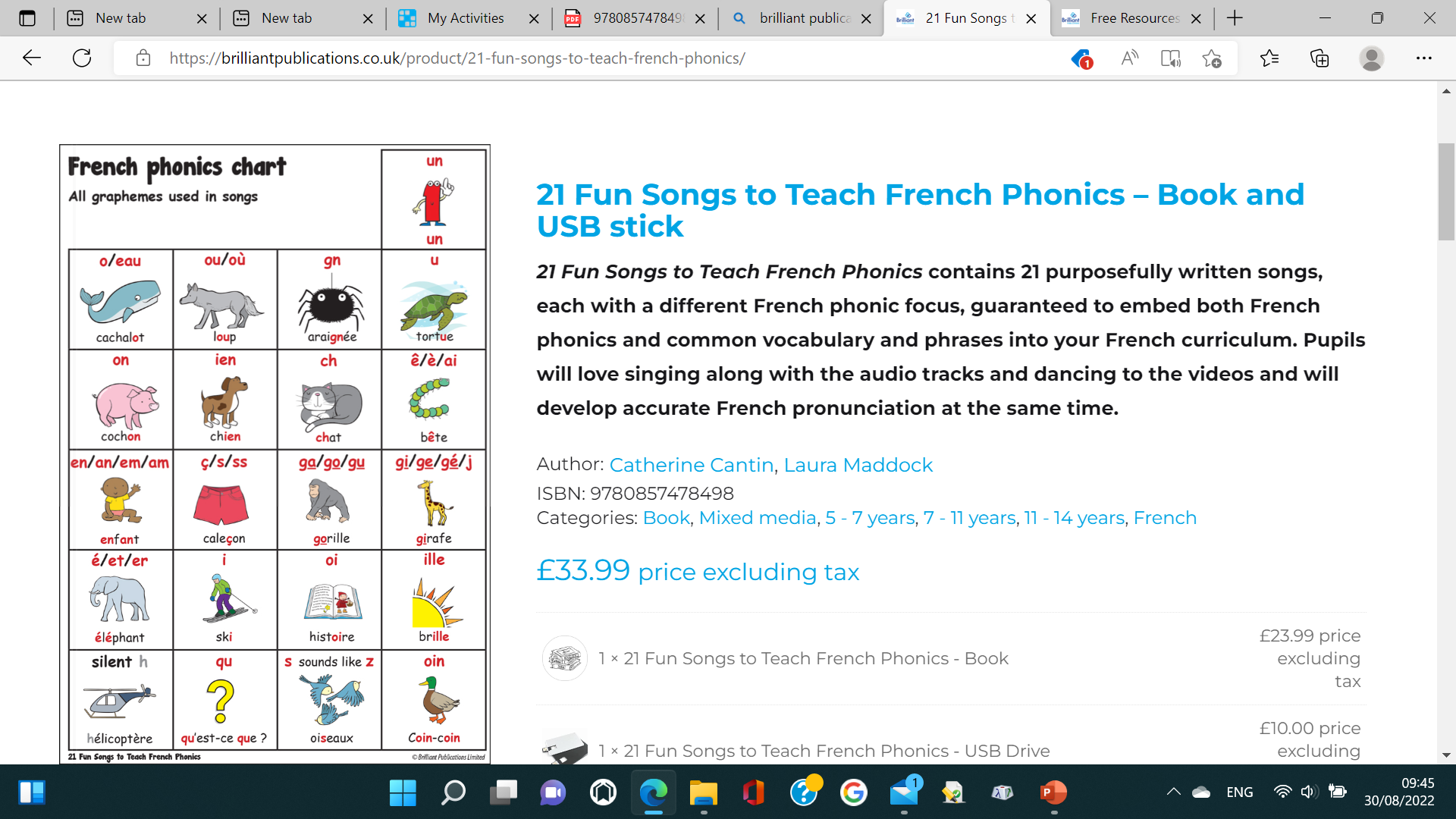
 **TOPICS/VOCABULARY AND SKILLS DEVELOPMENT 2022-23** 

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *Autumn 1* | *Autumn 2* | *Spring 1* | *Spring 2* | *Summer 1* | *Summer 2* |
| **Year 2**  **TOPICS/ VOCAB** | **Bonjour!**  **Une conversation en français**  **Les couleurs**  Greetings & simple personal information  -Colours | **Les numéros à 10**  **En classe**  **Joyeux Noël**  Numbers to 10  Saying your age  Classroom language and objects  Christmas activities | **Des Fêtes en France**  **Les numéros 0 à 20**  Birthdays  Chinese New Year  Mardi Gras/Carnival (Spring 2 2022)  Numbers 0 to 20 | **Les parties du corps**  **‘Grand Monstre Vert’**  Parts of the body  Grand Monstre Vert (for World Book Day and to consolidate parts of the body)  Easter activities | **Les animaux à la ferme**  Farm animals  Plurals of animals and saying which you like | **J’aime le sport!**  Sports/sporting events |
| **SKILLS** | *Appreciate stories, songs, poems and rhymes in the language*  *Engage in conversations* | *Appreciate stories, songs, poems and rhymes in the language*  *Listen attentively to spoken language and show understanding by joining in and responding*  *Cultural knowledge and understanding*  *Engage in conversations*  *Seek clarification and help orally* | *Understand and respond to spoken language*  *Cultural knowledge and understanding*  *Speak with increasing confidence* | *Appreciate stories, songs, poems and rhymes in the language*  *Describe people, orally* | *Appreciate stories, songs, poems and rhymes in the language*  *Listen attentively to spoken language and show understanding by joining in and responding*  *Describe things and actions orally* | *Ask and answer questions*  *Engage in conversations*  *Describe actions orally*  *Speak with increasing confidence*  *Cultural knowledge and understanding* |
| **Year 3**  **TOPICS/ VOCAB** | **Bonjour ! Ça va ?**  **Comment ça s’écrit ?**  **Les numéros 0 à 15**  Greetings & saying your name  Saying how you feel  Numbers to 15  Saying/writing the date  Teaching phoneme/ grapheme correspondence | **Quel âge as-tu ?**  **Joyeux Noël**  Saying your age | **De quelle couleur est-ce ?**  Using c’est to say what colour something is; asking what colour | **En classe**  **Dans ma trousse**  School equipment  Describing pencil crayons | **Les animaux domestiques**  Pets, their names and ages | **‘Ours Brun’**  Learning how to describe the colours of animals through a story |
| **SKILLS** | *Appreciate stories, songs, poems and rhymes in the language*  *Engage in conversations*  *Read carefully and show understanding of words*  *Cultural knowledge and understanding* | *Appreciate stories, songs, poems and rhymes in the language*  *Understand and respond to spoken language from a variety of authentic sources*  *Ask and answer questions*  *Read carefully and show understanding of words*  *Write words from memory*  *Cultural knowledge and understanding* | *Describe things orally*  *Read carefully and show understanding of words*  *Write words from memory* | *Listen attentively to spoken language and show understanding by joining in and responding*  *Ask and answer questions*  *Seek clarification and help orally*  *Read carefully and show understanding of phrases*  *Write words from memory*  *Describe things in writing*  *Cultural knowledge and understanding* | *Listen attentively to spoken language and show understanding by joining in and responding*  *Ask and answer questions, improving the accuracy of their pronunciation and intonation*  *Express opinions and respond to those of others*  *Read carefully and show understanding of simple writing*  *Describe things in writing*  *Write phrases from memory* | *Appreciate stories, songs, poems and rhymes in the language*  *Present information orally to a range of audiences*  *Understand and respond to written language from a variety of authentic sources*  *Adapt phrases to create new sentences, to express ideas clearly*  *Present ideas and information in writing to a range of audiences* |
| **Year 4**  **TOPICS/ VOCAB** | **Moi**  **Les animaux domestiques**  **Comment ça s’écrit ?**  Revision: name, age, greetings  Talk about myself and pets  Phoneme/ grapheme correspondence  French alphabet and alphabetical order; spell name in French | **Comment utiliser le dictionnaire ?**  **Quelle est la date ?**  **La Chenille qui fait des trous**  **Joyeux Noël**  Months and birthdays  Days and dates  Numbers to 31  Dictionary work  Story in French | **Tu as faim ?**  **L’Italie et l’italien (language awareness/ CC link)**  Opinions of plural foods | **Tu as faim ? cont**  **Joyeuses Pâques**  Opinions of singular foods | **Quel temps fait-il?**  Weather, compass points  and towns | **J’aime les sports**  Sports and giving opinion |
| **SKILLS** | *Listen attentively to spoken language and show understanding by joining in and responding*  *Ask and answer questions*  *Engage in conversations*  *Read carefully and show understanding of words*  *Present ideas and information in writing to a range of audiences* | *Appreciate stories, songs, poems and rhymes in the language*  *Read carefully and show understanding of words*  *Write words from memory*  *Cultural knowledge and understanding* | *Ask and answer questions*  *Engage in conversations*  *Speak with increasing confidence*  *Read carefully and show understanding of phrases*  *Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary*  *Express opinions and respond to those of others*  *Adapt phrases to create new sentences, to express ideas clearly*  *Cultural knowledge and understanding* | *Appreciate stories, songs, poems and rhymes in the language*  *Speak with increasing confidence*  *Express opinions and respond to those of others*  *Read carefully and show understanding of simple writing*  *Adapt phrases to create new sentences, to express ideas clearly*  *Write phrases from memory*    *Cultural knowledge and understanding* | *Appreciate stories, songs, poems and rhymes in the language*  *Listen attentively to spoken language and show understanding by joining in and responding*  *Present ideas and information orally to a range of audiences, improving the accuracy of their pronunciation and intonation*  *Understand and respond to written language from a variety of authentic sources*  *Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary*  *Adapt phrases to create new sentences, to express ideas clearly in writing* | *Present ideas and information orally to a range of audiences*  *Read carefully and show understanding of simple writing*  *Write phrases from memory*  *Present ideas and information in writing to a range of audiences*  *Cultural knowledge and understanding* |
| **Year 5**  **TOPICS/ VOCAB** | **C’est la Rentrée!**  **Comment ça s’écrit?**  Revision of personal information, opinions about food, phonics etc  Phoneme/ grapheme correspondence  Spell name using French alphabet  Using Duolingo for Schools | **À l’école**  **Joyeux Noël**  School subjects and opinions | **Les Planètes**  Describing the planets | **Quelle heure est-il?**  **Les numéros à 60**  Telling the time  **Joyeuses Pâques** | **Les descriptions**  Describing clothes using adjectives correctly (position and endings)  Personal description - hair, eyes, personality | **J’aime les sports**  Talking about sports you do and opinions of them |
| **SKILLS** | *Appreciate stories, songs, poems and rhymes in the language*  *Engage in conversations*  *Read carefully and show understanding of phrases*  *Write words from memory*  *Cultural knowledge and understanding* | *Appreciate stories, songs, poems and rhymes in the language*  *Listen attentively to spoken language and show understanding by joining in and responding*  *Ask and answer questions, improving the accuracy of their pronunciation and intonation*  *Express opinions and respond to those of others*  *Read carefully and show understanding of simple writing*  *Write phrases from memory*  *Present ideas and information in writing to a range of audiences*  *Cultural knowledge and understanding* | *Present ideas and information orally to a range of audiences*  *Understand and respond to written language from a variety of authentic sources*  *Read carefully and show understanding of phrases*  *Adapt phrases to create new sentences, to express ideas clearly*  *Describe people, places, things and actions in writing*  *Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt* | *Understand and respond to spoken language from a variety of authentic sources*  *Describe people, places, things and actions orally*  *Read carefully and show understanding of phrases*  *Write phrases from memory*  *Describe people, places, things and actions in writing, improving the accuracy of their pronunciation and intonation*  *Cultural knowledge and understanding*  *Develop an appreciation of a range of writing* | *Appreciate stories, songs, poems and rhymes in the language*  *Present ideas and information orally to a range of audiences*  *Ask and answer questions*  *Read carefully and show understanding of phrases*  *Write phrases from memory* | *Understand and respond to spoken language from a variety of authentic sources*  *Express opinions and respond to those of others*  *Speak with increasing confidence, fluency and spontaneity*  *Improving the accuracy of their pronunciation and intonation*  *Read carefully and show understanding of simple writing*  *Understand and respond to written language from a variety of authentic sources*  *Present ideas and information in writing to a range of audiences*  *Cultural knowledge and understanding* |
| **Year 6**  **TOPICS/ VOCAB** | **Tout sur moi**  **Comment ça s’écrit?**  Revision of personal information, opinions, descriptions, phonics etc  phoneme/ grapheme correspondence  Using Duolingo for Schools | **Ma Ville**  Describing our town and saying what is there  **Joyeux Noël**  Revision of French alphabet and DICTIONARY use  Letters to our friends in Toulouse | **On bouge!**  More on town – saying where places are/descriptions | **Les Pays francophones**  Learning about France and other French-speaking countriesTransports and the verb to go | **Des verbes utiles**  Overt grammar work | **Révision**  Preparation for KS3  including numbers to 60 |
| **SKILLS** | *Appreciate stories, songs, poems and rhymes in the language*  *Engage in conversations*  *Read carefully and show understanding of simple writing*  *Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary*  *Present ideas and information in writing to a range of audiences*  *Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt*  *Develop an appreciation of a range of writing* | *Understand and respond to spoken language from a variety of authentic sources*  *Speak with increasing confidence, fluency and spontaneity*  *Read carefully and show understanding of phrases*  *Present ideas and information in writing to a range of audiences*  *Write at varying length, for different purposes and audiences*  *Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary*  *Cultural knowledge and understanding* | *Listen attentively to spoken language and show understanding by joining in and responding*  *Speak with increasing confidence, fluency and spontaneity*  *Describe people, places, things and actions orally*  *Understand and respond to written language from a variety of authentic sources*  *Write phrases from memory*  *Describe people, places, things and actions in writing*  *Cultural knowledge and understanding*  *Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt*  *Develop an appreciation of a range of writing* | *Understand and respond to spoken language from a variety of authentic sources*  *Listen attentively to spoken language and show understanding by joining in and responding*  *Describe people, places, things and actions orally*  *Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary*  *Describe people, places, things and actions in writing*  *Adapt phrases to create new sentences, to express ideas clearly*  *Cultural knowledge and understanding* | *Listen attentively to spoken language and show understanding by joining in and responding*  *Describe people, places, things and actions orally*  *Understand and respond to written language from a variety of authentic sources*  *Read carefully and show understanding of simple writing*  *Write at varying length, for different purposes and audiences*  *Present ideas and information in writing to a range of audiences* | *Understand and respond to spoken language from a variety of authentic sources*  *Present ideas and information orally to a range of audiences*  *Speak with increasing confidence, fluency and spontaneity*  *Read carefully and show understanding of simple writing*  *Describe people, places, things and actions in writing*  *Present ideas and information in writing to a range of audiences*  *Write at varying length, for different purposes and audiences*  *Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have lear* |

 **FRENCH CURRICULUM OVERVIEW 2022-23: PHONICS KNOWLEDGE AND DEVELOPMENT** 

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Listening/ Reading*** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Link the spelling, sound and meaning of words**  **Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words**  **Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases** | **Develop phonics knowledge**  with exposure to some key French sounds especially:  j/ r/  an/en/  ch/  ien  silent t, silent s | **Apply phonics knowledge**, pronunciation, spelling prediction activities (e.g. gap-fills)  Overt teaching of key sounds with examples and actions  TERM 1  a-e-i-e-u (y)  on/ j / oi /ç/ an  silent s  TERM 2  ou/ au/ eu/ oi/*i/*  an/ -ge/*o*/ *on*/  *silent s,* silent t  oy/*o*/ au  TERM 3  ch/ in/ *on*/ en/ *ou / au/ u*  *silent s*  o*i* / qu/ *ou*/ un | **Develop phonics knowledge and confidence** through: rhymes and songs eg Léon le Caméléon, Il a les yeux rouges  Overt teaching of key sounds with examples and actions  TERM 1  Revision of Y3 sounds +  ère/ on/ a/ an/ on / ou/ in / ine  on/ ei/ qu / au  TERM 2 :  Constant revision +  *oi / an /*  TERM 3  Constant revision +  em/ y / ai  + silent letters | **Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge**  eg when seeing new vocab school subjects – attempt to pronounce using phonics knowledge  Overt teaching of key sounds with examples and actions  TERM 1  Revision of all sounds done so far+  é / è / ez / er  TERM 2  on/ eau/ è / un / ch  è/ ez / et / an/ in / en / eu  TERM 3  ui / eu/ tion/  + silent letters  + liaison | **Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge**  eg weather rhymes activity  Overt teaching of key sounds with examples and actions  TERM 1  Revision of all sounds done so far  TERM 2  ill / y /  en / ai /  TERM 3  ç/  + silent letters + liaison |

APPENDIX (adapted from 21 Fun songs to teach French phonics)



**LA PHONIQUE**