

Modern Foreign Languages

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.



Nebula
where stars are born.



L Bowden

We teach French on a carousel system each half term from Year 3. We use the online language platform Language Angels, which allows all teachers to teach the curriculum requirements confidently regardless of language experience themselves. Work is planned and differentiated accordingly and progresses steadily, achieving the DFE's PoS Attainment Targets through the selection of units to suit our teaching timetable while also covering a range of different skills and experiences for the children. MFL is an innately cross-curricular subject and culture-based lessons on Francophone countries are included as well as opportunities arising for in-class discussions on world-events, politics, geography, religion, exchange rates in maths and so on. French and Francophone cultural elements can be included in the Year 4 bread unit (croissants, pain au chocolat), in our annual Carnival celebrations, which incorporate countries speaking French and French dialects which challenge our children's usual ideas of French and in the European Day of Languages. We evidence work in a year-group book, following a selection of children across their time in the school through photographic and written evidence. By the time children leave White Woman Lane at the end of Year 6, the aim is that they will have developed a love for language, a curiosity for other cultures and drive to communicate in another language and want to take it further.

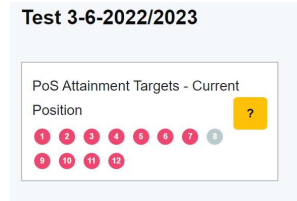
UNITS TO TEACH BY YEAR GROUP AND TERM 2023-2024

YEAR 3

Year 3 Term 1 (EARLY) Les salutations

Year 3 Term 2 (EARLY) Les couleurs et les nombres

Year 3 Term 3 (EARLY) Je peux (I can...)



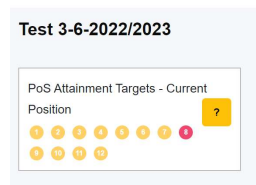
By end of y3 progress against language curriculum objectives

YEAR 4 INTERMEDIATE ONWARDS

Year 4 Term 1 Je me presente

Year 4 Term 2 La famille

Year 4 Term 3 As-tu un animal?



By end of y4 progress against language curriculum objectives

YEAR 5

Year 5 Term 1 A L'ECOLE CHANGED FROM EN CLASSE

Year 5 Term 2/3 (SAMBA) La date



By end of y5 progress against language curriculum objectives

YEAR 6

Year 6 Term 1 Chez moi

Year 6 Term 2 Quel temps fait-il?

Year 6 Term 3 Les vêtements



By end of y6 progress against language curriculum objectives

Skills progression across Key Stage 2 (DFE target skills)

	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 Phonics & Pronunciation 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'.

How our curriculum complies with the checklist of skills needed in MFL

KS2 Programme Of Study Requirement		Main Skill Focus	Early Language Units
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING	All units
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING	All units (plus: Phonics 1-4)
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING	All units
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING	All units
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING	All units (plus: Phonics 1-4)
6	"Present ideas and information orally to a range of audiences."	SPEAKING	All units
7	"Read carefully and show understanding of words, phrases and simple writing."	READING	All units
8	"Appreciate stories, songs, poems and rhymes in the language."	READING	All units
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING	All units
10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING	All units
11	"Describe people, places, things and actions orally and in writing."	WRITING	Animals (THINGS), I Am Able.../I Know How...(ACTIONS), Ancient Britain (PEOPLE)
12	"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."*	GRAMMAR (GENDER & ARTICLES)	Animals, Instruments, Ancient Britain, Fruits, Vegetables, Shapes, Ice-Creams, Seasons
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	I Am Learning..., Animals, Instruments, I Am Able.../I Know How..., Ancient Britain, Fruit, Vegetables, Ice-Creams, Seasons
		GRAMMAR (POSSESSIVES)	
		GRAMMAR (ADJECTIVAL AGREEMENT)	
		GRAMMAR (USING THE NEGATIVE)	Fruits
		GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)	Seasons, Ice-Creams
		GRAMMAR (OPINIONS)	Fruits, Seasons
		GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)	

KS2 Programme Of Study Requirement		Main Skill Focus	Intermediate Units
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING	All units
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING	All units (Plus: Phonics 2)
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING	All units
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING	All units
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING	All units (plus: Phonics 2 + 3)
6	"Present ideas and information orally to a range of audiences."	SPEAKING	All units
7	"Read carefully and show understanding of words, phrases and simple writing."	READING	All units
8	"Appreciate stories, songs, poems and rhymes in the language."	READING	All units
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING	All units
10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING	All units
11	"Describe people, places, things and actions orally and in writing."	WRITING	Presenting Myself (PEOPLE), Family (PEOPLE), Tudors (PEOPLE), In The Classroom (THINGS), Pets (THINGS), The Weather (THINGS), Clothes (THINGS), Habitats (PEOPLE, PLACES & THINGS), Romans (PEOPLE, PLACES & THINGS), Olympics (PEOPLE, PLACES & THINGS), My Home (PLACES)
12	"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."	GRAMMAR (GENDER & ARTICLES)	Family, At the Café/Tea Room/ Restaurant, In The Classroom, Pets, Clothes, Olympics, My Home,
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	Presenting Myself, Family, At the Café/Tea Room/Restaurant In The Classroom, Pets, Clothes, Olympics, Romans, My Home
		GRAMMAR (POSSESSIVES)	Family, In The Classroom, Clothes
		GRAMMAR (ADJECTIVAL AGREEMENT)	Presenting Myself, Clothes, My Family, Olympics
		GRAMMAR (USING THE NEGATIVE)	In The Classroom, Pets, Romans, My Home
		GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)	In The Classroom, Pets, My Home
GRAMMAR (OPINIONS)			
GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)	Clothes, Olympics, Habitats		

KS2 Programme Of Study Requirement		Main Skill Focus	Progressive Units
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING	All units
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING	All units (except: World War 2, Me in the World)
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING	All units
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING	All units
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING	All units (plus: Phonics 4)
6	"Present ideas and information orally to a range of audiences."	SPEAKING	All units
7	"Read carefully and show understanding of words, phrases and simple writing."	READING	All units
8	"Appreciate stories, songs, poems and rhymes in the language."	READING	All units (except: Me in the World)
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING	All units
10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING	All units
11	"Describe people, places, things and actions orally and in writing."	WRITING	At School(THINGS), The Weekend Activities(THINGS & ACTIONS), World War II(THINGS & PLACES), Healthy Lifestyles(THINGS & ACTIONS), Planets(THINGS, PEOPLE & PLACES), Habitats(PEOPLE, PLACES & THINGS), Me in The World(PEOPLE & PLACES), Vikings (PEOPLE, PLACES & THINGS
12	"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."*	GRAMMAR (GENDER & ARTICLES)	At School, Healthy Lifestyles
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	At School, The Weekend, World War II, Healthy Lifestyles, Regular Verbs, Irregular Verbs, Me In The World
		GRAMMAR (POSSESSIVES)	Vikings
		GRAMMAR (ADJECTIVAL AGREEMENT)	At School, Planets, Vikings
		GRAMMAR (USING THE NEGATIVE)	At School, The Weekend, Healthy Lifestyles
		GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)	All units
		GRAMMAR (OPINIONS)	At School, Weekend, Vikings
		GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)	At School, Habitats, Me in the World, Vikings

Meeting expectations in each year group

A pupil meeting expectations should broadly be able to do the following at the end of each year. This can be with the use of resources such as word mats when appropriate.

By the end of Year 3 pupils should:

Understand numbers 1-10 and be able to say, read and write them.

Use simple greetings (e.g. saying hello and goodbye, saying how they are).

Ask and answer simple questions about name and age etc.

Use simple adjectives (e.g colours).

Use some simple verbs in the first person 'I' form (e.g. I am and I play).

By the end of Year 4 pupils should:

Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them.

Understand and communicate using a wider range of familiar nouns (including the correct article) e.g. family members and animals.

Understand and use adjectives to describe people, places, things and themselves (e.g. family members, their age, nationality, where they live)

Write slightly longer phrases and basic sentences using a verb in the first person 'I' form and a noun including the correct article. (At this stage adjectives do NOT need to be included in these written pieces as they will require agreement with the gender of the noun).

By the end of Year 5 pupils should

Use a wider range of vocabulary to ask and understand questions in the classroom.

Follow and give simple instructions and descriptions (e.g. asking about and describing the weather).

Take part in simple conversations, make simple statements and present information (e.g. stating the date and weather).

Understand and communicate simple descriptions verbally and in writing (e.g. weather).

Be able to say, read and write the date including the day, number and month of the year.

Be familiar with all numbers from 1-100 in multiples of 10 and with numbers 1-31.

Be able to read and listen to longer passages of text and answer questions verbally or written about what they have heard or listened to.

By the end of Year 6 pupils should

Understand numbers 1-100 and use them in context (e.g. date, age, prices)

Understand, express and justify opinions verbally and in writing (e.g. favourite clothes).

Be able to express a positive and a negative statement (I like I do not like...)

Use adjectives (e.g. colour/size) to make sentences descriptive, making sure adjectives agree with the noun being described (e.g. describing clothes, items at home).

Use conjunctions (e.g. and, after, also).

Understand what a fully conjugated verb looks like and start to understand personal pronouns to use in speaking, listening, reading and writing activities (e.g. I form, he/she/they form with familiar verbs in activities about clothes and what is being worn). Be able to read or listen to longer passages of text and answer more detailed questions on what has been read verbally or in writing.

