



# Billingshurst Primary School – Modern Foreign Languages Curriculum

Modern Foreign Languages – French						
Listening	Speaking	Reading	Writing	Grammar		
Units						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery Rhymes (Early)	Colours and Numbers (Early)  Little Red Riding Hood (Early)	The Seasons (Early)  Salutations (Early)  The Shapes (Early)	<b>I am learning French (Early)</b> + Phonics lesson 1	<b>Vegetables (Early)</b> + Phonics lesson 2	<b>Do you have a pet? (Intermediate)</b> + Phonics lesson 3	<b>At school (Progressive)</b> + Phonics lesson 4
			Ancient Britain (Early)	The Romans (Intermediate)	What's the date? (Intermediate)	Weekend (Progressive)
			<b>Animals (Early)</b>	<b>Presenting myself (Intermediate)</b>	<b>The weather (Intermediate)</b>	World War II (Progressive)
			Musical Instruments (Early)	The Family (Intermediate)	Clothes (Intermediate)	<b>Me in the world (Progressive)</b>
			I can ... (Early)	In the classroom (Intermediate)	The Olympics (Intermediate)	<b>Healthy lifestyle (Progressive)</b>
			<b>Fruits (Early)</b>	<b>My Home (Intermediate)</b>	<b>Habitats (Intermediate)</b>	The planets (Progressive)

**Units in bold are essential in each year group to ensure coverage and progression.**

At Billingshurst Primary School we have chosen French as our vehicle for learning in MfL to establish the foundations in preparation for studies at Key Stage 3 and beyond. Learning French contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries and their cultures, communities and people. Being able to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

Although MfL is not a statutory requirement of the EYFS or Key Stage 1 curriculum, we have resources available for these year groups to access to support some early awareness of language development. In Key Stage 2, we teach French through a structured approach where every lesson will involve listening, speaking, reading and writing. This is all based around key vocabulary which is introduced through our half termly themes. We use the Language Angels resources to support our teaching and learning and ensure active learning, consistency and progression across the school and the inclusion of every child.



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### EYFS – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
No formal requirements	<b>Listening</b>	<ul style="list-style-type: none"><li>• Through the use of songs and rhymes, children will start to recognise the French language and remember some repeated and familiar vocabulary</li></ul>
	<b>Speaking</b>	<ul style="list-style-type: none"><li>• Through the use of songs and rhymes, children will start to recall and repeat key words that are familiar to them.</li></ul>



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## Year 1 & 2 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
No formal requirements	Listening	<ul style="list-style-type: none"> <li>• Appreciate and actively participate in traditional short stories &amp; fairy tales.</li> <li>• Appreciate short stories &amp; fairy tales and start to understand some of the familiar words in what we hear.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>• Learn to repeat and reproduce the language I hear with accurate pronunciation.</li> <li>• Learn to articulate key words introduced in the lesson and understand their meaning.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Be able to identify written versions of the words I hear.</li> <li>• Being able to identify the written version of a wider range of the words I hear.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>• Consolidate letter formation skills by copying words in the foreign language from a model.</li> <li>• Start to reproduce nouns and determiners/articles from a model.</li> </ul>
	Grammar	<ul style="list-style-type: none"> <li>• Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.</li> </ul>



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## Year 3 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• Present ideas and information orally to a range of audiences*</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul>	<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen to and enjoy short stories, nursery rhymes &amp; songs.</li> <li>• Recognise familiar words and short phrases covered in the units taught.</li> </ul>
	<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Communicate with others using simple words and short phrases covered in the units.</li> </ul>
	<b>Reading</b>	<ul style="list-style-type: none"> <li>• Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</li> <li>• Understand the meaning in English of short words I read in the foreign language.</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</li> </ul>
	<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Start to understand the concept of noun gender and the use of articles. For example le versus la.</li> <li>• Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' (je joue, j'aime, je m'appelle).</li> </ul>



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## Year 4 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• Present ideas and information orally to a range of audiences*</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul>	<b>Listening</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Communicate with others with improved confidence and accuracy.</li> <li>• Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</li> </ul>
	<b>Reading</b>	<ul style="list-style-type: none"> <li>• Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'.</li> <li>• Understand most of what we read in the foreign language when it is based on familiar language.</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). For example des versus les/le/la</li> <li>• 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...'</li> </ul>



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## Year 5 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>Present ideas and information orally to a range of audiences*</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>Describe people, places, things and actions orally* and in writing</li> <li>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.</li> </ul>	<b>Listening</b>	<ul style="list-style-type: none"> <li>Listen more attentively and for longer.</li> <li>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> </ul>
	<b>Speaking</b>	<ul style="list-style-type: none"> <li>Communicate on a wider range of topics and themes.</li> <li>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul>
	<b>Reading</b>	<ul style="list-style-type: none"> <li>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</li> <li>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</li> <li>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.</li> </ul>
	<b>Grammar</b>	<ul style="list-style-type: none"> <li>Revise 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. E.g. Mon, ma, mes</li> <li>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'.</li> </ul>



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## Year 6 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• Present ideas and information orally to a range of audiences*</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul>	<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen to longer text and more authentic foreign language material.</li> <li>• Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</li> </ul>
	<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</li> <li>• Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> </ul>
	<b>Reading</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Decode unknown language using bilingual dictionaries.</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
	<b>Grammar</b>	<ul style="list-style-type: none"> <li>• 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). E.g. j'aime, je n'aime pas</li> <li>• 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'. E.g. j'ai, je suis, je vous,</li> </ul>