

Modern Foreign Language (French) Intent statement

The purpose of this document is to clarify the how, why, and what of French teaching at Weston Schools Federation. This is to be used by staff to clarify expectations, highlight the resources that we have at our disposal, and to ensure that a high-quality French curriculum is being taught to all in Key Stage 2.

Intent: Introduction, Vision and Philosophy

When studying French, you need:

- To understand and respond to spoken and written language in a variety of authentic sources
- To speak with increasing confidence, fluency and spontaneity, finding ways to communicate including through discussion, asking questions and continually improving the accuracy of pronunciation and intonation
- To write at varying length for different purposes and audiences using a variety of grammatical structures
- To discover and develop an appreciation of a range of writing in the language

Implementation: What does Computing look like at Weston Schools Federation?

The principle aim of the our French curriculum is to enable pupils in Key Stage 2 to make substantial progress in one MFL language, with an appropriate balance of spoken and written language. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, based on familiar and routine matters, using their knowledge of phonetics, grammatical structures and vocabulary.

Progress should be made year on year in Key Stage 2 by revisiting key spoken and written skills in several different contexts. It should lay the foundations for further foreign language study at key stage 3 and beyond.

Progression in Languages

	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing 				
Speaking and Listening	For instance: Respond to simple questions with support from a spoken model or visual clue Respond to spoken instructions Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times Greet others with confidence and reply to the questions Know a well-known children’s song in language studied	For instance: Identify and pronounce accurately the names of some countries and towns Sing a song from memory on a related topic Listen with care Listen to a story and select keywords and phrases from it Ask and answer simple questions with correct intonation Remember a	Understand numbers in multiples of 10 up to 100 Understand and give simple directions Say that they don’t understand and ask for something to be repeated Give information Use short sentences when asking and answering questions Prepare a short talking task alone or	Follow short descriptions in order to find specific information Devise and perform a short sketch in role play situation Demonstrate creativity and imagination in using known language in new contexts Listen attentively and understand more complex phrases and sentences

	<p>Sing a song from memory, with clear pronunciation Identify common nouns Begin to know some key vocabulary e.g. body parts, colours</p>	<p>sequence of spoken words Speak clearly and confidently Initiate a conversation when working with a partner Express opinions</p>	<p>with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases</p>	<p>Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories Prepare a short presentation on a familiar topic Be understood when speaking in a different language</p>
Reading	<p>-recognise some familiar words and phrases in written form -read some familiar words aloud using mostly accurate pronunciation -learn and remember new words encountered in reading</p>	<p>-show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard -listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings -notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</p>	<p>-read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation -learn a song or poem using the written text for support -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</p>	<p>-read aloud and understand a short text containing unfamiliar words, using accurate pronunciation -attempt to read a range of texts independently, using different strategies to make meaning - use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</p>
Writing	<p>-write some single words from memory -use simple adjectives such as colours and sizes to describe things orally -record descriptive sentences using a word bank</p>	<p>-write words and short phrases from memory - use a range of adjectives to describe things in more detail, such as describing someone's appearance</p>	<p>-write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank</p>	<p>-write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic -select appropriate adjectives to describe a range of things,</p>

		-write descriptive sentences using a model but supplying some words from memory	- use a wide range of adjectives to describe people and things, and use different verbs to describe actions	people and places and appropriate verbs to describe actions -begin to use some adverbs
Grammar	-recognise the main word classes e.g nouns, adjectives and verbs -understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles -have basic understanding of the usual order of words in sentences in the target language	-recognise a wider range of word classes including pronouns and articles, and use them appropriately -understand that adjectives may change form according to the noun they relate to, and select the appropriate form - recognise questions and negative sentences	-know how to conjugate some high frequency verbs -understand how to make changes to an adjective in order for it to 'agree' with the relevant noun -adapt sentences to form negative sentences and begin to form questions	-know how to conjugate a range of high frequency verbs - understand how to use some adverbs in sentences - have an awareness of similarities and differences in grammar between different languages

The teaching and learning of French also offers children the opportunities to develop their SMSC skills by;

- Gathering insights into the culture, beliefs, practices and values of a different nationality
- Allowing pupils to explore the value of safety in relation to understanding different set of values, while developing social skills and empathy for others.
- Fostering a sense of self-awareness, belonging and identity that manifests itself in positive participation in school and community life and curiosity about the wider world.

Impact: Evidence and Assessment

Marking is used to monitor progress and impact. Whenever direct verbal feedback is given by an adult, it will be recorded by writing VF on the written work as set out in our Marking and Feedback Policy.

