

ST NICHOLAS CE PRIMARY ACADEMY

Curriculum overview

MFL



Version record

Date	Details of change

Learning, loving and encouraging through Christ

MFL

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MFL Statement of Intent

At St Nicholas Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including the key skills of speaking and listening, and it extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

At St Nicholas Primary School, we teach French to our key stage 2 children using the Kapow scheme of work. We have established links with Saint-Joseph, a school in Saint-Andre-Lez-Lille, France. The children in years 5 and 6 have pen pals, who they write to throughout the year. In recent years, the children in year 5 have visited the school in France and the French children have visited us. It is our aim that the children in year 5 will visit either the school in France or a French market. Through our established links with our partner school, we are able to participate in shared projects such as music. Every year, we celebrate Bastille Day across the school and learn about French history and culture. In addition to French, all pupils participate in European Languages Day every year, where they get to experience other languages.

The aims of Primary Languages teaching at St Nicholas Primary School are to:

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

Spiritual, Moral, Social and Cultural Aspects of the MFL Curriculum

Through MFL children will be able to develop the following: —

Spiritual:

Pupils are taught to accept and embrace other languages and cultures through the teaching of MFL. Pupils are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

Moral:

Pupils are encouraged to show empathy and understanding to others, learn about right from wrong and the choices historical figures have made, for example Bastille Day. In learning about another language, it is necessary to be aware of “difference” in a positive way. To know that there are other ways to live and behave which are valid, despite not being the same as the one that the child knows at home. It gives an opportunity for insight and debate into why things are not always as one has grown up to believe but arise from sociological differences, while at the same time recognising that there are certain basic, fundamental truths that are common to our humanity, such as the need for honesty, trust and mutual respect for us all to live together in harmony.

Social:

Pupils are encouraged to use the target language in classwork, whether through pair work or group work. Pupils are often work in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Pupils experiment with language and learn from their mistakes. There is a supportive environment in MFL lessons where mistakes are seen as learning opportunities, rather than as failures. The pupils use each other as a learning tool and develop social strategies for dealing with confrontational situations or problems. Pupils in Years 5 and 6 participate in a letter exchange with our partner school in France. Year 5 pupils visit France annually, either to the French school or a French market in Boulogne. The French school visit us every other year.

Cultural:

Cultural development and cultural awareness are fundamental in language learning at St. Nicholas. At all stages of MFL teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning, whether through lessons or school trips (see above). The children will learn to describe the life of children in the countries where the language is spoken; identify similarities and differences in everyday life, social conventions, traditional stories and celebrations; recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others; recognise and mistrust stereotypes and understand and respect cultural diversity.

To be most effective, SMSC will be made explicit by staff when delivering the teaching sequence.

Pedagogical Approach

Metacognition

Adapted from: *EEF METACOGNITION AND SELF-REGULATED LEARNING—Guidance Report* [EEF Metacognition and self-regulated learning.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.educationengland.gov.uk/data-and-research/efef-reports/efef-reports-2018/efef-reports-2018-01-eeef-metacognition-and-self-regulated-learning)

Teaching Process

In terms of developing self-regulated learning and metacognition, this means we need to make sure that we don't give too much information at the same time (when delivering explicit instruction), and do not expect the learner to take on too much challenge when doing guided practice and independent work. The use of structured planning templates, teacher modelling, worked examples, and breaking down activities into steps can help achieve this.

Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies.

- Explicit teaching
- Teachers modelling
- Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.
- Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.

Self-regulated learning can be broken into three essential components that teachers need to know about to help their pupils to develop into successful learners:

Cognition is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies like learning target vocabulary. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

Metacognition is about the ways learners monitor and purposefully direct their learning. For example, having decided that a particular cognitive strategy is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their method based on that evidence. By metacognitive strategies, we mean the strategies we use to monitor or control our cognition, such as checking that our approach was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.

Motivation is about our willingness to engage our metacognitive and cognitive skills and apply them to learning. Motivational strategies will include convincing oneself to undertake a tricky task now—affecting our current well-being—as a way of improving our future well-being in the task tomorrow. Cognition, metacognition, and motivation all interact in complex ways during the learning process. It is impossible to be metacognitive without having different cognitive strategies to hand and possessing the motivation and perseverance to tackle problems and apply these strategies.

Pedagogical Approach

Cognitive Load Theory

Adapted from: Cognitive Load Theory: Research that teachers really need to understand

Cognitive Load Theory — to develop instructional techniques that fit within the characteristics of working memory in order to maximise learning.

Based on two principles:

1. There is a limit to how much **new** information the brain can hold. (**Working memory**—processing new information results in ‘cognitive load’ which can affect outcomes.)
2. There is no limit to how much **stored** information that can be processed at one time. (**Long term memory**—stores information as schemas.

Explicit instruction involves teachers clearly showing children what to do, rather than have them construct or discover it for themselves. To lessen cognitive load on working memory. This can be used for new information and learning. Independent learning also needs to be incorporated but with cognitive load managed through guidance, prior information, scaffolds and assistance if needed.

Long term memory relies on the formation of schemas where information can be processed automatically with minimal conscious effort. Automaticity happens after extensive practice, thus reducing working memory load. If working memory is overloaded, there is greater risk that the content will not be understood, be confused and not stored into the long-term memory. Ultimately, learning will be slowed down. Automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information.

There are 3 types of Cognitive load—Intrinsic, Extraneous and Germane

Intrinsic —difficulty of subject matter being learnt, it depends on the complexity of the material and the prior learning—i.e. different people will have different levels of cognitive load depending on their experiences and knowledge

Extraneous — how the subject matter is taught—we need to minimise extraneous cognitive load to free up working memory.

Germane—the load imposed on the working memory by the process of learning i.e. by transferring information into long-term memory through schema construction.

Types of Knowledge

Ofsted MFL Research Review (June 2021)

<https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages> (full review)

‘Languages are an integral part of the curriculum. Learning a language is ‘a liberation from insularity and provides an opening to other cultures. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.’

A language curriculum needs to be planned carefully for pupils’ progress by considering the building blocks of the subject (in languages, the sounds, words and rules about how these connect to create sentences and meanings) and the sequence of these blocks.

This is not a reductive approach. The goals of having pupils broaden their horizons, converse fluently with others, fully explore cultures and strengthen their economic prospects can only be reached if we build firm foundations of language learning. Only by mastering the basics can pupils engage fully in the process of language learning, which they can then use to communicate about an increasingly wide range of themes. With increasing linguistic ability, cultural awareness can become ever more refined. To improve learners’ understanding and production of language, a steady development in understanding of phonics, vocabulary, grammar and their interplay is needed.

Typically, language assessment systems incorporate these 3 ‘pillars’:

1. **Phonics** - the system of the sounds of a language and how these are represented in written words (or scripts other than Roman).
 - Curriculum plans show clear logic behind progression in phonics, including around when to teach differences between English sound–spelling correspondences and those of the target language.
 - Planned practice and review of phonemes and how these link to graphemes is in place.
 - Curriculum plans show how small differences in sound can unlock meaning for pupils.

2. **Vocabulary**

Vocabulary is crucial for learners to become proficient in languages. Studies show that having a wider vocabulary correlates with many other aspects of a learner’s language ability, such as reading ability and grammatical awareness. It therefore needs to be built explicitly into the curriculum. The choice of vocabulary in the curriculum should be carefully considered, especially in view of the learners’ age and how often words occur in the language .

- Curriculum plans recognise that vocabulary is an important component of language knowledge.
- Curriculum plans recognise the importance of building a strong verb lexicon, especially in the early stages of language learning.
- Curriculum planning of vocabulary, grammar and phonic knowledge and progression should go hand in hand, as they are all related and connected.
- Curriculum leaders consider both the breadth and depth of vocabulary knowledge they will teach. They: make sure that they prioritise high-frequency words; consider carefully which topic-based vocabulary (other than high-frequency words) they teach; ensure that learners can use these words across different contexts; consider how 'deeply' items of vocabulary need to be learned and at what point; consider how and when to introduce more advanced semantic aspects of vocabulary knowledge (such as synonyms, antonyms, shades of meaning and how they change with context).
- Teachers aim to increase learners' automatic and fluent recall through: a schedule of planned revisiting to ensure that words are retained in long-term memory; introducing and using vocabulary in comprehension and production, in both the oral and written modalities and across different topics.
- Curriculum leaders also think strategically about: which words are the most important for the scheme of work so that teachers can focus on these to develop learners' level of mastery; gradation (what pupils learn and when across the years of study); making links between words within word families and recognising similarities and differences between English and the language being learned; how to link vocabulary to external accreditations or assessments.

3. **Grammar** - grammar, including inflectional and/or derivational features (the systems for changing the form of a word and for creating new words, respectively) and syntax.

- When planning the curriculum for grammatical progress, leaders consider the nature and rate of grammatical progression, the complexity of grammatical concepts and structures, and which aspects of a grammatical structure are introduced and when (such as which parts of a verb paradigm).
- Leaders make sure that all pupils can understand grammatical concepts and structures rather than being required to work it out for themselves, through: an explicit but succinct description of the grammatical feature to be taught; practising the grammar point (through listening and reading); practice in productive use of the features being taught (through speaking and writing).
- Teachers consider productive use of grammar in free writing and speech in a range of contexts. Using a language spontaneously is central to pupils' language ability and based on their ability to manipulate language.

- The curriculum includes ample opportunity to revisit the same grammar in different contexts, for different tasks, with a range of vocabulary.

Learners understand language when reading and listening. They produce language when speaking and writing. Speaking, listening, reading and writing are the 4 'modalities' of language.

Through learning and practice, the range, complexity and accuracy of the grammatical features and the breadth and depth of learners' vocabulary knowledge will increase over time. The length of speech or text/discourse being understood or produced will do the same. For example, to be better at reading comprehension, learners need to become faster and more accurate at:

- decoding sound–symbol correspondences (how different combinations of letters map to different sounds)
- recognising words
- understanding how the words are 'glued' together with grammar

This enables learners to become successful readers because it frees up their mental capacity to understand implied meanings and to process information across larger chunks of text.

MFL - Subject Leader Action Plan (23-24) – Key areas for development

Targets	What success will look like
Monitor the teaching and learning of French.	The teaching and learning of French will be consistent across the school and an improving picture.
To develop the assessment of French. Increase GDS.	Assessments will be accurate, timely and meaningful. This will allow progression year on year.
Monitor the recall of key vocabulary, phrases and grammar	'Sticky knowledge' will be developed and allow learners to build upon this.
The quality of teaching and learning in French is consistently good	Children will make expected or accelerated progress. Children will enjoy learning French.
Continue link with the French school in Saint-Andre	Children will exchange letters with French penfriends. Year 5 will visit the French school or a French market. The French school will also visit us.
To hold themed days for the European Day of Languages and Bastille Day.	Themed activities planned to support historical and cultural awareness. Team up with the Marsh Academy and invite parents / volunteers in.

MFL

Development Matters and National Curriculum

EYFS	N/A EYFS take part in European Day of Languages and Bastille Day
NC - KS1	N/A KS1 take part in European Day of Languages and Bastille Day
NC - KS2	<p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p> <p>The focus of study in modern languages will be on practical communication. 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- 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.

Whole School Cultural Capital /Enrichment Opportunities

Whole School Cultural Capital / Enrichment Opportunities (minimum of 3 a year)		
Term	Event	MFL link
1	European Day of Languages	All year groups are assigned a language with key skills to learn. This is built upon across a phase over 2 years.
2		
3		
4		
5	Year 5 trip to France	Year 5 will visit our French partner school every other year.
	French Visit	When this does not happen, the children will visit a French town and market.
6	Bastille Day	Whole school activities planned around the theme. Each year group has set activities which are repeated on a yearly basis. Workshops with the Marsh Academy linked to Bastille Day.

The children in years 5 and 6 write letters to children in our partner school at various points throughout the year. The children in year 6 also carry out ongoing projects and work in collaboration with the children in the French school. In the past, this has included French songs.

MFL KS2 Long Term Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p><u>French greetings</u> Children learn how to introduce themselves, to ask how someone is feeling and to say how they are feeling</p>	<p><u>Colour, size and Shape</u> Children learn the names of colours, describe shapes using colour and size, create an animal from 2D shape inspired by Matisse</p>	<p><u>Playground games</u> Children count, recognize and use numbers to 12, ask how old somebody and say how old they are and compare sentence structure in French and English</p>	<p><u>In the classroom</u> Children learn commands and objects from the classroom, respond to simple instructions, learn items found in a school bag, read and understand short sentences and present a spoken text</p>	<p><u>Transport</u> Children decipher new vocabulary using their knowledge of cognates, develop their understanding of sentence structure, identify sounds and perfect punctuation</p>	<p><u>Circle of Life</u> Pupils explore habitats, food chains and life -cycles</p>
Year 4	<p><u>Portraits</u> Inspired by works from the Louvre, children will describe facial expressions, build their descriptive vocabulary, understanding of adjectival agreements and sentence structure</p>	<p><u>Clothes</u> Name items of clothing and the different forms of the indefinite article and possessive article and practice using the correct adjectival agreement</p>	<p><u>Numbers, calendars and birthdays</u> Children learn days of the week, dates and seasons through maths, songs, surveys and the research of French festivals</p>	<p><u>Weather and the Water Cycle</u> Children can describe the weather, make statements about the weather in French cities, including compass points and temperatures and learn about the water cycle</p>	<p><u>French Food</u> Children use their understanding within a new context; using number when paying for items in a café, and skills to understand a French menu</p>	<p><u>Eurovision</u> Children will learn names of countries, different ways of asking questions, sentence structure</p>
Year 5	<p><u>Monster Pets</u> Children use their detective skills to extract information, identify and sort nouns to their gender, describe their own monster pet in writing</p>	<p><u>Shopping</u> Develop vocabulary associated with a trip to France, paying for items in a shop using numbers to 100</p>	<p><u>Space Explorers</u> Children develop their scientific vocabulary as well as grammar, write their own poems, make comparisons and giving reasons using because</p>	<p><u>French speaking world</u> Children learn to give directions and use comparative language. Look at French speaking countries across the world</p>	<p><u>A week in the Life</u> Pupils learn the verbs 'avoir' and 'etre', identify the infinitive and other forms of verbs and use the correct verb ending for different subject pronouns. Know that there regular and irregular verbs</p>	<p><u>Meet the family</u> Pupils learn how to describe family members and what they like and dislike using mon, ma, mes and making sure of correct adjectival agreement</p>

Year 6	<p><u>French sport and the Olympics</u></p> <p>Learn to conjugate the verb 'aller' to visit different countries. They will learn sports preferences and vocabulary. They will develop cultural knowledge about French sport.</p>	<p><u>French football champions</u></p> <p>Responding to and adapting questions to write profiles about people</p>	<p><u>Life at home</u></p> <p>Pupils learn how to describe a house, different rooms and who lives there. They learn about prepositions. They will write a letter to describe their family, home and bedroom</p>	<p><u>Planning a holiday in France</u></p> <p>Children will learn about present and near future tense and become more familiar with language around packing a suitcase for a holiday</p>	<p><u>A visit to a town in France</u></p> <p>Learn directional and transport vocabulary and prepositional phrases, the children explore their journey to school and what places in town are worth a visit and why</p>	<p><u>Revision</u></p> <p>Getting ready to move on to secondary school.</p>
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How does the MFL scheme of work align with the National Curriculum?

How does Kapow Primary's scheme of work align with the National Curriculum?

Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum Programme of Study 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 writing in the language studied.

We have identified these strands which run throughout our scheme of work:

Speaking and pronunciation

Listening

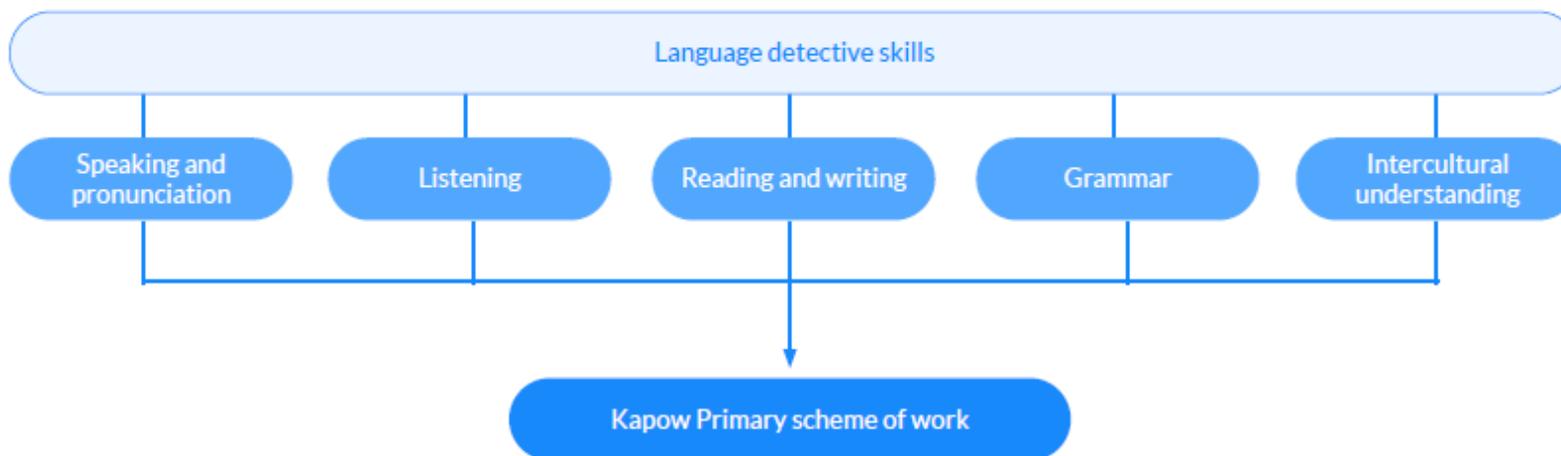
Reading and writing

Grammar

Intercultural understanding

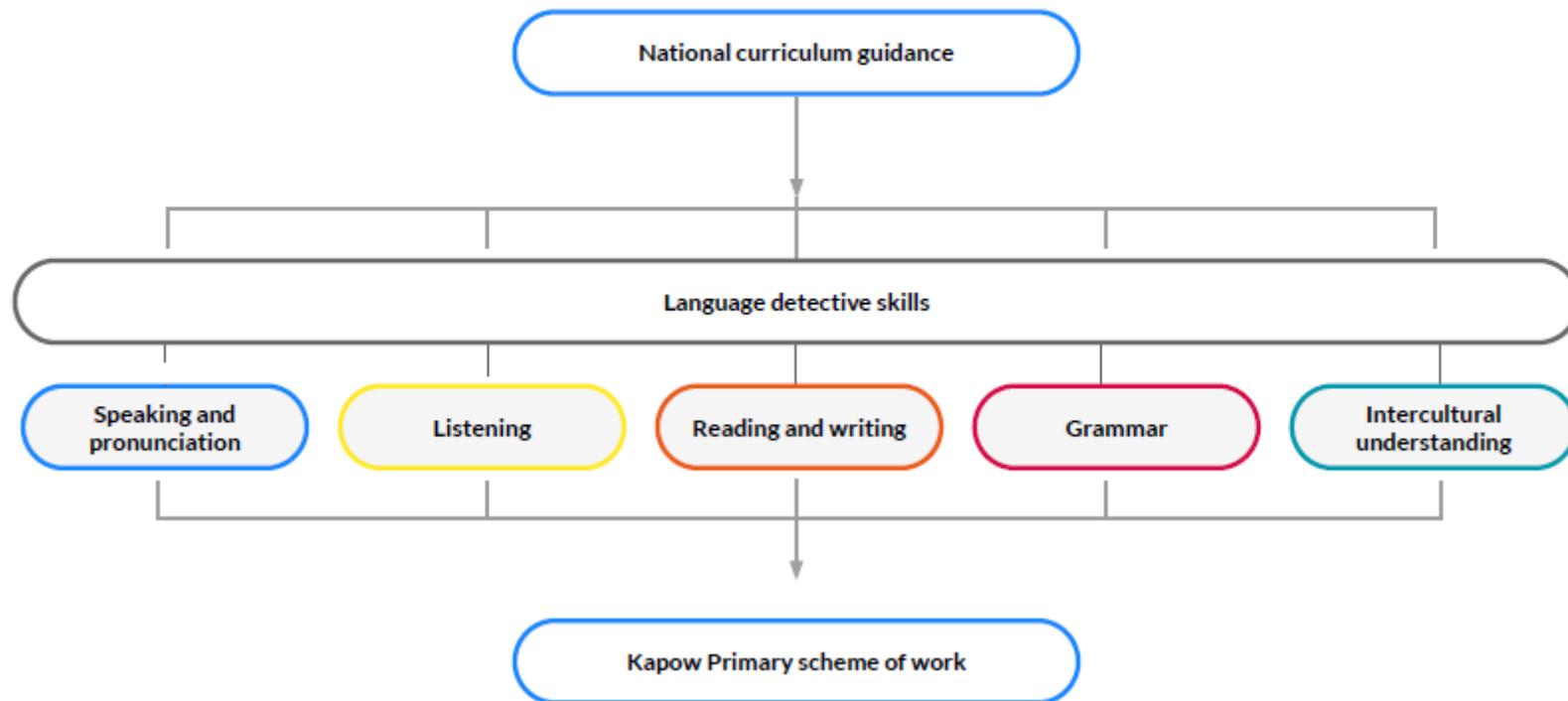
Language detective skills

How is the MFL Scheme of work organised?



How is the French scheme of work organised?

From the National Curriculum guidance we have identified 6 strands which run throughout our scheme of work.



A spiral curriculum

Kapow Primary's French scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit key vocabulary and grammar concepts again and again
- ✓ **Increasing depth:** Each time vocabulary or grammar learning is revisited, it is covered with greater depth
- ✓ **Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again



Is there any flexibility in the Kapow Primary French scheme?

Our French scheme of work is organised into units.

Within each unit, lessons **must** be taught in order as they build upon one another.

Units **must** be taught in the suggested order as our scheme is progressive and, although the vocabulary focus of each unit is different, grammar concepts and skills are gradually developed throughout the course of a year.

Most of the units are five lessons long. This gives you some 'breathing space' to revisit elements of the unit that children may have struggled with or to revise some vocabulary from a previous unit. You could also use the spare time to introduce some vocabulary related to your topic or science work!

MFL – Whole School Knowledge and Skills Progression

Progression of skills

Speaking and pronunciation

National Curriculum	Year 3	Year 4	Year 5	Year 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Asking and/or answering simple questions Forming simple statements with information including the negative Practising speaking with a partner	Recognising and answering simple questions which involve giving personal information Beginning to form opinion phrases Beginning to use conversational phrases for purposeful dialogue	Forming a question in order to ask for information Presenting factual information in extended sentences including justification	Developing extended sentences to justify a fact or opinion Planning, asking and answering extended questions Engaging in conversation and transactional language
Speak in sentences, using familiar vocabulary, phrases (and simple writing).	Using short phrases to give information Beginning to adapt phrases from a rhyme/song	Using a model to form a spoken sentence Speaking in full sentences using known vocabulary	Rehearsing and recycling extended sentences orally Planning and presenting a short descriptive text	Planning and presenting a short text Modifying, expressing and comparing opinions
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Repeating short phrases accurately, including liaison of final consonant before vowel Listening and repeating key phonemes with care	Comparing sounds and spelling patterns with English Listening and repeating further key phonemes with care	Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new, vocabulary Listening and repeating key phonemes with care applying pronunciation rules	Discussing strategies for remembering and applying pronunciation rules Speaking and reading aloud with increasing confidence and fluency Comparing and applying pronunciation rules or patterns from known vocabulary
Present ideas and information orally to a range of audiences.	Introducing self to a partner with simple phrases	Rehearsing and performing a short presentation	Adapting a story and retelling to the class	Giving a presentation drawing upon learning from a number of previous topics
Describe people, places and things and actions orally	Recognising and using adjectives	Choosing appropriate adjectives from a wider range of adjectives	Using adjectives with correct placement and agreement	Recognising and using a wide range of descriptive phrases

Progression of skills

Listening

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Listening and responding to single words and short phrases</p> <p>Following verbal instructions in French</p> <p>Responding to objects or images with a phrase or other verbal response</p>	<p>Identifying items by colour and other adjectives</p> <p>Listening and selecting information</p> <p>Using language detective skills to decode vocabulary</p>	<p>Listening and gisting information from an extended text using language detective skills such as cognates</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language</p>	<p>Using prepositions to indicate the location of objects relative to something</p> <p>Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school</p> <p>Recognising present and near future tense sentences (using aller + infinitive)</p>
<p>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</p>	<p>Listening and identifying key words in rhymes and songs and joining in</p> <p>Beginning to identify vowel sounds and combinations</p> <p>Listening and noticing rhyming words</p>	<p>Listening to songs, joining in with songs and noticing sound patterns</p> <p>Noticing and beginning to predict key word patterns and spelling patterns</p>	<p>Matching unknown written words to new spoken words</p> <p>Recognising blends of sounds and selecting words to recognise common spelling patterns</p>	<p>Recalling and performing an extended song or rhyme</p> <p>Listening to stories, songs or texts in French</p>

National Curriculum	Year 3	Year 4	Year 5	Year 6
Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar words in written form	Noticing and discussing cognates and beginning to identify language detective strategies	Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type	Making increasingly accurate attempts to read unfamiliar words and phrases Reading and using language detective skills to assess meaning including sentence structure
Appreciate stories, songs, poems and rhymes in the language.	Reading aloud some words from simple songs, stories and rhymes	Following a short text or rhyme, listening and reading at the same time	Reading and adapting a range of different format short texts	Reading and responding to an extract from a story, an e-mail message or song Reading short authentic texts for enjoyment or information
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Beginning to develop dictionary skills Identifying cognates and near cognates	Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using cognates and near cognates along with other detective skills to gist information	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using contextual clues and cues to gist and make predictions about meanings Gisting information from an extended text	Using a bilingual dictionary to select alternative vocabulary for sentence building
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Recalling and writing simple words from memory	Selecting and writing short words and phrases	Using existing knowledge of vocabulary and phrases to create new sentences Completing a gapped text with key words/phrases	Choosing words, phrases and sentences and writing as a text or captions
Use familiar vocabulary in phrases and simple writing.	Experimenting with simple writing, copying with accuracy	Making short phrases or sentences using word cards	Writing a short text using word and phrase cards to model or scaffold	Constructing a short text on a familiar topic
Describe people, places and things and actions orally and in writing.	Recognising and using adjectives of colour and size	Using adapted phrases to describe an object or person	Using different adjectives, with correct positioning and agreement Using language of metaphor and comparison	Using a wide range of descriptive phrases Recognising and using verbs in different tenses

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>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 to build sentences and how these differ from or are similar to English.</p>	<p>Beginning to recognise gender of nouns, definite and indefinite article</p> <p>Identifying plurals of nouns</p> <p>Recognising adjectives and placement relative to the noun</p> <p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p>	<p>Using indefinite article in the plural form</p> <p>Recognising and using possessive adjective 'my' and pronouns he/she/it</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives</p> <p>Recognising and using the negative form</p> <p>Using prepositions</p> <p>Making comparisons of word order in French and English</p>	<p>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</p> <p>Applying placement and agreement rules for adjectives</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Exploring verbs in infinitive form</p> <p>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</p> <p>Using comparative language</p>	<p>Accurately applying placement and agreement rules for adjectives</p> <p>Recognising and beginning to form some verbs in near future tense using <i>aller</i></p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Learning and using some common irregular verbs, e.g. <i>faire</i> 'to make/do'</p> <p>Understanding how word order differs between French and English</p> <p>Identifying word classes within a sentence</p>

National Curriculum	Year 3	Year 4
<p>Feminine and masculine forms:</p> <p>Nouns</p> <p>(including articles, pronouns and plural formation)</p>	<p>To understand that every French noun is either masculine or feminine</p> <p>To know that the gender affects the form of the indefinite article un or une</p> <p>To know that feminine nouns often (but not always) end in e</p> <p>To know that when we turn the statement j'ai un/une ('I have a...') into a negative je n'ai pas de ('I don't have a...') then we change the article from un/une to de</p> <p>To know that if a word is plural, we cannot use un or une and instead use des (some)</p> <p>To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural)</p> <p>To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator</p>	<p>To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing</p>
<p>Feminine and masculine forms:</p> <p>Adjectives</p> <p>(position and agreement)</p>	<p>To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle</p> <p>To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu</p>	<p>To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement</p> <p>To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine</p> <p>To know that most adjectives go after the noun in French</p> <p>To know that if the noun in a sentence is plural then the adjective describing it also becomes plural</p> <p>To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte heureux/heureuse</p> <p>To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f.) and mes (pl.)</p> <p>To know that some adjectives do not change when describing a feminine noun (orange, marron, à pois)</p> <p>To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune / rose)</p>

National Curriculum	Year 3	Year 4
<p>Verbs (including conjugation and negation)</p>	<p>To know that placing ne and pas around a verb makes the verb negative</p>	<p>To know that 'je aime' becomes 'j'aime' and 'je ne aime pas' becomes 'je n'aime pas' to help with pronunciation</p>
<p>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</p>	<p>To know that we can use connectives such as et (and) and mais (but) to join clauses</p> <p>To know that most nouns in French become plural by adding an 's' at the end, as in English</p> <p>To know that 'en' is usually used as a preposition when the mode of transport is something you get into e.g. 'en train', whereas 'à' is usually used when you are not getting into a form of transport e.g. 'à vélo' (a bicycle)</p> <p>To understand that I can use a model sentence as a guide for building other sentences</p> <p>To know that tone of voice can indicate a question</p> <p>To know that a cedilla is the tail mark under the 'c' changes the pronunciation of the c from a hard sound to a soft 's' sound</p> <p>To know that a cognate is a word that is the same in both French and English e.g. un triangle</p> <p>To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle</p> <p>To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French</p> <p>To know that sentences are often structured differently in French and English</p> <p>To know that, in French, a space is needed before and after ? and !</p>	<p>To know that some American and English words are borrowed by the French such as le hot-dog and le hamburger</p> <p>To know that when building 2 digit numbers in French, we say 'twenty and one' or vingt-et-un</p>

National Curriculum	Year 5	Year 6
<p>Feminine and masculine forms:</p> <p>Nouns</p> <p>(including articles, pronouns and plural formation)</p>	<p>To know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (<u>not de le</u>) and when coupled with les to become des (<u>not de les</u>)</p>	<p>To know that different prepositions are used to say going to a country: en if the country is feminine singular (en France) au if the country is masculine singular (au Canada) aux if the country is plural (aux États-Unis d'Amérique)</p> <p>To know a range of prepositions to describe the position of objects</p> <p>When using the prepositions à côté de, près de or loin de, the de may change if followed by le or les: de+le = du, de + les = des</p>
<p>Feminine and masculine forms:</p> <p>Adjectives</p> <p>(position and agreement)</p>	<p>To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine</p> <p>To revise that adjectives of size go before the noun and adjectives of colour go after the noun</p> <p>To know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie)</p>	<p>To know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine</p>

National Curriculum	Year 5	Year 6
<p>Verbs</p> <p>(including conjugation and negation)</p>	<p>To understand that French verbs take different forms.</p> <p>To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run')</p> <p>To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re</p> <p>To know that the ending of regular -er verbs changes to go with the subject pronoun.</p> <p>To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be)</p> <p>To know how to conjugate the verbs avoir (to have) and être (to be)</p>	<p>To know that we use the verb jouer (to play) with some sports and faire (to make) with other sports</p> <p>To know that the way verbs change to match the pronoun is called conjugation</p> <p>To know each part of the verb aller - to go, depending on the pronoun</p> <p>To know that the near future tense is formed by using the present tense of the verb aller + the infinitive, eg je vais manger - I am going to eat</p> <p>To know how to distinguish between the present and the near future tense</p>
<p>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</p>	<p>To know some language detective strategies such as: recognising cognates and near cognates, guessing words by the layout of the page and using the words from before and after the unknown word to help</p> <p>To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say Le père de ma mère (the father of my mother)</p> <p>To know that the word order is sometimes different in French compared to English</p> <p>To know that there are clues in the words for the multiples of 10, eg cinquante - 50</p> <p>To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, eg soixante-dix (70), soixante-onze, soixante-douze</p> <p>To know that the word for 80 means 'four twenties' - quatre-vingts, and numbers up to 100 are built by continuing to count on from quatre-vingt, e.g. quatre-vingt-neuf (89) quatre-vingt-dix (90), quatre-vingt-onze (91)</p> <p>To know that the French use guillemets << >> in the same way that the speech marks are used in English</p>	<p>To understand that existing written sentences in French can be adapted</p> <p>To know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine</p>

Progression of skills and knowledge

Intercultural understanding

Year 3		Year 4		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Showing awareness of the capital and identifying some key cultural landmarks</p> <p>Recognising cultural similarities and differences between customs and traditions in France and England</p>	<p>To know that in French there are formal and informal greetings and when it is appropriate to use each one</p> <p>To know the names of some Parisian landmarks</p> <p>To know some French playground games</p> <p>To know that there are French speaking countries around the world <i>(NB This skill is not covered if following our condensed curriculum)</i></p>	<p>Comparing schools and celebrations between France and the UK</p> <p>Comparing shops and high streets of France and UK</p> <p>Recognising and using the Euro currency</p> <p>Identifying some French-speaking countries</p>	<p>To know some similarities and differences between French and English schools</p> <p>To know some French festivals that happen throughout the year</p> <p>To know some similarities and differences between French and English birthday celebrations</p> <p>To know that the abbreviation R.S.V.P, which is often used in English stands for 'Répondez s'il vous plaît' which translates as 'Reply, if you please'</p> <p>To know that the currency used in France is Euros and to recognise some of the notes and coins</p> <p>To know that the Louvre is a famous French art gallery</p>	<p>Learning about France's sporting culture and events</p> <p>Asking question and making insightful commentary on cultural differences, including some understanding of stereotype</p>	<p>To know the French word for countries around the world</p> <p>To know that the Tour de France is a world famous cycling race that takes place in France each year</p> <p>To know that pétanque is a popular French game sometimes known as boules</p> <p>To know different ways to travel to and around France</p>

MFL –

Vocabulary progression

Unlike other curriculum subjects, the word 'vocabulary' in language learning refers to the building blocks of the subject itself rather than a simple list of relevant vocabulary. In other words, whereas vocabulary in other subjects helps develop a framework glossary of understanding, in French the vocabulary grows into more of a dictionary of knowledge chunks. But language learning does not necessarily progress simply because our vocabulary widens. In our lessons, vocabulary is taught discretely, but always with the aim of moving from simple recall of a word to a deeper understanding of how it is used in the context of sentence structure and grammar. Individual items of vocabulary need to be understood, learned, recalled, re-encountered and recycled in different topics and in different sentence forms as our learners progress in their understanding of language and grammar.

Inclusion in MFL

At St Nicholas CE Primary Academy, we strongly believe in inclusive education to ensure all pupils engage to the best of their ability.

In **MFL** this will look like:

Learn About MFL	MFL has the potential to greatly enhance the learning experience of children with special educational needs. SEND children will often enter the subject at the same starting point as their peers.
Positive role of MFL	Learning a new language provides lots of opportunities for children and can take them in different directions in future life, be that in the UK or abroad.
Building on pupils' interests and experiences	MFL will often support many other subject areas and a wide range of interests, as children will be encouraged to investigate the cultural aspects. For example, a child might be able to read a book in the target language or find out about national football teams.
Removing barriers	To include inclusivity in MFL lessons, teachers should proactively anticipate potential barriers that may hinder the participation and learning of pupils with specific SEN and / or disabilities. Consequently, during the planning stage, it is crucial to consider strategies that minimise or eliminate these barriers, enabling all students to fully engage and learn. In certain activities, students with SEN and / disabilities can actively participate alongside their peers without any modifications. However, in other instances, scaffolding may be necessary to ensure the inclusion of all students. Some activities may require the provision of parallel tasks for students with SEN and / disabilities, allowing them to pursue the same lesson objective as their peers through a different approach.

Teacher responsibilities as laid out in the SEND Code of Practice:

“6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.”

How this subject can support a pupil with a specific SEND – with reference to the Kent Mainstream Core Standards

Communication and Interaction (ASD, Articulation, fluency, willingness to communicate, vocabulary, understanding and language structure. Additional languages spoken, social skills and interaction)

Subject specific Support for this aspect of SEND

Minimal language load involved in achieving a successful outcome
 Visual representation of intended outcome
 A multisensory approach

Strategies to overcome potential barriers arising from this subject

“Now (you are doing this) and Next (you are going to be doing that)” boards and sequence strips
 Communication support software such as Communicate in Print or Widgit
 Use the learner’s name to gain their attention before giving instructions
 Keep instructions simple
 Awareness of own tone of voice (calm and not too loud)
 Pre-teach topic vocabulary
 Encourage ‘thinking time’.

Cognition & Learning (Dyslexia, approaches and attitudes to learning, reasoning, organisational skills, problem solving skills and independent learning)

Subject specific Support for this aspect of SEND

Minimal requirement for Reading / Writing
 Reduced memory load

Strategies to overcome potential barriers arising from this subject

Brain Breaks
 Provide alternative methods of recording e.g. Laptop and or speech to text software ,Clicker software
 Language through Colour
 Visuals to support instructions and concepts (e.g. real objects, photos, pictures, symbols, sign and gesture)
 Task management boards
 Visual support/reminders – multisensory approach.
 Check suitability of chair / desk, posture and paper placement.
 Provide with left / right –handed pens and pencils / scissors as appropriate
 Chunk instructions

Social Emotional and Mental Health (ADHD, ADD, Self-image, confidence, anxiety, motivational factors, engagement with learning, classroom / playground behaviour)

Subject specific Support for this aspect of SEND
Opportunities for success / raised self-esteem through creativity

Strategies to overcome potential barriers arising from this subject
Help / exit cards / movement breaks
Positive relationships / support co-regulation
Evidenced ad specific praise
Peer grouping / support
Plan opportunities for success and celebrate those successes
Focus on reducing anxiety and thereby behaviours
Flexible and creative use of rewards and consequences. e.g. 'catch them being good'

Physical and Sensory (motor skills, coordination, hearing or visual difficulties, daily living skills and self-help)

Subject specific Support for this aspect of SEND
Minimal language load involved in achieving a successful outcome
Visual representation of intended outcome
Multi-sensory learning opportunities

Strategies to overcome potential barriers arising from this subject
Ear defenders to support hyper sensitivity to noise
Sensory breaks
Ensure that learners have easy access to the equipment they require.
Allow for differing stamina levels / tiredness
Staff have an awareness of background noise levels and reduce this wherever possible HI

Assessment

Teachers assess the children in MFL on a termly basis using an Excel spreadsheet to guide their teacher assessments. The teachers will assess using a 'best fit' approach against objectives that are working toward, working at the expected standard and exceeding. Teachers will use a variety of assessment strategies to ensure the quality of MFL knowledge and skills being assessed. Data considers the attainment of PP children, SEND, boys and girls. The subject lead will monitor and analyse this data termly.

Writing Curriculum Links

Year 3

<u>Term 1</u>	<u>Term 2</u>	<u>Term3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<p><u>French greetings</u> Children learn how to introduce themselves, to ask how someone is feeling and to say how they are feeling</p>	<p><u>Colour, size and Shape</u> Children learn the names of colours, describe shapes using colour and size, create an animal from 2D shape inspired by Matisse</p>	<p><u>Playground games</u> Children count, recognize and use numbers to 12, ask how old somebody and say how old they are and compare sentence structure in French and English</p>	<p><u>In the classroom</u> Children learn commands and objects from the classroom, respond to simple instructions, learn items found in a school bag, read and understand short sentences and present a spoken text</p>	<p><u>Transport</u> Children decipher new vocabulary using their knowledge of cognates, develop their understanding of sentence structure, identify sounds and perfect punctuation</p>	<p><u>Circle of Life</u> Pupils explore habitats, food chains and life -cycles</p>

Writing curriculum links

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels;
- write sentences and short texts independently and from memory.

Year 4

<u>Term 1</u>	<u>Term 2</u>	<u>Term3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<p><u>Portraits</u> Inspired by works from the Louvre, children will describe facial expressions, build their descriptive vocabulary, understanding of adjectival agreements and sentence structure</p>	<p><u>Clothes</u> Name items of clothing and the different forms of the indefinite article and possessive article and practice using the correct adjectival agreement</p>	<p><u>Numbers, calendars and birthdays</u> Children learn days of the week, dates and seasons through maths, songs, surveys and the research of French festivals</p>	<p><u>Weather and the Water Cycle</u> Children can describe the weather, make statements about the weather in French cities, including compass points and temperatures and learn about the water cycle</p>	<p><u>French Food</u> Children use their understanding within a new context; using number when paying for items in a café, and skills to understand a French menu</p>	<p><u>Eurovision</u> Children will learn names of countries, different ways of asking questions, sentence structure</p>

Writing curriculum links

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Year 5

<u>Term 1</u>	<u>Term 2</u>	<u>Term3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Monster Pets</u> Children use their detective skills to extract information, identify and sort nouns to their gender, describe their own monster pet in writing	<u>Shopping</u> Develop vocabulary associated with a trip to France, paying for items in a shop using numbers to 100	<u>Space Explorers</u> Children develop their scientific vocabulary as well as grammar, write their own poems , make comparisons and giving reasons using because	<u>French speaking world</u> Children learn to give directions and use comparative language. Look at French speaking countries across the world	<u>A week in the Life</u> Pupils learn the verbs 'avoir' and 'etre', identify the infinitive and other forms of verbs and use the correct verb ending for different subject pronouns. Know that there regular and irregular verbs	<u>Meet the family</u> Pupils learn how to describe family members and what they like and dislike using mon, ma, mes and making sure of correct adjectival agreement

Writing curriculum links

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory;
- send and receive letters via our pen pal exchange.

Year 6

<u>Term 1</u>	<u>Term 2</u>	<u>Term3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<p><u>French sport and the Olympics</u> Learn to conjugate the verb 'aller' to visit different countries. They will learn sports preferences and vocabulary. They will develop cultural knowledge about French sport.</p>	<p><u>French football champions</u> Responding to and adapting questions to write profiles about people</p>	<p><u>Life at home</u> Pupils learn how to describe a house, different rooms and who lives there. They learn about prepositions. They will write a letter to describe their family, home and bedroom</p>	<p><u>Planning a holiday in France</u> Children will learn about present and near future tense and become more familiar with language around packing a suitcase for a holiday</p>	<p><u>A visit to a town in France</u> Learn directional and transport vocabulary and prepositional phrases, the children explore their journey to school and what places in town are worth a visit and why</p>	<p><u>Revision</u> Getting ready to move on to secondary school.</p>

Writing curriculum links

The children will learn to:

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory;
- send and receive letters via our pen pal exchange.

Knowledge Organiser Samples

Year 3

French - Year 3 - Greetings with puppets
Vocabulary and pictures



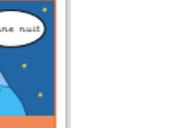
					
bonjour Good morning / hello	bonsoir Good evening	bonne nuit Good night	salut Hi / and also bye (informal)	au revoir Goodbye	
					
comment tu t'appelles ? What is your name? / What are you called?	je m'appelle My name is	comment ça va ? How are you?	ça va bien / très bien I am well / very well	comme ci, comme ça I'm OK / so, so	ça va mal / très mal I am unwell / very unwell
	oui Yes		non No		

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French - Year 3 - Greetings with puppets
Sentence structure and phrases



Different types of greetings are used depending on the time of day.

				
Bonjour, comment tu t'appelles ? Hello, what is your name?	Bonjour, je m'appelle Marie. Hello, my name is Marie	Au revoir Marie. Goodbye Marie	Au revoir François. Goodbye François	Bonne nuit. Goodnight

What does the g-edille accent é?
 The cedilla accent é makes the c soft (é) before an e, o and u, in this case, ça va?

			
ça va ? Sounds like 'sa va' How are you?	Comment ça va ? How are you?	Ça va bien / très bien. I am well / very well.	Ça va mal / très mal. I am unwell / very unwell.

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Year 4

French Year 4: Portraits
Vocabulary and pictures



 les yeux eyes	 les cheveux hair	 les cheveux châtains brown hair	 les cheveux blonds blonde hair	 les cheveux roux ginger/red hair
 petit (m) / petite (f) small	 grand (m) / grande (f) big/tall	 fort (m) / forte (f) strong	 sportif (m) / sportive (f) sporty	 travailleur (m) / travailleuse (f) hard-working
 poli (m) / polie (f) polite	 heureux (m) / heureuse (f) happy	 sérieux (m) / sérieuse (f) serious	 Merci	

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French Year 4: Portraits
Sentence structure and phrases



In French, the word for 'hair' - cheveux - is plural

il a/elle a - he has/she has + noun + adjective

il a les cheveux châtains.
He has brown hair.

il a les yeux bleus.
He has blue eyes.

il s'appelle Henry, et il a les yeux bleus et les cheveux châtains.
He is called Henry and he has blue eyes and brown hair.

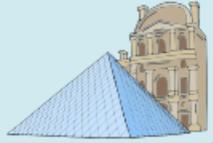
Other phrases

il s'appelle	he is called
elle s'appelle	she is called

Adjectives must agree with the gender of the noun that they are describing. This is usually achieved by:

He change for masculine nouns	Adding an e for feminine nouns
il est poli. He is polite	elle est polie. She is polite
However some may have different endings:	
il est sérieux. he is serious	elle est sérieuse. she is serious

The Louvre Museum is in Paris and used to be a royal palace.
It is the largest art museum in the world, and is home to the famous portrait, Mona Lisa.
The entrance to the Louvre is a large glass and metal pyramid.



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French: Year 5 - Monster pets

Vocabulary and pictures



To change **the** to **à**, **le** becomes **au** and **la** becomes **aux**

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French: Year 5 - Monster pets

Sentence structure and phrases



Phrases
Qu'est-ce que c'est ? What is it?

Elle a trois longues cornes rouges et une grande tête rose.
She has three long red horns and a big, pink head.

Il a un petit nez jaune et une longue queue bleue.
He has a small yellow nose and a long, blue tail.

Adjective endings change according to the gender and number of the noun they are describing.

Adjectives of size go before the noun.

Size	Masculine singular	Masculine plural	Feminine singular	Feminine plural
long	long	longs	longue	longues
short	court	courts	courte	courtes
big	grand	grands	grande	grandes
small	petit	petits	petite	petites
beautiful	beau	beaux	belle	belles

Il a la tête d'un éléphant. / It has the head of an elephant.

Il a le corps d'une girafe. / It has the body of a giraffe.

Il a les pieds d'un kangourou. / It has the feet of a kangaroo.

C'est un éléphant. / It's an elephant.

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Year 6 - French Sport and the Olympics
Vocabulary and pictures

je joue | I play je fais | I do

le hockey / hockey
 le basket / basketball
 le tennis / tennis
 le rugby / rugby
 le ski / skiing
 le football / le foot / football
 nager / to swim
 pédaler / to pedal
 courir / to run
 danser / to dance
 patiner / to skate
 plonger / to dive
 sauter / to jump
 marcher / to walk

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Year 6 - French Sport and the Olympics
Sentence structure and phrases

Pays	
L'Angleterre (f)	England
L'Écosse (f)	Scotland
Le Pays de Galles (m)	Wales
L'Irlande du Nord (f)	Northern Ireland
L'Irlande (f)	Ireland
La France (f)	France
La Belgique (f)	Belgium
Les Pays-Bas (m)	The Netherlands
L'Allemagne (f)	Germany
L'Italie (f)	Italy
L'Espagne (f)	Spain
Le Royaume-Uni	The United Kingdom

The two main verbs used are **jouer à** (to play) and **faire de** (to do)

jouer à + sport	faire de + sport
à + le = au	de + le = du
je joue au tennis	je fais du ski
I play tennis	I do some skiing

When saying 'I am going to' as country the preposition changes according to the gender of the country as follows:

Je vais | I'm going

en Canada (m) **en** France (f) **aux** États-Unis (pl)

to Canada to France to USA

tu aimes le sport ? - do you like sport?

Opinion + the infinitive of an action verb

J'aime courir mais je n'aime pas marcher
 Je n'aime pas jouer au tennis mais j'adore nager

I like to run but I don't like to walk I don't like playing tennis but I love to swim

aller = to go

je vais	I go
tu vas	you go
il va	he goes
elle va	she goes
nous allons	we go
vous allez	you go
ils vont	they go
elles vont	they go

Opinions

j'aime	I like	j'adore	I love
tu aimes	you like	tu adores	you love
il aime	he likes	il adore	he loves
elle aime	she likes	elle adore	she loves

Le Tour de France

A annual men's bicycle race made up of 21 day-long stages, all over France. They cover over 3500 km, during the competition, which normally lasts about 23 days ending in Paris.

Displays

Each class will have a display that is updated on a regular basis to support the learning that is taking place.

European Day of Languages

