



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

MODERN FOREIGN LANGUAGES CURRICULUM OVERVIEW

2023/24

SUBJECT LEADER: MRS ROSINSKI



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INTENT, IMPLEMENTATION AND IMPACT

OUR VISION

Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:



ACHIEVEMENTS &
ASPIRATIONS



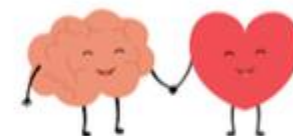
ACTIVE
CITIZENS



DIVERSITY



HEALTHY
ADVOCATES



RESILIENCE

INTENT

At Barrow URC Primary School, we believe that a high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Our aim is for pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and in writing.

IMPLEMENTATION

We will use the following approaches in our teaching of French:

- We teach six units of French per academic year in KS2;
- A minimum of 30 minutes per week to aid recall of key vocabulary and phrases being taught;
- We teach specific key vocabulary for pupils to use, modelled by the staff;
- Lessons are closely linked to the MFL Skills & Knowledge Progression, ensuring progression and depth of knowledge and skills;
- Cross-curricular learning and activities to support subject knowledge e.g. Science when learning vocabulary about habitats in French;
- Questioning to support learner's knowledge; and to encourage pupils to apply their learning in an open manner that creates discussion and debate within class;
- Trips and opportunities such as experts who enhance the learning experience for the pupils;
- In ensuring high standards of teaching and learning in French, we implement a bespoke MFL Curriculum which uses Language Angels as a basis.
- We fulfil the requirements of the National Curriculum for MFL; providing a broad, balanced and differentiated curriculum that includes a wide range of speaking, listening, reading and writing opportunities;

IMPACT

We will assess the impact of the curriculum by:

- Reflection on standards achieved against the speaking, listening, reading and writing tasks completed;
- Discussions about their learning;
- Marking and feedback to further inform planning;
- Sticky knowledge will be assessed by revisiting topics taught during Pupil Voice sessions;
- Pupil will have an increased subject specific vocabulary;
- Learning will be assessed through the implementation of a subject specific consolidation task,
- Children will be inspired to follow future careers related to this, e.g. We are Musicians, We are healthy Eaters



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WHOLE SCHOOL PROGRAMME OF STUDY: MODERN FOREIGN LANGUAGES

MODERN FOREIGN LANGUAGES – WHOLE SCHOOL PROGRAMME OF STUDY (2023/24)

FRENCH – WHOLE SCHOOL PROGRAMME OF STUDY (2023/24)

HISTORY	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	Phonetics 1 I'm Learning French	Animals	Musical Instruments	I am able...	Fruits	Ice cream
YEAR 4	Phonetics 1-2 Seasons	Vegetables	Presenting Myself	My family	In the Classroom	At the tearoom
YEAR 5	Phonetics 1-3 What is the date?	What is the weather?	Do you have a pet?	My Home	The Olympics	Planets
YEAR 6	Phonetics 1-3 Me and the world	Habitats	Clothes	At School	At the weekend	Healthy Lifestyles

MODERN FOREIGN LANGUAGES AND SEND PROVISION

The Modern Foreign Languages curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of Modern Foreign Languages will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans. Where necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks, according to the needs of our pupils.

MODERN FOREIGN LANGUAGES AND IDENTIFYING THE MORE ABLE LEARNER

The more able pupil will pick up on new vocabulary and grammar rules rapidly, express themselves accurately in French, both orally and in writing, and are enthusiastic about learning French; taking the initiative to expand their knowledge.

In French, we use this criteria to identify the characteristic of the More Able Learner;

- Be fascinated by, or passionate about French, enjoys learning new knowledge and wants to be a successful learner,
- Achieves , or shows potential in a wide range of contexts across French,
- Works flexibly, processes unfamiliar information and applies their knowledge of French, experiences and insight to unfamiliar situations,
- Communicates their thoughts and ideas well in French,
- Enjoy learning French and are willing to take risks and see what works,
- Show an ability to work independently and to make effective use of reference material like French dictionaries,
- Swiftly aware of the relationship between sound and spelling.



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KNOWLEDGE AND SKILLS PROGRESSION

MODERN FOREIGN LANGUAGES

YEAR 3 AND 4



Key Learning in Modern Foreign Languages: Years 3 and 4

Listening	Speaking	Reading	Writing	Grammar
<ul style="list-style-type: none"> Listen attentively and understand instructions. Recognise and respond to sound patterns and words. Listen and respond to simple rhymes, stories and songs. Listen attentively and show understanding by joining in and responding. Listen for specific words and phrases. Listen for sounds rhyme and rhythm. Follow a short familiar text listening and reading at the same time. 	<ul style="list-style-type: none"> Speak with increasing confidence. Perform simple communicative tasks using single words, phrases and short sentences. Make links between some phonemes, rhymes and spellings, and read aloud familiar words. Recognise questions and negatives and politeness conventions. Ask and answer questions on several topics. Imitate pronunciation and intonation so that others can understand. Memorise language and present ideas and information e.g. a short presentation about self / role play. 	<ul style="list-style-type: none"> Respond to written language from a range of sources. Appreciate stories, songs and poems in the language. Recognise some familiar words in written form. Read and understand a range of familiar written phrases. Follow a short familiar text listening and reading at the same time. Make links between some phonemes, rhymes and spellings. Apply phonic knowledge of the foreign language in order to decode text. Read some familiar words and phrases aloud and pronounce them accurately. Begin to use a dictionary to look words up and find meaning. Use cognates and familiar language to help deduce meaning. 	<ul style="list-style-type: none"> Experiment with the writing of simple words. Write simple words and phrases using a model. Write some phrases from memory. Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory. 	<ul style="list-style-type: none"> Nouns. Gender. Singular and plural forms. Definite and indefinite article. Develop an awareness of sound spelling link to be able to write with increasing accuracy. Recognise different word classes e.g. nouns, verbs, adjectives. Personal pronouns I, you, it, they. Recognise and use high frequency verbs. Question words. Develop an awareness of the place of the adjective in the sentence. Develop an awareness of adjectival agreements. Simple adverbs of time (time phrases including O'clock) Develop an awareness of word order. Apply knowledge of language rules and conventions when building short sentences.

YEAR 5 AND 6



Key Learning in Modern Foreign Languages: Years 5 and 6

Listening	Speaking	Reading	Writing	Grammar
<ul style="list-style-type: none"> Follow a short familiar text listening and reading at the same time. Listen attentively and understand more complex phrases and sentences; join in to show understanding. Listen for gist. Understand longer and more complex phrases / sentences. Pick out main details from a story, poem, song, conversation or passage. 	<ul style="list-style-type: none"> Speak with increasing fluency. Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. Prepare a short presentation on a familiar topic. Understand and express simple opinions. Initiate and sustain conversations and tell stories. Speak in sentences using familiar vocabulary, phrases and basic language structures. Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. Speak with increasing spontaneity. Use repair strategies to keep a conversation going. 	<ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing. Re-read frequently a variety of short texts. Read and understand the main points and some detail from a short written passage. Identify different text types and read short, authentic texts for enjoyment or information. Match sound to sentences and paragraphs. Broaden vocabulary. Develop strategies for understanding new words in familiar material including using a dictionary. Apply phonic knowledge of the foreign language in order to decode text. 	<ul style="list-style-type: none"> Write phrases from memory and adapt these to make new sentences. Express ideas clearly. to write words, short phrases and short sentences, using a reference. Be able to write at varying length, for different purposes and audiences. Write sentences on a range of topics using a model. Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy. 	<p>All above and:</p> <ul style="list-style-type: none"> Personal pronouns. I, you, he, she, it, we, they. Develop an awareness of verb patterns. Conjugate regular high frequency verbs. Conjugate some basic high frequency irregular verbs. Begin to use adjectival agreements with accuracy. Use of prepositions. À + definite article. De + definite article. Prepositions. Use a range of adverbs to make messages more interesting. Apply correct verb endings to write accurately. Verbal phrases – talk about yesterday or tomorrow in a simple way eg il y avait, había, eg gab.



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PLANNING EXAMPLES

MODERN FOREIGN LANGUAGES

3.1 - I'M LEARNING FRENCH

PRIOR LEARNING



TAUGHT VOCABULARY

Bonjour, Salut, Ca va? Ca va bien. Ca va mal, Comme ci, comme ca, Au revior, a plus tard, comment tu t'appelles, Je m'appelle, french numbers.

ENRICHMENT/ HOME LEARNING IDEAS

- Greet parents at home time in French.
- Complete register in French.
- Great friends in French.
- PE game – corners, parachute game,

Can you say each of the following in French?

My name is _____.



I am fine.

I am not very well.

I am so, so.

Hello, how are you?



CURRENT LEARNING (ENQUIRY BASED QUESTIONS)

1. What do you know about France?
2. How do you greet people in French?
3. How do say what is your name in French?
4. How do I count to ten in French?
5. What are the colours in French?



FUTURE LEARNING YEAR 4 – PRESENTING MYSELF



SKILLS

LISTENING AND SPEAKING

- Recognise and respond to sound patterns and words
- Listen for specific words and phrases.
- Perform simple communicative tasks using single words, phrases and short sentences
- Be able to greet in French
- Recite the numbers to 10 in French
- Ask someone their name

WRITING AND READING

- Experiment with the writing of simple words.
- Write simple words and phrases using a model.
- Recognise some familiar words in written form.
- Name the colours.

NATIONAL CURRICULUM

- Present ideas and information orally to a range of audiences
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- listen attentively to spoken language and show understanding by joining in and responding
- read carefully and show understanding of words, phrases and simple writing