

Modern Foreign Languages at St Margaret's

We aim to provide an enjoyable and enriching curriculum that allows children to experience a range of languages (through curricular and extra-curricular opportunities) – giving them the opportunity to become confident and active global citizens, with a strong awareness of other cultures. Through broadening horizons, we aim to develop global links and stimulate curiosity, in turn, fostering a love of languages.

Children all learn French as part of the curriculum from the start of year 3. However, children are introduced to a range of different languages and cultures, through the celebration of events such as the European Day of Languages and Chinese New Year, and through extra-curricular activities such as Spanish club.

Our Curriculum

At St. Margaret's, our French curriculum is built around the four key language-learning skills; listening, speaking, reading and writing. These are introduced and built upon in a carefully considered progressive manner across Key Stage Two. This structured approach allows children to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. We use the Language Angels scheme as the foundation for our curriculum, carefully selecting units to match our wider curriculum and adapting them to meet the specific needs of our children. Language Angels ensures that the three pillars of language learning, phonics, vocabulary and grammar, are woven into every lesson so that children constantly revisit and revise prior learning as well as gradually expanding their knowledge. Where necessary, we make further adaptations to ensure the curriculum is accessible to all learners. These adjustments are informed by ongoing monitoring, assessment, and, where applicable, individual support plans and EHCPs.

French is taught weekly for a minimum of 45 minutes, ensuring that children have sufficient time to embed new skills and are able to retain them for the following lesson.

Opportunities to recall previously learnt language and apply it in new contexts are provided throughout units. The aim is to encourage better memory skills with longer term retention and to also enhance a pupil's overall language learning experience. 'Non-negotiable' language is documented on the core vocabulary map which can be found in the front of every child's French book. This key language is recycled and revisited in many units and as often as possible so that children have numerous opportunities to see and hear this language repeatedly. Retrieval is built into the sequencing of units, with varying levels of challenge, but is also supplemented by the class teacher who will add additional retrieval activities into lessons where necessary, to respond to the individual needs of their class.

EYFS and 'Understanding the World'

In the Foundation Stage, children begin developing key skills that will support their future French learning, such as listening, speaking, and phonological awareness. These are fostered through the 'Communication and Language' area of the Early Years Foundation Stage (EYFS) curriculum. The EYFS area 'Understanding the World' also introduces children to a range of cultures, languages, and traditions. At St. Margaret's, events like European Day of Languages and Chinese New Year are celebrated, helping to broaden children's understanding of the world and spark their interest in different languages.

Sequencing: Our journey through French

Key Stage 1

Modern Foreign Languages is not a statutory requirement in Key Stage 1, but pupils at St. Margaret's benefit from exposure to foreign languages throughout their time in the Infants. They take part in school-wide celebration days such as European Day of Languages, where we welcome parents in to school to share their languages with the children, and Chinese New Year. Children are also able to participate in Spanish Club after school, if they wish.

Key stage 2

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

With these aims in mind, we have curated a scheme of work for St. Margaret's which steadily and purposefully introduces, builds and consolidates these skills.

Year 3

Year 3 begins with the unit 'La phonétique' which introduces the first of four sets of key phonemes, to facilitate accurate and authentic pronunciation. Following this, children move on to 'J'apprends le français' (I am Learning French), where they develop the skills to introduce themselves and say how they feel, using simple, provided, sentences. They then learn about 'Les animaux' (Animals). Here they are introduced to the 1st person singular high frequency verb 'I am' and 10 animals with their indefinite articles. For the first time, they are expected to create their own short sentences. Next, they are introduced to the verb 'I play' in the unit 'Les instruments' (Instruments), and they build sentences using this verb plus instrument nouns and their determiners. In 'Je peux...' (I Am Able...), children are introduced to the negative form, allowing them to build more interesting and complex sentences including simple conjunctions about activities they are able or not able to do. In the Summer term, children enjoy a unit all about 'Les glaces' (Ice-Creams), by the end of which they have the knowledge and skills to take part in a role-play activity where they order an ice-cream of their choice. Finally, through the unit 'L'ancienne histoire de la Grande-Bretagne' (Ancient Britain), children learn to say and write sentences about themselves as if they were characters from the Stone, Bronze and Iron Ages, linking to their History topic.

Year 4

In Year 4, children begin their French lessons with a recap of the sounds they covered in Year 3, and an introduction to a further selection of key phonemes, in the unit 'La phonétique 2'. They then move on to 'Je me présente' (Presenting Myself), at the end of which they have the knowledge and skills to present themselves both orally and in written French. This unit integrates previously learnt language with newly acquired language, allowing children to demonstrate their growing understanding of grammar and ability to create sentences of their own. The following unit, 'Ma famille' (My Family), similarly allows children to combine new and old skills in the development of their own personalised presentations, this time facilitating the use of the possessive to manipulate language. In 'Quel temps fait-il?' (What's the Weather Like?), children present weather forecasts in French, linking their language skills with cultural and geographical knowledge. By the end of the following unit, 'En classe' (In the Classroom), children can speak and write about what they do and do not have in their pencil cases, showing an increasing understanding of the negative form and a growing ability to create independent responses to questions. 'Au salon de thé' (At the Tea Room) culminates in short role-plays, as children act out visiting a French tea room. This unit consolidates much of the grammar covered in the earlier units (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering using a wider range of vocabulary and useful transactional language. The year ends with a unit based around 'Les Romains' (The Romans), where children make use of their familiarity with this period of history in order to read and understand a slightly longer and more complicated piece of text in French.

Year 5

In Year 5, children start the year revising the previously taught sets of phonemes and learning another group of sounds, ensuring their pronunciation continues to be accurate and authentic. Next, they build on their ability to move between the 1st person singular to 3rd person singular in the unit 'As-tu un animal?' (Do You Have a Pet?), where they create spoken and written presentations about the pets they do or do not have, using an increasing range of conjunctions. Following this, the days of the week, months of the year and numbers 1-31 are introduced, revised and consolidated in 'La date' (The Date). The next unit, 'Chez moi' (My Home), provides pupils with the knowledge and skills to write and speak about where they live and which rooms they do and do not have in their homes, using previously learnt grammar with new vocabulary and conjunctions, demonstrating a growing ability to create independent responses. 'Les vêtements' (Clothes) brings together much of the grammar taught previously so that pupils can express what they are wearing in different scenarios in full sentences. Through the medium of 'Les Jeux olympiques' (The Olympic Games), pupils are taught the skills to understand longer and more complicated texts in French. They also learn the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do. They look at gendered nouns and the changes required when describing the Olympians in the unit. Finally, pupils learn a key set of adjectives and apply knowledge of adjectival agreement to describe the Solar System in 'Les planètes' (Planets). They create longer and more detailed sentences with conjunctions and intensifiers to extend their descriptions.

Year 6

To begin, we teach one final set of phonemes and consolidate all the sounds taught at St. Margarets, in 'La phonétique 4'. The following unit, 'À l'école' (At School) teaches pupils the nouns and definite articles/determiners for 10 school subjects, along with how to conjugate the verb 'to study'. By the end of

the unit, pupils will have the knowledge and skills to talk in detail about the subjects they like and dislike at school (with justifications), and at what time/day they study them. In 'En ville' (Around Town), pupils work towards performing an extended role-play as tour-guides. They use nouns and definite articles for 10 places around a town along with directions and prepositions to indicate the exact position of a place in relation to another. Children then move on to considering 'Manger et Bouger' (Healthy Lifestyles). They create detailed and personalised responses around the topic, using accurate articles and correct conjugation of the two high frequency verbs 'manger' and 'boire'. Children then move on to 'Le week-end' (The Weekend), in which they discuss activities and their ability to give opinions with justification is built upon. 'Les habitats' (Habitats) gives children the opportunity to speak and write about various plants and animals, including the specific adaptations of each animal. They see and hear more complex and complicated sentences and build upon previous knowledge of phonics, vocabulary and grammar to create detailed paragraphs. The final unit, 'Moi dans le monde' (Me in the World) brings together key language covered since the beginning of their language journey at St. Margaret's. Through longer, more authentic texts than they have previously been exposed to, the children learn about other French-speaking countries around the globe, along with their currencies, flags, cultural traditions and celebrations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Phonetics 1 An introduction to the first set of phonemes. I am Learning French Greetings and introductions	Animals Learning about familiar animals and building simple sentences using the verb 'I am'.	Instruments Vocabulary related to instruments and building simple sentences using the verb 'I play'.	I am able Expressing whether they are or are not able to do 10 familiar activities. Introduces the negative form.	Ice-creams Ice-cream flavours and the transactional language required to purchase them.	Ancient Britain Exploring the Stone, Bronze and Iron Ages, using the verbs 'to be', 'to have' and 'to live'.
Year 4	Phonetics 2 An introduction to the second set of phonemes. Presenting Myself How to present oneself both orally and in written form.	My Family Building on knowledge of the possessive form in French to build a personalised written and spoken presentation about family.	What is the Weather Like? How to describe the weather and present a weather forecast in French.	In the Classroom Building the skills to present both orally and in written form about what is and is not in their school bag.	At the Tea room Children will perform a short role-play in a French tea room, using transactional language as well as much of the previously taught grammar.	The Romans Learning to read and understand more complicated text in French through the medium of a familiar period of history.
Year 5	Phonetics 3 An introduction to the third set of phonemes. Do you Have a Pet? Creating written and spoken presentations about pets they do or do not have.	The Date Revising and consolidating days of the week, months of the year and numbers 1-31 so children can say when their birthday is in French.	My Home Speaking and writing about where they live and which rooms they have and do not have in their homes.	Clothes Bringing together much of the grammar taught earlier to enable children to describe what they are wearing in full sentences.	The Olympics Building the skills to read and understand more complicated French text through the medium of this well-known event.	Planets Learning adjectives and applying knowledge of adjectival agreement to describe the Solar System, using conjunctions and intensifiers.
Year 6	Phonetics 4 An introduction to the fourth set of phonemes.	Around Town Navigating around town using directions and	Healthy Lifestyle Expressing what they eat and do not eat to stay healthy, using	At the Weekend Writing detailed and personalised	Habitats Creating written and spoken presentations about plants and	Me in the World Learning about other French-speaking

	At School Expressing what they like and don't like at school, with justifications.	prepositions. Performing an extended role-play as tour guides.	accurate articles/determiners.	responses about what they may do at the weekend.	animals living in 5 different habitats.	countries around the world and consolidating all the language covered.
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Monitoring and Assessment

Assessment is vital to ensure the curriculum continues to be ambitious for our children by checking their understanding of the content taught. It also furnishes teachers with the knowledge they need to adapt future teaching to ensure all children make progress. For each unit in French, pupils are assessed to have met or not met the expected targets in each of the four key areas of learning; reading, writing, speaking and listening.

Monitoring is carried out regularly and can be seen in many different forms. We carry out pupil voice at least twice a year alongside analysis of children's work which includes various evidence sources.

Progression of skills in French

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.