

Modern Foreign Languages 2022-2023

The study of Modern Foreign Languages is intended to provide an opportunity for all children to experience and understand other cultures, to inspire kindness and openness to others and develop wisdom to protect against insularity. Through the study of French, children develop courage and vision to communicate in another language, which we hope can lead to aspirations to experience more of the world, deepen curiosity and develop a greater understanding and tolerance of the differences of those around them.



L Bowden

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Language Angels is designed for non-target language speakers to be able to lead whole classes through French lessons. All vocabulary and pronunciation is on the powerpoints so this shouldn't be an issue or barrier. Lesson plans and differentiated work is linked to each lesson. It would be ideal to work basic sentence structures into each lesson (once they have been learned) so children are able to repeatedly practise conversation skills. Start every lesson with conversation, incorporating the range of topics already studied. E.G. very early on simply hello, how are you, then conversations asking age, what day it is, favourite colour etc. Regularly count – chant and games. Recap topics using games such as Simon Says or songs such as heads/shoulders/knees and toes.

FOREIGN LANGUAGES: AGE RELATED STATUTORY COVERAGE**LANGUAGES: STATUTORY PROGRAMME OF STUDY FOR KEY STAGE TWO ONLY****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.

Long term plan – Skills progression

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text 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	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.	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	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write 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 connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

**Medium Term
Plans**

**Grammar
concepts taught
in each unit
across Year 3-6
linked to MFL
curriculum
points**

	Year 3 Grammar	Year 4 Grammar	Year 5 Grammar	Year 6 Grammar
REVISED GRAMMAR		<ul style="list-style-type: none"> Understand better the concept of gender. Have better knowledge and recall of 1st person singular of high frequency verbs. 	<ul style="list-style-type: none"> Understand better the concept of gender. Have better knowledge and recall of 1st person singular of high frequency verbs. Understand better the use of the possessive. Understand better the concept of adjectives. Understand better the use of the negative form. 	<ul style="list-style-type: none"> Understand better the concept of gender. Have better knowledge and recall of 1st person singular of high frequency verbs. Understand better the use of the possessive. Understand better the concept of adjectives. Understand better the use of the negative form. Conjunctions / Connectives. Introduce the concept of whole regular verb conjugation.
NEW GRAMMAR	<ul style="list-style-type: none"> Understand better the concept of gender. Have better knowledge and recall of 1st person singular of high frequency verbs. 	<ul style="list-style-type: none"> Understand better the use of the possessive. Understand better the concept of adjectives. Understand better the use of the negative form. 	<ul style="list-style-type: none"> Conjunctions / Connectives. Introduce the concept of whole regular verb conjugation. 	<ul style="list-style-type: none"> Opinions Introduce the concept of whole irregular verb conjugation.

Curriculum Skills and Progression Map

ANY GRAMMAR POINT INTRODUCED IN A PREVIOUS TEACHING TYPE WILL AUTOMATICALLY BE REVISED & CONSOLIDATED IN THE TEACHING TYPES

EARLY LANGUAGE UNITS		EARLY	INTERMEDIATE	PROGRESSIVE
		NOUNS & ARTICLES/DETERMINERS	HIGH FREQUENCY VERBS 1ST PERSON	POSSESSIVE ADJECTIVES
		ADJECTIVES & ADJECTIVAL AGREEMENT	USE OF THE NEGATIVE FORM	CONJUNCTIONS & CONNECTIVES
		REGULAR WHOLE VERB CONJUGATION	IRREGULAR WHOLE VERB CONJUGATION	OPINIONS & JUSTIFICATIONS
	I'm Learning		X	
	Animals	X	X	
	Instruments	X	X	
	Little Red Riding Hood	X		
	I Can...		X	
	Ancient Britain	X	X	
	Fruits	X	X	
	Vegetables	X	X	
	Shapes	X		
	Ice Creams	X	X	
	Seasons	X		

ANY GRAMMAR POINT INTRODUCED IN A PREVIOUS TEACHING TYPE WILL AUTOMATICALLY BE REVISED & CONSOLIDATED IN THE TEACHING TYPES

INTERMEDIATE UNITS		EARLY	INTERMEDIATE	PROGRESSIVE
		NOUNS & ARTICLES/DETERMINERS	HIGH FREQUENCY VERBS	POSSESSIVE ADJECTIVES
		ADJECTIVES & ADJECTIVAL AGREEMENT	USE OF THE NEGATIVE FORM	CONJUNCTIONS & CONNECTIVES
		REGULAR WHOLE VERB CONJUGATION	IRREGULAR WHOLE VERB CONJUGATION	OPINIONS & JUSTIFICATIONS
	Presenting Myself		X	
	My Family	X	X	
	The Tudors	X	X	
	At The Café		X	
	In Class	X	X	
	Do You Have A Pet?	X	X	
	Goldilocks & The Three Bears	X	X	
	What Is The Date?			
	The Weather	X	X	
	Clothes	X	X	
	The Olympics	X	X	
	The Romans	X	X	
	Habitats	X	X	
	My Home	X	X	

ANY GRAMMAR POINT INTRODUCED IN A PREVIOUS TEACHING TYPE WILL AUTOMATICALLY BE REVISED & CONSOLIDATED NUMEROUS TIMES IN THE TEACHING TYPES THAT FOLLOW.

PROGRESSIVE UNITS		EARLY	INTERMEDIATE	PROGRESSIVE
		NOUNS & ARTICLES/DETERMINERS	HIGH FREQUENCY VERBS	POSSESSIVE ADJECTIVES
		ADJECTIVES & ADJECTIVAL AGREEMENT	USE OF THE NEGATIVE FORM	CONJUNCTIONS & CONNECTIVES
		REGULAR WHOLE VERB CONJUGATION	IRREGULAR WHOLE VERB CONJUGATION	OPINIONS & JUSTIFICATIONS
	At School	X	X	
	The Weekend	X	X	
	World War II	X	X	
	Healthy Lifestyles	X	X	
	The Planets	X	X	
	Habitats	X	X	
	Regular Verbs			
	Irregular Verbs			
	Me In The World	X	X	
	Vikings	X	X	

Medium Term plans for each year groupSkills linked to units taught across Years 3-6

Skills Map – Modern Foreign Languages					
Year 3 – MFL					
	Speaking	Listening	Reading	Writing	Grammar
<u>I am learning</u> <u>French</u> <u>Colours</u> <u>Numbers</u> <u>I can</u>	Say colours and numbers 1-10. Role play on saying how you are and what your name is.	Listen to model role-plays and infer meaning. Numbers listening exercise.	Match colours to written form. Match written form of numbers to digits.	Activities lessons 1-5. Create name labels. Worksheets in lesson 5.	N/A
	Activities in lessons 1-5. Say "I am able to.." / "I can..." plus activity by end of unit.	Activities in lessons 1-5. Match sound to picture / word / phrase.	Activities in lessons 1-5. Match key verb to picture / word / phrase in English.	Activities in lessons 1-5. Differentiated worksheets in lesson 5.	Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only.

Cross-Curricular Links: Geography – countries, world around you. Music – songs linked with units. English, Grammar

Skills Map – Modern Foreign Languages					
Year 4 – MFL					
	Speaking	Listening	Reading	Writing	Grammar
Presenting myself	Activities in lessons 1-5. Perform role play with name, age, where they live and nationality in lesson 5.	Activities in lessons 1-5. Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3.	Activities in lessons 1-5. Read role-plays and understand the content.	Activities in lessons 1-5. Lesson 5 contains differentiated numbers worksheets and ID card. Extended written opportunity week 5.	Nationalities and adjectival agreement based on gender.
Family	Activities in lessons 1-5. Present orally on your / a family in lesson 5.	Activities in lessons 1-5. Match sounds to picture / word / phrase.	Activities in lessons 1-5. Longer reading task in lesson 5.	Activities in lessons 1-5. Lesson 5 contains a written presentation based on a / your family. Extended written opportunity week 5.	Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'
Do you have a pet?	Activities in lessons 1-5. Oral class survey / interview on pets in lesson 5.	Activities in lessons 1-5. Match sound to picture / word / phrase throughout whole unit.	Activities in lessons 1-5. Match words to picture / sound / phrase. Create pet ID card in lesson 5.	Various written tasks in lessons 1-5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4. Extended written opportunity week 5.	Gender and changing an indefinite article to a definite article. Worksheet in lesson 3.

Cross-Curricular Links: Geography 'our European neighbours' topic – links to France. Music – songs attached to units. Music – songs linked with units. English, Grammar

Skills Map – Modern Foreign Languages					
Year 5 – MFL					
	Speaking	Listening	Reading	Writing	Grammar
<u>In the classroom</u>	Activities in lessons 1-5. 'What I have.. / don't have..' in my pencil case in lesson 5.	Activities in lessons 1-5. Matching sound to picture / word / phrase in lessons 3-4.	Activities in lessons 1-5. Match word to picture / sound / phrase.	Various tasks in lessons 1-5. 'I have... / I don't have...' worksheets in lesson 3. Extended written opportunity week 4.	Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have...'
<u>The date</u>	Various activities in lessons 1-5. Say months of the year. Say when your birthday is in target language. Birthday survey in lessons 4-5.	Activities in lessons 1-5. Months listening exercise in lesson 2.	Activities in lessons 1-5. Birthday reading exercise in lesson 5.	Various tasks in lessons 1-5. Birthday diary worksheet in lesson 5. Extended written opportunity.	N/A

Cross-Curricular Links

Music – songs linked with units. English, Grammar






Skills Map – Modern Foreign Languages					
Years 6 – MFL					
Unit	Speaking	Listening	Reading	Writing	Grammar
My home	Activities in lessons 1-5. Say where you live and name the rooms in your house that you have and do not have.	Activities in lessons 1-5. Challenging listening exercises in lessons 4 and 5.	Various activities in lessons 1-5. Differentiated worksheets in all lessons. Longer reading texts.	Activities in lessons 1-5. Longer written email task and authentic reading task week 5.	First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".
Weather	Various activities in lessons 1-5. Ask and answer what the weather is like today in target language. Present as a weather forecaster in lesson 5.	Activities in lessons 1-5. Challenging weather listening exercise in lesson 3.	Various activities in lessons 1-5. Weather reading exercise in lesson 3.	Create weather map and written weather report in lesson 5. Extended written opportunity.	N/A
Clothes	Activities in lessons 1-5. Describe what you wear in terms of colour and in lesson 5 saying what you are packing in a suitcase to go on holiday.	Activities in lessons 1-5. Extended listening exercises in lessons 4 and 5.	Activities in lessons 1-5. Extended reading exercises in lessons 4 and 5.	Activities in lessons 1-5. Translation tasks in lesson 4 and extended writing opportunities in lesson 5.	Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.

Cross-Curricular Links: Geography 'Our changing world' – links to erosion, physical geography – weather. Music – songs linked with units. English, Grammar






Our curriculum and how each unit meets the DFE attainment MFL targets

EARLY LANGUAGE UNITS	PoS Attainment Target		1	2	3	4	5	6	7	8	9	10	11	12										
		I'm Learning			X	X	X	X	X			X	X											
		Animals	X		X	X	X	X	X	X		X	X	X	X									
		Instruments	X	X	X	X	X	X	X	X	X	X	X		X									
		Little Red Riding Hood	X	X		X	X	X	X	X	X	X	X											
		I Can...	X		X	X	X	X	X	X		X	X	X										
		Ancient Britain	X			X	X	X	X	X		X	X	X	X									
		Fruits	X		X	X	X	X	X	X		X	X		X									
		Vegetables	X		X	X	X	X	X	X		X	X		X									
		Shapes	X	X			X	X	X	X	X	X	X	X	X									
		LISTENING	SPEAKING		READING		WRITING		GRAMMAR															
		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 to build sentences; and how these differ from or a similar to English.	

Curriculum Skills and Progression Map

		 LISTENING												
		 SPEAKING												
		 READING												
		 WRITING												
		 GRAMMAR												

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		PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE UNITS	The Weather	X		X	X	X	X	X	X		X	X	X	
	Clothes	X		X	X	X	X	X	X		X	X	X	X
	The Olympics	X	X		X	X	X	X	X	X	X	X	X	X
	The Romans	X	X		X	X	X	X	X	X	X	X	X	X
	Habitats	X	X		X	X	X	X	X		X	X	X	
	My Home	X		X	X	X	X	X	X		X	X	X	X