



Our Modern Foreign Languages curriculum, focused on the teaching of French throughout Key Stage 2 is ambitiously constructed to engage, inspire, challenge, and develop pupils' international knowledge and understanding.

A high-quality Modern Foreign Language education should equip our children with the **knowledge** and **skills** they need to be global citizens. We recognise the important role that language teaching can have in helping to broaden experiences and increase the chances of future success for our children as accomplished individuals in a modern, multi-national society.



BIG IDEAS

Our children will:

- Read aloud with accurate pronunciation.
- Read and show understanding of phrases and simple texts.
- Speak in sentences.
- Describe people, places, things in speech and writing.
- Ask and answer questions.
- Write phrases from memory.
- Adapt phrases to create new sentences.

As pupils progress through our curriculum, they will be taught in three clear language strands: **phonics, vocabulary, and grammar.**



CONTENT & SEQUENCING

Our curriculum for MFL is sequenced to build on previous learning and reinforce key skills and knowledge throughout Key Stage 2. French units of learning are adapted from the Rachel Hawkes Scheme of Work, produced in conjunction with the Cam Academy Trust of which we are a part. French has been chosen in order to provide continuity for pupils who typically study French in our local secondary schools throughout KS3.

The frameworks for learning are presented as phonics, vocabulary and grammar elements, alongside oracy. We continually revisit key concepts in order to both reinforce and deepen knowledge as pupils progress through the key stage. The logical sequencing of new knowledge, targeted revisiting of prior learning and explicit presentation and practise of phonics is taught alongside a rich cultural input with frequent opportunities for spoken interaction. Written learning activities and familiar narratives are used to stimulate pupils' curiosity and enable them to express their ideas and thoughts in French. This supports the understanding of the French language in both speech and writing.

- **KS2** – Taught through regular weekly timetabled lessons including opportunities to talk and explore concepts e.g. morning times. Assemblies and other events provide further opportunities to develop and participate in a broader experience of French.
- **Planned events** - Whole school, phase and year group events including performances of poetry, songs and rhymes.
- **Transition events** – Pupils have access to a range of additional specialist French teaching through our feeder secondary school.



DIRECT INSTRUCTION

- Lessons are led by teachers (or suitably competent adults) with **learning focussed**, progressive activity.
- Feedback is predominantly 'in the moment' and explicit.
- Lessons planned are at times repetitive in nature to support the knowledge of language being retained in the long-term memory.



RETRIEVAL PRACTISE

- "Can you still...?" tasks and regular role play sessions are systematically included in teaching sequences.
- Cross year group links are made explicitly in order to refer to and build on prior learning.
- Important concepts, messages and vocabulary are regularly taught, reinforced and expected from all pupils and adults.



PROGRESS

- Units of work are carefully sequenced so that prior knowledge, concepts and skills are built upon and developed from previous year groups and units.
- Our curriculum is the progression model.
- Organising, developing and connecting big ideas, through the effective use of responsive planning.
- Responses to key questions and discussions are often recorded in pupil workbooks or through displays.



SUPPORT

- Everyone has equitable access to units of work.
- Structured questions and **sentence stems** are used to support children's progress.
- Quality, guided instruction and explicit modelling are used for all.
- A range of learning activities ensure the key content is accessible to all.



French: Modern Foreign Languages

Year Group	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
Stage	Rouge	Jaune	Blu	Vert
Overview based on scheme of work by Rachel Hawkes.	Describing me and others <ul style="list-style-type: none"> in class in Haiti and in France 	Describing me and others <ul style="list-style-type: none"> Simple greetings Verb être Range of adjectives Days of the week 	Describing me and others <ul style="list-style-type: none"> back to school in France teachers dates, birthdays 	Interactions <ul style="list-style-type: none"> back to school (Haiti) online exchange dates, festivals and concerts
	Saying what I and others have <ul style="list-style-type: none"> at home with friends 	Saying what I and others like <ul style="list-style-type: none"> French Club At Home At Nice Carnival 	Saying what I and others have <ul style="list-style-type: none"> in school comparing schools and homes physical description 	Interactions <ul style="list-style-type: none"> describing town/village comparing physical description (celebrities)
	Saying what I and others do <ul style="list-style-type: none"> In class At home Menton carniva 	Saying what I and others like <ul style="list-style-type: none"> Family and friends Travelling 	Saying where you're going and what there is there <ul style="list-style-type: none"> Describing school In Canada 	Saying where you're going and what there is there <ul style="list-style-type: none"> Describing a town/village In Haiti
	Saying what I and others like <ul style="list-style-type: none"> Family and friends At home 	Saying how many and describing things <ul style="list-style-type: none"> My Monster 	Saying what I and others do <ul style="list-style-type: none"> Activities at home A surprise party Weather Sports and Instruments 	Saying what I and others do <ul style="list-style-type: none"> At a kite festival At the weekend Sports and instruments
	Describing things and people: <ul style="list-style-type: none"> At the zoo Tintin 	Describing things and people <ul style="list-style-type: none"> Birthdays favourites 	Expressing likes and actions <ul style="list-style-type: none"> What we do Food for a picnic What we like/dislike doing 	Expressing likes and actions <ul style="list-style-type: none"> What I would like to do At a cafe
	Expressing likes and saying what I and others do <ul style="list-style-type: none"> friendships 	Expressing likes and saying what I and others do <ul style="list-style-type: none"> At school 	Poetry performance <ul style="list-style-type: none"> Ton Christ est juif 	Poetry performance <ul style="list-style-type: none"> Dans Paris
Themed Study	Songs and rhymes: The Hungry Caterpillar	Un poeme	Life in Canada	Christmas in Hawaii

French Curriculum Unit Planner

Unit Topic	Context, communication and culture.	Year	5/6	Term	Autumn
Key Question	How can I describe myself and others?				

Links to <i>Relevant</i> Prior Learning	Preparation for <i>Relevant</i> Future Learning
Grammar <ul style="list-style-type: none"> Essential verb: to be, being – ÊTRE, I am – je suis, you are – tu es, he is – il est, she is – elle est, it is, it's – c'est, she is – elle est, it is, it's – c'est 	<ul style="list-style-type: none"> saying what I and others have in school comparing schools and homes physical description

Core Content
<p>Describing me and others</p> <ul style="list-style-type: none"> back to school in France teachers dates, birthdays <p>Grammar</p> <ul style="list-style-type: none"> Talking about being (we, you (all), they) Essential verb: to be, being – ÊTRE, we are – nous sommes, you (all) are – vous êtes, they are (m) – ils sont, they are (f) – elles sont. Adjective agreement for m/f plural (as complement to verb) raised intonation and word questions. <p>Phonics</p> <ul style="list-style-type: none"> Silent final consonants [SFC] – t, s, d, x Liaison (t), (s) SSC [a] vs [an/en/am/em] SSC [i] vs [(a)in/im] SSC [u] vs [ou] SSC [on/om] SSC closed [eu] vs open [eu] <p>Pupils should</p> <ul style="list-style-type: none"> transcribe and sound out new words with target SSC. listen and read sentences and show understanding. say short sentences to describe people. ask and answer simple yes/no questions about being. write from memory, adapt, and describe people. use regular singular and plural m/f adjectives after être and time adverbs.

Key Vocabulary
<ul style="list-style-type: none"> Simple greetings Verb être Range of adjectives Numbers 16-31 Time adverbs

Assessment Opportunity
Oracy conversations which could be filmed using iPads.