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*Curriculum Development Document*

# Modern Foreign Language

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**Achieve Believe Care**





At Howley Grange we strive to ensure that our curriculum enables all children to gain the wisdom and courage to make positive choices now, and in their futures.

Howley Grange is committed to providing children with an ambitious curriculum that is broad and balanced. We recognise the utmost importance of ensuring children gain fundamental literacy and numeracy skills and that they have opportunities to develop their individual interests and specialisms in a wide variety of subjects.

Staff plan key questions to encourage the use of enquiry, as well as focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout our school. Our curriculum is designed to help learners to remember the content they are taught in the long term and to integrate new knowledge into larger concepts. Parents, staff and most importantly our children tell us that they enjoy their learning and are eager to find out about the topics and themes, often choosing to take their learning beyond the classroom.



### Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### Aims

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 writing in the language studied

### Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

### Key Stage Two: Coverage

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.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starren (\*) content above will not be applicable to ancient languages.



## Overview of Modern Foreign Language - French

To support the teaching of languages at Howley Grange, French is taught by a specialist teacher in a one-hour slot every 2 weeks. Madame Mariano works closely with us to ensure that our school values are embedded into the lessons, and school policies regarding classwork and behaviour are followed. Class teachers are present for all lessons to aid in pupil engagement and progression, while also developing their own CPD in this area. French is taught using the LCF scheme of work with emphasis on oral teaching and learning, using music, singing, games and stories, puppets and toys, allowing children of all abilities to have a chance of success. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on their Speaking and Listening skills. These will be embedded and further developed in Upper KS2 alongside Reading and Writing, gradually progressing onto more complex language concepts.

Unit	Y3	Y4	Y5	Y6
1	Je parle français (I speak French)	Mon anniversaire (My birthday)	Bon appétit! (Good appetite!)	Mon école (My school)
2	Je me présente (Introduce myself)	Mon école (My school)	Je suis un musicien (I am a musician)	Le monde autour de moi (The world around me)
3	En famille (My family)	Les sports (Sports)	En route pour l'école (Travel to school)	Le passé et le présent (Past and present)
4	Les animaux (Animals)	Les vêtements (Clothes)	Scène de plage (At the beach)	Ici et là (Here and there)
5	Qu'est-ce que tu veux? (What do you want?)	J'habite (Where I live)	Les saisons (The seasons)	Au café (The coffee shop)
6	Le monde (The world)	Un pays francophone (Countries)	Les planètes (The planets)	Quoi de neuf? (What's up)



## Key Stage Two: Middle Years Progression

Year Three	Year Four
<ul style="list-style-type: none"><li>• Listen attentively to spoken language and show understanding by joining in and responding.</li><li>• Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li><li>• Appreciate songs in the language.</li><li>• Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li><li>• Express opinions and respond to those of others</li><li>• Ask and answer questions; express opinions and respond to those of others</li><li>• Understand basic grammar appropriate to the language being studied, including key features and patterns of language.</li><li>• Appreciate stories, poems, rhymes and songs in the language.</li><li>• Understand basic grammar appropriate to the language being studied, including key features and patterns of language.</li><li>• Describe things and actions orally and in writing</li><li>• Appreciate songs in the language.</li><li>• Ask and answer questions; express opinions and respond to those of others</li><li>• Understand basic grammar appropriate to the language being studied, including feminine and masculine forms</li></ul>	<ul style="list-style-type: none"><li>• Listen attentively to spoken language and show understanding by joining in and responding.</li><li>• Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li><li>• Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li><li>• Appreciate stories, poems, rhymes and songs in the language.</li><li>• Read carefully and show understanding of words, phrases and simple writing.</li><li>• Engage in conversations, ask and answer questions and express opinions and respond to those of others.</li><li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</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>• Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.</li><li>• Broaden their vocabulary and develop their ability to understand new words.</li><li>• Describe people, places, things and actions orally and in writing.</li></ul>

## Key Stage Two: Upper Years Progression

Year Five	Year Six
<ul style="list-style-type: none"><li>• Listen attentively to spoken language and show understanding by joining in and responding.</li><li>• Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li><li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>• Read carefully and show understanding of words, phrases and simple writing.</li><li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</li><li>• Understand basic grammar appropriate to the language being studied, including feminine and masculine forms. 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><li>• Ask and answer questions.</li><li>• Present ideas and information orally to a range of audiences.</li><li>• Engage in conversations; ask and answer questions; seek clarification and help.</li><li>• Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li><li>• Appreciate stories, poems, rhymes and songs in the language.</li><li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li></ul>	<ul style="list-style-type: none"><li>• Listen attentively to spoken language and show understanding by joining in and responding.</li><li>• Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li><li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>• Read carefully and show understanding of words, phrases and simple writing.</li><li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</li><li>• Describe people, places, things and actions orally and in writing.</li><li>• Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms; 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><li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others</li><li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</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>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li></ul>