



MfL (French) Curriculum  
– KS2

# Curriculum Intent

As a Church of England school, our Modern Foreign Languages (French) curriculum is underpinned by our gospel values. These values are used and applied throughout the French curriculum.

Our children are learned and wise in the way that they practise and apply their French skills in a variety of different contexts and use these skills to build conversations and role-play scenarios. They show curiosity, attentiveness and active learning during our French lessons, taking charge of their own learning by using a range of oral and written activities to demonstrate the skills they have learnt.

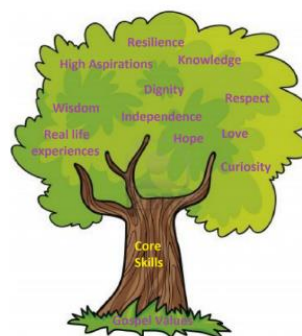
Our gospel values create a solid moral background for our children and encourage them to become better members of society. In our French lessons, children are encouraged to work together and support each other in learning the French language. This includes peer assessment and being able to talk positively about each other's achievements, accent and pronunciation of a foreign language and having the resilience to take constructive criticism on board.

At the heart of our Modern Foreign Languages curriculum is our key vocabulary, knowledge and skills, outlined below. These skills are progressive and are built on year after year, throughout Key Stage Two. This ensures that children are given a broad range of French language and vocabulary. Our French lessons provide many opportunities to practise, apply and build upon French speaking skills in different contexts enabling children to make good progress in all areas. Our French learning journey enables our pupils to be ready to access the next stages in their education, culminating in them being well-equipped for their further language education in secondary school.

Our children come from a wide range of backgrounds and many are not equipped with an understanding of foreign languages, the skills to learn them or have not had the experiences they need to become a speaker of an additional language. We strive to give all children the benefits of learning a new language, regardless of their socio-economic backgrounds or previous experiences. Through our MFL curriculum, we want to instil a love of different languages and cultures in all children and give them opportunity to grow, socially, emotionally and intellectually, whilst learning a new language. We want to ensure children are accepting of diversity and different cultures and through learning a new language will also develop their own self-esteem, resilience and sense of purpose.

We aim for children to develop high aspirations of their ability and take on board the message in our school mission statement: "As God's children we aspire, believe and achieve to be the very best we can be".

Our gospel values, core skills and key outcomes will raise aspirations and ensure that our children are more than ready for the next stages in their MFL journey.



# LKS2 French

French Unit Title	Unit 1 BONJOUR!	Unit 2 and 8 EN CLASSE QUELLE HEURE EST-IL?	Unit 3 and 7 MON CORPS ENCORE!
<b>French Key Objectives</b>	<ul style="list-style-type: none"> <li>Greet and say goodbye to someone</li> <li>Ask someone's name and say your own</li> <li>Ask how someone is and respond to the same question</li> <li>Learn some basic nouns</li> <li>Count numbers 1 - 10</li> <li>Project work - French Chateaux</li> </ul>	<ul style="list-style-type: none"> <li>Identify classroom objects</li> <li>Identify colours and describe and object's colour</li> <li>Say your age</li> <li>Recognise and repeat classroom instructions</li> </ul> <p><u>Extension</u></p> <p>Unit 8</p> <ul style="list-style-type: none"> <li>Talk about activities</li> <li>Tell the time</li> <li>Talking about what time you do activities</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of the body</li> <li>Describe eyes and hair appearance</li> <li>Recognise days of the week</li> <li>Give basic character descriptions</li> <li>Project work - Famous French People</li> </ul> <p><u>Extension</u></p> <p>Unit 7</p> <ul style="list-style-type: none"> <li>Revise ways of describing people</li> <li>Describe someone's nationality</li> <li>Describe people using various adjectives</li> </ul>

# UKS2 French

French Unit Title	Unit 4	Unit 5	Unit 6 and 11
<b>French Key Vocab and Objectives</b>	<b>LES ANIMAUX</b>	<b>MA FAMILLE</b>	<b>BON ANNIVERSAIRE!  ON MANGE!</b>
	<ul style="list-style-type: none"> <li>• Identify animals and pets</li> <li>• Recognise and use numbers 11 - 20</li> <li>• Give someone's name</li> <li>• Describe someone</li> <li>• Project work - Pets</li> </ul> <p><u>Extension</u> Unit 9 Lesson 3 Count from 31 - 60</p> <p>Unit 12 Lesson 3 and 4 - clothes</p>	<ul style="list-style-type: none"> <li>• Identify family members</li> <li>• Recognise and spell with letters of the alphabet</li> <li>• List household items</li> <li>• Use basic prepositions sue and dans to describe position</li> <li>• Project work - Alphabet Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and ask for snacks</li> <li>• Give basic opinions about food</li> <li>• Use numbers 21 - 31</li> <li>• Recognise and use months</li> <li>• Form dates</li> </ul> <p><u>Extension</u> Unit 11</p> <ul style="list-style-type: none"> <li>• Go shopping for food</li> <li>• Ask how much something costs</li> <li>• Talk about activities at a party</li> <li>• Give opinions about food and various activities</li> </ul>

# SEN Adjustments

In our MFL lessons we adjust our lessons for SEN children using the following strategies

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> <li>• Alternative methods of recording (talking tins, laptops, creative tasks)</li> <li>• Visual supports</li> <li>• Word banks/phonic maps</li> <li>• Pre-teaching of vocabulary</li> <li>• Teaching of key skills</li> <li>• <u>Coloured overlays</u></li> <li>• Timers and chunked activities</li> <li>• Sit close to the board</li> <li>• Allow extra time</li> </ul>	<ul style="list-style-type: none"> <li>• Talking tins</li> <li>• Pre-teaching language</li> <li>• Visuals to support</li> <li>• Social stories</li> <li>• Now/Next</li> <li>• Increased focus on Oracy and developing talk opportunities</li> <li>• Thinking time</li> <li>• Explicit instructions</li> <li>• Makaton signs</li> <li>• Steps to success (one task at a time)</li> </ul>	<ul style="list-style-type: none"> <li>• Brain and movement breaks</li> <li>• <u>Calmbrain</u></li> <li>• Reward time</li> <li>• Reflection areas (weighted blankets)</li> <li>• Sensory/fidget toys</li> <li>• Sit near to the teacher</li> <li>• Steps to success (one task at a time)</li> <li>• Peer buddies</li> </ul>	<ul style="list-style-type: none"> <li>• Own learning space (workstation)</li> <li>• Brain breaks</li> <li>• Appropriate seating</li> <li>• Fidget toys</li> <li>• Adapted resources (scissors, rulers etc)</li> <li>• Sloping board</li> <li>• Alternative methods of recording</li> <li>• Wobble cushions</li> <li>• Use of a sensory areas (tent)</li> <li>• Chew buddies</li> <li>• Pencil grips/sloping boards</li> </ul>

# Assessment

To keep track of children's individual progress, use the example assessment spreadsheet.

Use the statements relating to each unit and key stage below to assess if a child is  
Working Towards, Working Within  
or Greater Depth.

Up to 60% of statements highlighted = Working Towards  
61-90% of statements highlighted = Working Within  
90%+ of statements highlighted = Greater Depth

# Year 3 Assessment Grid

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Grammar</u>
Show that he/she recognises words and phrases heard by responding appropriately.	Ask and answer simple questions, for example about personal information.	Recognise some familiar phrases in written form.	Write some single words from memory.	Recognise the main word classes e.g. nouns, verbs and adjectives.
Follow simple instructions and link pictures or actions to language.	Repeat sentences heard and make simple adaptations to them.	Read some familiar words aloud using mostly accurate pronunciation.	Use simple adjectives such as colours and sizes to describe things orally.	Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.
When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.	Use mostly accurate pronunciation and speak clearly when addressing an audience.	Learn and remember new words encountered in reading.	Record descriptive sentences using a word bank.	Have basic understanding of the usual order of sentences in the target language.

# Year 4 Assessment Grid

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Grammar</u>
Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.	Ask and answer a range of questions on different topic areas.	Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.	Write words and short phrases from memory.	Recognise a wider range of word classes including pronouns and articles and use them appropriately.
Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.	Using familiar sentences as models, make varied adaptations to create new sentences.	Follow the written version of a text he/she is listening to.	Use a range of adjectives to describe things in more detail such as describing someone's appearance.	Understand that adjectives may change form according to the noun they relate to and select the appropriate form.
Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.	Read aloud using accurate pronunciation and present a short learned piece for performance.	Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.	Write descriptive sentences using a model but supplying some words from memory.	Recognise questions and negative sentences.



# Year 5 Assessment Grid

Listening	Speaking	Reading	Writing	Grammar
Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.	Take part in conversations and express simple opinions giving reasons.	Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.	Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.	Know how to conjugate some high frequency verbs.
Identify different ways to spell key sounds, and select the correct spelling of a familiar word.	Adapt known complex sentences to reflect a variation in meaning.	Learn a song or poem using the written text for support.	Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.	Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.
	Begin to use intonation to differentiate between sentence types.	Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.		Adapt sentences to form negative sentences and begin to form questions.
	Create a short piece for presentation to an audience.			

# Year 6 Assessment Grid

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Grammar</u>
Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.	Engage in longer conversations, asking for clarification necessary.	Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.	Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.	Know how to conjugate a range of high-frequency words.
Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.	Create his/her own sentences using knowledge of basic structure.	Attempt to read a range of texts independently using strategies to make meaning.	Select appropriate adjectives to describe a range to things, people and places and appropriate verbs to describe actions.	Understand how to use some adverbs in sentences.
	Use pronunciation and intonation effectively to accurately express meaning and engage an audience.	Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.	Begin to use some adverbs.	Have an awareness of similarities and differences in grammar between different languages.