

Summerfields Primary School

Modern Foreign Languages Curriculum Overview

Our Ultimate End Goal:

At Summerfields Primary School we believe that learning a foreign language provides an opening to other cultures, fostering curiosity and deepening an understanding of the world. Our core value of achievement is shown throughout the language-learning process at Summerfields and children feel a great sense of accomplishment through being able to practice and apply their foreign language skills. We want our pupils to enjoy the opportunity to learn a new language through practical activities, giving them the inspiration to develop an interest in exploring the world and embracing modern foreign languages as they grow. Children across Key Stage 2 care about learning another language and the future they will be able to access if they can speak another language. Children can take pride in being able to communicate in another language with people from a culture different from their own.

Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum?

Domain	Year 3	Year 4	Year 5	Year 6
Oracy	<ul style="list-style-type: none"> • Enjoy listening to and speaking in the language • Listen and respond to familiar spoken words, phrases and sentences • Communicate with others using simple words and phrases and short sentences • Understand conventions such as taking turns to speak, valuing the contribution of others • Use correct pronunciation in spoken work. 	<ul style="list-style-type: none"> • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions • Memorise and present a short text. 	<ul style="list-style-type: none"> • Pick out some of the detail from short spoken passages • Enjoy interacting even when they hear unfamiliar language • Join in a short conversation • Make a short presentation using a model. 	<ul style="list-style-type: none"> • Listen to and understand the main points and some detail from a short spoken passage • Give a presentation in a clear audible voice • Converse briefly without prompts • Enjoy listening and speaking confidently.
Literacy	<ul style="list-style-type: none"> • Recognise and understand 	<ul style="list-style-type: none"> • Read and understand 	<ul style="list-style-type: none"> • Read and understand some 	<ul style="list-style-type: none"> • Read aloud with confidence,

	<p>some familiar words and phrases in written form</p> <ul style="list-style-type: none"> • Read aloud in chorus, with confidence and enjoyment, from a known text • Write some familiar simple words using a model • Write some familiar words from memory. 	<p>familiar written phrases</p> <ul style="list-style-type: none"> • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud <p>Write some familiar words and phrases without help.</p>	<p>of the main points from a text</p> <ul style="list-style-type: none"> • Understand how a simple sentence is written • Write words, phrases and a few sentences using a model. 	<p>enjoyment and expression, in chorus or individually</p> <ul style="list-style-type: none"> • Read and understand the main points and some detail from a short written passage • Write several sentences from memory • Develop a short text using a model.
Intercultural Understanding	<ul style="list-style-type: none"> • Appreciate the diversity of languages spoken within their school • Talk about the similarities and differences of social conventions between different cultures • Identify the country or countries where the language is spoken • Have some contact with the country/countries • Recognise a children's song, rhyme or poem well known to native speakers 	<ul style="list-style-type: none"> • Talk about celebrations of which they have experience • Know about similar celebrations in other cultures • Compare aspects of everyday life at home and abroad • Identify similarities in traditional stories, building on relevant English curriculum objectives. 	<ul style="list-style-type: none"> • Identify similarities and differences in everyday life • List some similarities and differences between contrasting localities • Recognise how symbols, products, objects can represent the culture/cultures of a country • Recognise how aspects of the culture of different countries become incorporated into the daily life of others. 	<ul style="list-style-type: none"> • Demonstrate understanding of and respect for cultural diversity • Present information about an aspect of another country

A note about the pedagogy (if required):

French is taught by practicing skills through listening, speaking, reading, writing and developing a cultural understanding. We give opportunities for children to respond to spoken and written language from a variety of authentic sources. Through classroom routines, songs, games, reading and writing children are able to access a common language which we assess in a variety of ways. Children in year 3 and 4 learn and review the same core vocabulary, with additional phrases added to the year four curriculum to ensure regular retrieval of learnt sounds or vocabulary. In years 5 and 6, knowledge of grammar and vocabulary are extended by building upon the previous years' learning.

Procedural Knowledge – What skills do we want our pupils to have to support MFL?

How will these skills build on what went before and help prepare our children for what is coming next?

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Listen and respond to simple rhymes, stories and songs • Recognise and respond to sound patterns and words • Perform simple communicative tasks using single words, phrases and short sentences • Listen attentively and understand instructions, everyday classroom language and praise words • Recognise some familiar words in written form • Make links between some phonemes, rhymes and spellings, and read aloud familiar words • Experiment with the writing of simple words 	<ul style="list-style-type: none"> • Memorise and present a short spoken text • Listen for specific words and phrases • Listen for sounds, rhyme and rhythm • Ask and answer questions on several topics • Read and understand a range of familiar written phrases • Follow a short familiar text, listening and reading at the same time • Read some familiar words and phrases aloud and pronounce them accurately • Write simple words and phrases using a model and some words from memory 	<ul style="list-style-type: none"> • Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts • Understand and express simple opinions • Listen attentively and understand more complex phrases and sentences • Prepare a short presentation on a familiar topic • Re-read frequently a variety of short texts • Make simple sentences and join together to make short texts • Write words, phrases and short sentences, using a reference source 	<ul style="list-style-type: none"> • Understand the main points and simple opinions in a spoken story, song or passage • Perform to an audience • Understand longer and more complex phrases or sentences • Use spoken language confidently to initiate and sustain conversations and to tell stories • 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

Propositional Knowledge– What key concepts or knowledge will we need? <i>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</i>				
	Year 3	Year 4	Year 5	Year 6
Concepts	Describing me and others Joyeux Noel Saying what I and others like Saying how many and describing things Paques Describing things and people Expressing likes and saying what I and others do A study of France and Haiti		Describing me and others Saying what I and others have Saying what I and others do Saying where you are going and what is there Expressing likes and dislikes A study of France, Haiti and Montreal	
Vocabulary	By the end of year 3, children should be able to understand around 100 words when they listen and read them as single items and in short sentences. They will be able to use there in short exchanges such as asking and answering questions, expressing opinions and responding to those of others. They should be able to speak about people, places, things and actions. Using basic language structures.	By the end of year 4, children should be able to understand around 200 words when heard and read them as single items and in short sentences which describe people, places, things and actions. They will be able to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. They should be able to speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures	By the end of year 5, children should be able to understand around 300 words when heard and read them as single items and in short and compound sentences which describe people, places, things and actions. They should also be able to use a dictionary to find the definitions of unknown words. They will build on their ability to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	By the end of year 5, children should be able to understand around 400 words when heard and read them as single items and in short and compound sentences which describe people, places, things and actions. They should also be able to use a dictionary to find the definitions of unknown words. They will build on their ability to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
Grammar	<u>Aural</u> Children should be able to distinguish between and understand (in listening and writing): <ul style="list-style-type: none"> • singular and plural articles (indefinite and definite) • singular verbs ÊTRE, AVOIR, (il y a) 		Aural Children should be able to distinguish and understand (in listening and writing): <ul style="list-style-type: none"> • singular and plural articles (indefinite and definite) • singular and plural forms of ÊTRE, AVOIR, (il y a) 	

	<ul style="list-style-type: none"> • regular -ER • singular adjective agreement and position (-e, -eux/-euse) • regular plural noun marking (-s) • intonation questions (including question words quoi, où, combien, comment, quand) <p><u>Production</u> Children should be able to:</p> <ul style="list-style-type: none"> • describe people, places, things and actions (in speaking and writing) • use singular and plural articles (indefinite and definite), • singular verbs ÊTRE, AVOIR, il y a, • regular -ER, • singular adjective agreement and position (-e, -eux/-euse), • regular plural noun marking (-s), • intonation questions (including question words quoi, où, combien, comment, quand) 		<ul style="list-style-type: none"> • regular -ER verbs, • singular ALLER, FAIRE (including weather expressions), • 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, • singular and plural adjectives (-(e)s, -eux/-euses), • intonation questions (including with quoi, où, combien, comment, quand, qui), • Est-ce que questions (with WH-words), • negation (ne...pas) <p><u>Production</u> Children should be able to:</p> <ul style="list-style-type: none"> • describe people, places, things and actions (in speaking and writing) • use singular and plural articles (indefinite and definite) • singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions) • 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive • singular and plural adjectives (-(e)s, -eux/-euses) • intonation questions (including with quoi, où, combien, comment, quand, qui) • Est-ce que questions (with WH-words) • negation (ne...pas) 	
Phonics	Children will learn the SSC (Symbol-Sound Correspondence) and phonics key words and remember them. They will match the French SSCs they hear to print and transcribe accurately. They will listen to and join in with simple songs and rhymes. They will be able to read aloud the	The children will be able to link SSC with new words they hear. They will be able to listen and transcribe SSC within single words with some success. They will be able to use Sound-Spelling links to follow when they listen and read. They will be able to read familiar words aloud while observing	Children will learn about vowel combinations and stress patterns. They will be able to identify these when listening. They will be able to transcribe a range of new words and parts of words. The children should be able to read aloud many familiar words with clear and comprehensible	Children will be able to listen and write short phrases including unfamiliar words more accurately when focussing on transcription. They will read familiar words and short sentences with clear and comprehensible pronunciation. They will be able to read unknown words more readily.

	phonics key words and carefully sound out some unfamiliar words with some success.	certain pronunciation rules (silent letters, accent/stress markers etc) and some unknown words.	pronunciation. They should be able to decode unfamiliar words using SSC knowledge.	
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What experience do we want our students to have had? What other opportunities will our students have had in.....?		
Early Years Foundation Stage AND Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Experience a 'French Day' Learn a song in French	Experience a 'French Day' Taste and prepare French food Listen to a range of age-appropriate French music Play some familiar games in French	Experience a 'French Day' Taste and prepare French food Listen to a range of age-appropriate French music Play some familiar games in French