Curriculum Development Document

Modern Foreign Language

Achieve Believe Care

Curriculum Rationale

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 upmost 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 starred (*) content above will not be applicable to ancient languages.

Overview of Modern Foreign Language - French

Unit	Y3	Y4	Y5	Y6
1	Phonetics 1 (X)	Phonetics 2 (X)	Phonetics 3 (X)	Phonetics 4 (X)
2	I Am Learning (E)	Presenting Myself (I)	The Date (I)	At School (P)
3	Animals (E)	My Family (I)	Do You Have a Pet? (I)	Planets (P)
4	Instruments (E)	At the Tea Room (I)	My Home (I)	At the Weekend (P)
5	I Am Able … (E)	In the Classroom (I)	The Olympics (I)	Habitats (P)
6	Ice-Creams (E)	What is the Weather? (I)	Clothes (I)	Vikings (P)

E	**Early Language**	**I**	**Intermediate**	**P**	**Progressive**	**X**	**Extra Teaching**

Attainment Targets – 'Early Language' Unit Mapping

Listening
Speaking
Reading
Writing
Grammar

PoS Attainment		I' m Learning	Animals	Instruments	Little Red Riding Hood	I Am Able.../ I Know How...	Ancient Britain	Fruits	Vegetables	Shapes	Ice Creams	Seasons
1	Listen attentively to spoken language and show understanding by joining in and responding.	●	●	●	●	●	●	●	●	●	●	●
2	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	●	●	●	●	●	●	●	●	●	●	●
3	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	●	●	●		●		●	●		●	●
4	Speak in sentences, using familiar vocabulary, phrases and basic language structures.	●	●	●	●	●	●	●	●	●	●	●
5	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	●	●	●	●	●	●	●	●	●	●	●
6	Present ideas and information orally to a range of audiences.	●	●	●	●	●	●	●	●	●	●	●
7	Read carefully and show understanding of words, phrases and simple writing.	●	●	●	●	●	●	●	●	●	●	●
8	Appreciate stories, songs, poems and rhymes in the language.	●	●	●	●	●	●	●	●	●	●	●

											9	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
											10	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
											11	Describe people, places, things and actions orally and in writing.
											12	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.

Attainment Targets – 'Intermediate' Unit Mapping

Listening
Speaking
Reading
Writing
Grammar

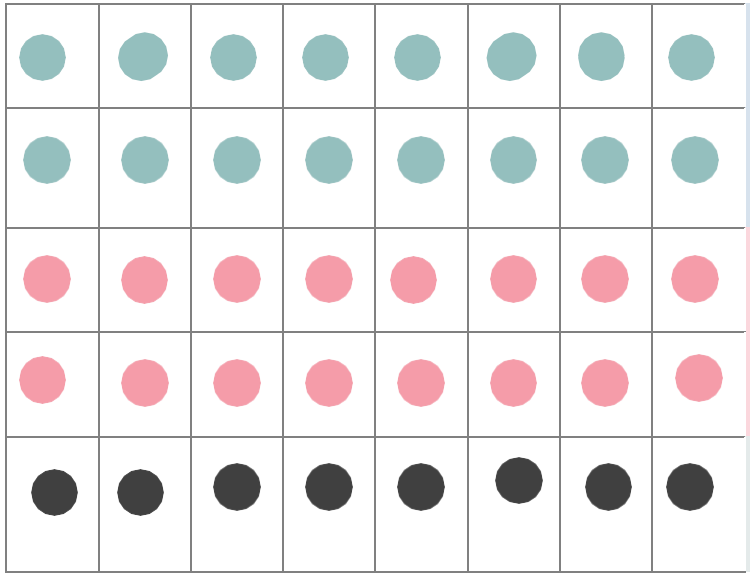
PoS Attainment		Presenting Myself	My Family	The Tudors	At the Café/Tea Room/Restaurant	In Class	Do You Have A Pet?	Goldilocks & The 3 Bears	What Is The Date?	The Weather	Clothes	The Olympics	The Romans	Habitats	My Home
1	Listen attentively to spoken language and show understanding by joining in and responding.	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	●	●	●	●	●	●	●	●	●	●	●	●	●	●
3	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	●	●		●	●	●		●	●	●				●
4	Speak in sentences, using familiar vocabulary, phrases and basic language structures.	●	●	●	●	●	●	●	●	●	●	●	●	●	●
5	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	●	●	●	●	●	●	●	●	●	●	●	●	●	●
6	Present ideas and information orally to a range of audiences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●
7	Read carefully and show understanding of words, phrases and simple writing.	●	●	●	●	●	●	●	●	●	●	●	●	●	●
8	Appreciate stories, songs, poems and rhymes in the language.	●	●	●	●	●	●	●	●	●	●	●	●	●	●

														9	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
														10	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
														11	Describe people, places, things and actions orally and in writing.
														12	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.

Attainment Targets – 'Progressive' Unit Mapping



PoS Attainment		At School	The Weekend	World War II	Healthy Lifestyles	The Planets	Habitats	Vikings	Me in the World
1	Listen attentively to spoken language and show understanding by joining in and responding.	●	●	●	●	●	●	●	●
2	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	●	●		●	●	●	●	
3	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	●	●	●	●	●	●	●	●
4	Speak in sentences, using familiar vocabulary, phrases and basic language structures.	●	●	●	●	●	●	●	●
5	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	●	●	●	●	●	●	●	●
6	Present ideas and information orally to a range of audiences.	●	●	●	●	●	●	●	●
7	Read carefully and show understanding of words, phrases and simple writing.			●		●	●	●	

	8	Appreciate stories, songs, poems and rhymes in the language.
	9	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
	10	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
	11	Describe people, places, things and actions orally and in writing.
	12	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.

Learning Skills Progression

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