



Modern Foreign Languages Rationale

At Guilden Morden our choice of modern language is **FRENCH** and we offer a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our themes provide an introduction to the culture of French-speaking countries and communities and aims to foster children's curiosity and help deepen their understanding of the world. Our French curriculum allows children to gradually build on their skills and enables them to express their ideas and thoughts in French, and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of our French curriculum is the desire to expose children to authentic French, so our chosen scheme offers regular opportunities to listen to native speakers.

Children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed over a two-year cycle, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy. Through our French curriculum, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. All of our lessons contain adult guidance, accurate language subject knowledge and accompanying audiomaterials, as well as a full range of resources and display materials to support learning.



Modern Foreign Languages National Curriculum Coverage

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- 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;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high- frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



Modern Foreign Languages Curriculum Map

Key Stage Two – Year 3/4/5/6

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS2 Cycle A	Getting to Know You Key learning includes: • greetings • introducing yourself • saying how you feel • numbers 0-10 • saying your age • using formal and informal language	All About Me Key learning includes: • classroom instructions • body parts • action words • colours • clothes • using 'un' and 'une' for masculine and feminine nouns • using 'et' to join words in a list	Food Glorious Food Key learning includes: • food • asking for food, including 'please' and 'thank you' • likes and dislikes • colours and sizes • using 'le/la/les' to mean 'the' • using adjectives in the correct place in a sentence • spelling adjectives correctly according to number and gender of the nouns	On the Move Key learning includes • types of transport/ways of travelling • asking and answering about how you get to school • asking for directions • following directions • matching subject pronouns with the correct form of the verb • reading and saying words containing the French spelling 'ch' pronounced /sh/ • substituting vocabulary to vary sentences.	Where in the World Key learning includes: • countries • continents • animals • identifying whether nouns are masculine or feminine • choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands) • using an English/French dictionary or online translator • using the past tense to say 'J'ai vu...' • using the pronouns 'il/elle' correctly	Holidays and Hobbies Key learning includes: • seasons • weather • countries • sports and hobbies • likes and dislikes • using the third person plural of 'être' • choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands) • using possessive adjectives 'ma/mon/mes'



Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS2 Cycle B	Family and Friends Key learning includes: • introducing family members • pets • the alphabet • asking how words are spelt • rooms of the house • using possessive adjectives 'ma/mon/mes' • using 'tu' to ask my partner questions • using 'il/elle'	Our School Key learning includes: • classroom objects • asking where things are • subjects • likes and dislikes • PE verbs and giving/following commands • places around school • school activities • using 'Il/Elle est là.' or 'Ils/Elles sont là' • converting 'le' and 'la' to 'un' and 'une'	Time Key learning includes: • counting from 11-31 • days • months • birthdays • dates and using a calendar • turning sentences into questions or statements by rearranging vocabulary order • changing questions or answers to talk about past or future tenses	All Around Town Key learning includes: • ask and answer questions about where you live • French towns and cities • places in a town • counting in tens • maths vocabulary (+, -, x, ÷, =) • counting to 100; • saying your address • features of a town/countryside • using a bilingual dictionary • predicting new language based on patterns	Going Shopping Key learning includes: • fruit and vegetables • likes and dislikes • clothes • adjectives of colour • shops and shopping • money – asking how much • numbers to 100 • changing 'le/la/l'/les' (the) to 'du/de la/de l' and des' (some) • using adjectives in the correct place in a sentence • spelling adjectives correctly according to number and gender of the nouns • using the appropriate form of 'at' ('au' or 'à la')	What's the Time Key learning includes: • o'clock and half past • daily routine • understanding a television schedule • quarter past and quarter to • the school day – times and subjects • counting in fives • starting a sentence with a time connective • choosing the correct word ('avant' or 'après') when comparing two subjects



Modern Foreign Languages - Skills Progression Map

	LKS2	UKS2
Listening and Speaking/Oracy	KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding. Children can: - a repeat modelled words; - b listen and show understanding of single words through physical response; - c repeat modelled short phrases; - d listen and show understanding of short phrases through physical response.	KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding. Children can: - a listen and show understanding of simple sentences containing familiar words through physical response; - b listen and understand the main points from short, spoken material in French; - c listen and understand the main points and some detail from short, spoken material in French.
	KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children can: - a recognise a familiar question and respond with a simple rehearsed response; - b ask and answer a simple and familiar question with a response; - c express simple opinions such as likes, dislikes and preferences; - d ask and answer at least two simple and familiar questions with a response.	KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children can: - a engage in a short conversation using a range of simple, familiar questions; - b ask and answer more complex questions with a scaffold of responses; - c express a wider range of opinions and begin to provide simple justification; - d Converse briefly without prompts.
	KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can: - a name objects and actions and may link words with a simple connective; - b use familiar vocabulary to say a short sentence using a language scaffold; - c speak about everyday activities and interests; - d refer to recent experiences or future plans.	KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can: - a say a longer sentence using familiar language; - b use familiar vocabulary to say several longer sentences using a language scaffold; - c refer to everyday activities and interests, recent experiences and future plans; - d vary language and produce extended responses.
	KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Children can: - a identify individual sounds in words and pronounce accurately when modelled; - b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; - c adapt intonation to ask questions or give instructions; - d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.	KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Children can: - a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; - b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; - c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; - d adapt intonation, for example to mark questions and exclamations.



Listening and Speaking/Oracy	KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences. Children can: - a name nouns and present a simple rehearsed statement to a partner; - b present simple rehearsed statements about themselves, objects and people to a partner; - c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.	KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences. Children can: - a manipulate familiar language to present ideas and information in simple sentences; - b present a range of ideas and information, using prompts, to a partner or a small group of people; - c present a range of ideas and information, without prompts, to a partner or a group of people.
	KS2 Languages National Curriculum Children describe people, places, things and actions orally. Children can: - a say simple familiar words to describe people, places, things and actions using a model; - b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; - c say one or two short sentences that may contain an adjective to describe people, places, things and actions.	KS2 Languages National Curriculum Children describe people, places, things and actions orally. Children can: - a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; - b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; - c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and Writing/Literacy	KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing. Children can: - a read and show understanding of familiar single words; - b read and show understanding of simple phrases and sentences containing familiar words.	KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing. Children can: - a read and show understanding of simple sentences containing familiar and some unfamiliar language; - b read and understand the main points from short, written material; - c read and understand the main points and some detail from short, written material.
	KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Children can: - a use strategies for memorisation of vocabulary; - b make links with English or known language to work out the meaning of new words; - c use context to predict the meaning of new words; - d begin to use a bilingual dictionary to find the meaning of individual words in French and English.	KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Children can: - a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); - b use a bilingual dictionary to identify the word class; - c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.



Stories, Songs, Poems and Rhymes	KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language. Children can: - a join in with actions to accompany familiar songs, stories and rhymes; - b join in with words of a song or storytelling.	KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language. Children can: - a follow the text of a familiar song or story; - b follow the text of a familiar song or story and sing or read aloud; - c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
Grammar	KS2 Languages National Curriculum Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Children can: - a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; - b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; - c recognise and use partitive articles; - d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; - e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; - f use a simple negative form (ne... pas); - g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; - h recognise and use the first person possessive adjectives (mon, ma, mes); - i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; - j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; - k use simple prepositions in their sentences; - l use the third person singular and plural of the verb 'être' in the present tense.	KS2 Languages National Curriculum Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Children can: - a identify word classes; - b demonstrate understanding of gender and number of nouns and use appropriate determiners; - c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; - d name and use a range of conjunctions to create compound sentences; - e use some adverbs; - f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; - g explain and use elision; state the differences and similarities with English; - h recognise and use the simple future tense of a high frequency verb; compare with English; - i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; - j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); - k recognise and use a range of prepositions; - l use the third person plural of a few high frequency verbs in the present tense; - m name all subject pronouns and use to conjugate a high frequency verb in the present tense; - n recognise and use a high frequency verb in the perfect tense; compare with English; - o follow a pattern to conjugate a regular verb in the present tense; - p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.