



Barrowby CE Primary School

Modern Foreign Languages Curriculum

Vision:

At Barrowby CE Primary School:

Our aim is to foster pupils' curiosity and deepen their understanding of the world as a multi-cultural and multi-lingual place. Our focus is on the spoken language teaching and will provide the foundation for continuing French and learning further languages as the children move onto secondary education.

Intent

Barrowby CE Primary school uses the Language Angels scheme of work and resources to ensure we offer a relevant, vibrant and ambitious French curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding

them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation

All classes will have access to a very high-quality French curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey. The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning. Language Angels are categorised by 'Teaching Type' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching. Children will 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**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

Teachers will use their stepping stones document to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey.

Grammar rules and patterns will be taught by level of challenge:

- We start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units.
- We move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units.
- We end with opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.

Impact

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate. The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit.

The MFL Curriculum for Year 3

	Autumn Term – Stone Age	Spring Term – Ancient Greece	Summer Term – Ancient Egypt
Unit	French – I am Learning French	French – I am able to...	French – Animals
	By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.	By the end of the unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.	In this unit pupils will learn 10 familiar animals and be introduced to the 1 st person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.
Key Vocabulary & Grammar	<ul style="list-style-type: none"> • OI sound in trois & noir • ON sound in marron • OU sound in rouge • Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. • Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. 	<ul style="list-style-type: none"> • CH sound in chanter. • OU sound in jouer d'un instrument. • Silent letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced. • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in, and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser and chanter. 	<ul style="list-style-type: none"> • CH sound in cheval • OU sound in souris & mouton • ON sound in cochon & mouton • OI sound in oiseau • Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an).
	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used. 	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used. 	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used.

Step			
1	Introduce the Francophone world and French as a subject.	Learn how to name (with accurate pronunciation) and remember five high frequency infinitive verbs in French.	Learn how to name (with accurate pronunciation) and remember five animals in French with the correct indefinite article/determiner.
2	Learn how to say basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French.	Learn how to name (with accurate pronunciation) and remember five more infinitive verbs in French.	Learn how to name (with accurate pronunciation) and remember five more animals in French with the correct indefinite article/determiner.
3	Learn how to ask and answer the question 'Comment tu-t'appelles ?'	Consolidate all ten infinitive verbs and will start to attempt to put them into sentences describing what they can do in French.	Consolidate all ten nouns for animals in French and will start to attempt to spell these words.
4	Introduce numbers 1-10 in French.	Revise and consolidate all ten verbs and how to put them into a sentence, using je peux + infinitive verb. Extend knowledge by learning how to apply the negative sentence structure in French, (je ne peux pas + infinitive verb).	Explore and understand better the role of the indefinite article/determiner and to understand that there are more indefinite articles in French compared to English.
5	Introduce ten key colours in French with the objective of learning how to say 'my favourite colour is...' in French.	Consolidate knowledge of how to describe what they can and cannot do in French using the ten verbs and will learn how to extend these sentences with the conjunctions 'et' (and) & 'mais' (but)	Develop familiarity with the 1st person high frequency irregular verb 'je suis' (I am) from the verb 'être' (to be).
6	Revise all language covered so far and to complete the end of unit assessment	Revise all language covered so far and to complete the end of unit assessment.	Revise all language covered so far and to complete the end of unit assessment.

The MFL Curriculum for Year 4

	Autumn Term – The Romans	Spring Term - Grantham	Summer Term – Anglo-Saxons
Unit	French – Presenting Myself	French – My Family	French – In the Classroom
	By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1 st person singular to 3 rd person singular.	By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.
Key Vocabulary & Grammar	<ul style="list-style-type: none"> • IN sound in cinq • I sound in huit, dix, Patrick, habite & Paris • Silent letters. 'S' is not pronounced in appelles, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. • Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'. 	<ul style="list-style-type: none"> • IN sound in cinq & cinquante • I sound in famille, Lisa, Jacqueline, petite & fille • ILLE sound in famille & fille • IQUE sound in unique • Silent letters. The final consonant ('s') is not pronounced in appelles, ans, soeurs, mes grands-parents, les or parents. This often happens in French. • Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. 	<ul style="list-style-type: none"> • I sound in lisez, silence, calculatrice, livre & ciseaux • Ille sound in taille • Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez, écrivez etc. • Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe.
	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used. 	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used. 	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used.
Step			

1	Revise basic greetings and learn how to ask and answer how they are feeling.	Learn how to say the various nouns for family members in French.	Introduce the nouns and articles/determiners for six common classroom objects.
2	Learn how to ask and answer the question 'Comment tu-t'appelles ?	Consolidate the nouns and definite articles/determiners for members of the family in French and to learn how to use the possessive adjective 'my' in French with increasing accuracy and understanding.	Learn a further five classroom object nouns with their indefinite articles/determiners.
3	Consolidate numbers 1-10 and to introduce numbers 11-20 in French.	Introduce the language required to ask and answer the target question: As-tu des frères et sœurs ?	Learn the question 'Qu'est-ce qu'il y a dans ta trousse ?' and have the knowledge and skills in French to formulate an answer using the structure 'Dans ma trousse j'ai...' both in spoken (role-play) and written form.
4	Consolidate knowledge of numbers 1-20 in French and to learn how to ask and answer the question 'Quel âge as-tu ?	Consolidate the previously learnt language and to be able to introduce family members by being able to say what their names are. Involving moving from 1st person singular, je m'appelle to 3rd person singular, [il/elle] s'appelle.	Introduce the possessive adjectives 'mon', 'ma' and 'mes' in French
5	Consolidate all previous knowledge from the unit, to learn how to ask and answer the question 'Où habites-tu ?'	Learn how to say and recognise numbers 1-70	Learn how to use the negative structure 'Je n'ai pas de...' (I do not have) in French so that pupils will be able to produce in spoken and written form a more detailed description of what they have and do not have in their pencil cases.
6	Revise all language covered so far and to complete the end of unit assessment	Revise all language covered so far and to complete the end of unit assessment	Revise all language covered so far and to complete the end of unit assessment

The MFL Curriculum for Year 5

	Autumn Term - Space	Spring Term - Vikings	Summer Term - Leisure & Entertainment
Unit	French – The Date	French – My Home	French –What is the Weather?
	By the end of this unit pupils will have the knowledge and skills to say days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.	By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.	By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.
Key Vocabulary & Grammar	<ul style="list-style-type: none"> • É sound in février, décembre • E sound in septembre & novembre • Silent letters. You will hear and see that the 's' is not pronounced in trois and the 't' is not pronounced in est and juillet. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi & mercredi. Made from the back of the mouth, not the front. 	<ul style="list-style-type: none"> • E sound in appartement • EAU sound in bureau • Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words. • Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. 	<ul style="list-style-type: none"> • E sound in le & de • EAU sound in beau • Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans & mauvais and the 't' is not pronounced in fait & vent. These letters are often silent at the ends of words. • Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel.

	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used. 	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used. 	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used.
Step			
1	Recognise, recall and spell the seven days of the week in French.	Introduce the aim of the unit "Chez moi"	Introduce new unit Quel temps fait-il?
2	Recognise, recall and spell the twelve months of the year in French.	Consolidation language connected to "J'habite..." and introduce new nouns.	Consolidate new vocabulary on the weather
3	Consolidate numbers 1-20 and to introduce numbers 21-31 in French.	Consolidate 'Chez moi il y a...' ('In my home there is... / there are) using ten articles and nouns learnt.	Use new weather language in a listening exercise integrating days of the week.
4	Consolidate all language taught so far in the unit in order to be able to say the date in French.	Develop further linguistic progression by learning how to use the negative structure "Chez moi il n'y a pas de..."	Learn how to read a weather map and describe the weather in different parts of the country.
5	Learn how to ask and answer the question 'C'est quand ton anniversaire ?	Use new language into context by integrating it with previously learnt language (je m'appelle..., j'ai ... ans) in a role play activity.	Use all the weather information learnt in this unit to be French weather presenters!
6	Revise all language covered so far and to complete the end of unit assessment.	Revise all language covered so far and to complete the end of unit assessment.	Revise all language covered so far and to complete the end of unit assessment.

The MFL Curriculum for Year 6			
	Autumn Term – WW2	Spring Term - Walk on the Wild Side	Summer Term - London
Unit	French – My Clothes	French – At School	French – At the Weekend

	By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.	By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time and on which day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.	By the end of this unit pupils will learn ten phrases for activities they may do at the weekend in French. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.
Key Vocabulary & Grammar	<ul style="list-style-type: none"> • É sound in écharpe • E sound in chemise & chemisier • EAU sound in manteau • Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French. • -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense. • Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front. 	<ul style="list-style-type: none"> • QU sound in informatique & musique • Ç sound in français • AN sound in anglais, français, amusant & intéressant • EN sound in sciences • Silent letters. The children will hear and see that the final 's' is not pronounced in aimes and bains the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French. • Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. 	<ul style="list-style-type: none"> • QU sound in quelle, informatique & musique • AN sound in bandes, amusant, intéressant & fatigant • EN sound in prends & finalement • Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words. • Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe.
	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used. 	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used. 	<ul style="list-style-type: none"> - Flashcards, mini flashcards and picture vocabulary sheets to boost confidence and memory skills. - Dual coding snap cards are provided with images and English translations to ensure meaning is clear. - Language is chosen carefully in both English and the foreign language and layout, colour, size and type of font used.
Step			
1	Introduce the aim of the unit Les vêtements and to learn ten new nouns and articles for items of clothing.	Introduce the aim of the unit À l'école and to introduce the vocabulary for school subjects.	Learn the language required to describe a variety of activities they may do at the weekend as well as the language needed for telling the time accurately.

2	Continue with introduction of the next eleven items of clothing.	Consolidate the vocabulary for school subjects and to extend this knowledge by introducing an opinion, forming a short phrase.	Consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend.
3	Consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - je porte	Revise numbers 1-12 and learn how to tell the time (by the hour) in French.	Consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend.
4	Look more closely at adjectival agreement by describing clothes in terms of colour.	Consolidate all the language covered so far by learning how to say what time you study a particular subject.	Consolidate all the language covered so far allowing the children an opportunity to integrate a time with the new phrases and learn how to use connectives.
5	Learn more about possessive adjectives in French and apply this knowledge in an activity where they will be packing their suitcase for a holiday, using the items of clothing and the possessive adjective 'my' in French.	Consolidate all the language covered in the unit by preparing a PowerPoint presentation including school subjects, opinions and time.	Introduce three positive and three negative opinion phrases.
6	Revise all language covered so far and to complete the end of unit assessment.	Revise all language covered so far and to complete the end of unit assessment.	Revise all language covered so far and to complete the end of unit assessment.