



Stoke Row Church of England Primary School

Curriculum Statement for Modern Foreign Language

Aims of the National Curriculum

Key Stage 2

- 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

Intent:

Our intention is to enable all pupils at Stoke Row Church of England Primary School to:

- develop language strategies, knowledge and skills which prepare them for future language learning
- develop an enthusiastic and positive attitude to other languages and language learning
- become more aware of their own language and enable them to make comparisons with the foreign language, thereby enriching their understanding of both
- increase their cultural understanding by learning about different countries and their people and customs
- develop tolerance and understanding of speakers of other languages and cultures
- make substantial progress in the learning of French
- develop their listening skills so they can understand and respond to spoken language
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say and continually improving the accuracy of their pronunciation and intonation
- develop confidence in writing at varying lengths for different purposes and audiences, using a variety of grammatical structures
- discover and develop an appreciation of a range of writing in French
- gain a sound basis for further language learning at Key Stage 3 and beyond enabling them to have a **Bright Future**.

Implementation:

At Stoke Row Primary School we teach French by using the PlanIt French scheme of work, adapted by teachers to suit the needs of the class. Delivery of the scheme will be by class teachers.

Impact:

The impact of our provision will be seen around the school and local community; from the enjoyment of the children in the lessons and their passion to learn a different language. We strive to ensure that the children will use their love of French to support them in their **Bright Future**.

Lower Key Stage 2				
Cycle A			Cycle B	
Key Learning	National Curriculum Links		Key Learning	National Curriculum Links
Getting to Know You - greetings - introducing yourself - saying how you feel - numbers 0-10 - saying your age - using formal and informal language	- engage in conversations, ask and answer questions - listen attentively to spoken language and show understanding by joining in and responding - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - speak in sentences, using familiar vocabulary, phrases and basic language structures.	Autumn 1	Family and Friends - introducing family members - pets - the alphabet - asking how words are spelt - rooms of the house - using possessive adjectives 'ma/mon/mes' - using 'tu' to ask my partner questions - using 'il/elle'.	- present ideas and information orally to a range of audiences - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these to create new sentences, to express ideas clearly - speak in sentences, using familiar vocabulary, phrases and basic language structures
All About Me - classroom instructions - body parts - action words - colours - clothes - using 'un' and 'une' for masculine and feminine nouns - using 'et' to join words in a list.	- listen attentively to spoken language and show understanding by joining in and responding - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - develop accurate pronunciation and intonation so that others	Autumn 2	Our School - classroom objects - asking where things are - subjects - likes and dislikes - PE verbs and giving/following commands - places around school - school activities	- listen attentively to spoken language and show understanding by joining in and responding - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - speak in sentences, using familiar vocabulary, phrases and basic language structures

	understand when they are reading aloud or using familiar words and phrases • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • understand basic grammar of feminine and masculine nouns.		• using 'Il/Elle est là.' or 'Ils/Elles sont là.' • converting 'le' and 'la' to 'un' and 'une'	• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material • understand basic grammar appropriate to the language being studied
Food Glorious Food • food • asking for food, including 'please' and 'thank you' • likes and dislikes • colours and sizes • using 'le/la/les' to mean 'the' • using adjectives in the correct place in a sentence • spelling adjectives correctly according to number and gender of the nouns	• appreciate stories, songs, poems and rhymes in the language • understand key features and patterns of basic grammar • describe people, places, things and actions orally and in writing • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Spring 1	Time • counting from 11-31 • days • months • birthdays • dates and using a calendar • turning sentences into questions or statements by rearranging vocabulary order • changing questions or answers to talk about past or future tenses	• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • listen attentively to spoken language and show understanding by joining in and responding • read carefully and show understanding of words, phrases and simple writing • speak in sentences, using familiar vocabulary, phrases and basic language structures • present ideas and information orally to a range of audiences • understand basic grammar rules associated with the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English
On the Move • types of transport/ways of travelling; • asking and answering about how you get to school • asking for directions • following directions	• present ideas and information orally to a range of audiences • understand basic grammar appropriate to the language being studied (conjugation of high-frequency verbs)	Spring 2	All Around Town • ask and answer questions about where you live • French towns and cities • places in a town • counting in tens • maths vocabulary (+, -, x, ÷, =)	• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • listen attentively to spoken language and show understanding by joining in and responding

• matching subject pronouns with the correct form of the verb • reading and saying words containing the French spelling 'ch' pronounced /sh/ • substituting vocabulary to vary sentences	• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • describe people, places, things and actions orally and in writing • engage in conversations; ask and answer questions		• counting to 100 • saying your address • features of a town/countryside • using a bilingual dictionary • predicting new language based on patterns	• present ideas and information orally to a range of audiences • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
Where in the World? • countries • continents • animals • identifying whether nouns are masculine or feminine • choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands) • using an English/French dictionary or online translator • using the past tense to say 'J'ai vu...' • using the pronouns 'il/elle' correctly	• speak in sentences, using familiar vocabulary, phrases and basic language structures • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Summer 1	Going Shopping • fruit and vegetables • likes and dislikes • clothes • adjectives of colour • shops and shopping • money – asking how much • numbers to 100 • changing 'le/la/l'/les' (the) to 'du/de la/de l' and des' (some) • using adjectives in the correct place in a sentence • spelling adjectives correctly according to number and gender of the nouns • using the appropriate form of 'at' ('au' or 'à la')	• engage in conversations, ask and answer questions; express opinions and respond to those of others • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English • speak in sentences, using familiar vocabulary, phrases and basic language structures
Holidays and Hobbies • seasons • weather • countries • sports and hobbies • likes and dislikes • using the third person plural of 'être' • choosing the correct preposition ('en' for feminine	• write phrases from memory, and adapt these to create new sentences, to express ideas clearly • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences • speak in sentences, using familiar vocabulary, phrases and basic language structures	Summer 2	What's the Time? • o'clock and half past • daily routine • understanding a television schedule • quarter past and quarter to • the school day – times and subjects • counting in fives • starting a sentence with a time connective	• speak in sentences, using familiar vocabulary, phrases and basic language structures • engage in conversations, ask and answer questions • read carefully and show understanding of words, phrases and simple writing • listen attentively to spoken language and show understanding by joining in and responding

countries, 'au' for masculine countries, 'à' for islands) • using possessive adjectives 'ma/mon/mes'	• present ideas and information orally to a range of audiences • engage in conversations; ask and answer questions; express opinions and respond to those of others		• choosing the correct word ('avant' or 'après') when comparing two subjects	
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Upper Key Stage 2				
Cycle A			Cycle B	
Key Learning	National Curriculum Links		Key Learning	National Curriculum Links
Pleased to Meet You - careers, saying what I will be when I grow up - alphabet pronunciation, spelling in French - names and uses of accents in French - feelings and emotions - using a bilingual dictionary - using the simple future tense - spelling adjectives correctly according to the number and gender of nouns	- present ideas and information orally to a range of audiences - understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English - listen attentively to spoken language and show understanding by joining in and responding - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary - appreciate stories, songs, poems and rhymes in the language - 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	Autumn 1	All About Ourselves - body parts - describing ourselves - action verbs - clothes - feelings and emotions - using the verb 'avoir' - using adjectives in the correct place in a sentence - spelling adjectives correctly according to the number and gender of nouns - asking 'Qu'est-ce que tu fais ?' - using 'à la', 'au' or 'aux' correctly	- listen attentively to spoken language and show understanding by joining in and responding - speak in sentences, using familiar vocabulary, phrases and basic language structures - describe people, places, things and actions orally and in writing - understand basic grammar appropriate to the language being studied - understand basic grammar; key features and patterns of the language; how to apply these
That's Tasty - food and drink - days and time – half past and o'clock	- engage in conversations; ask and answer questions - read carefully and show understanding of words, phrases and simple writing	Autumn 2	Family and Friends - rhyming and singing - animals - houses and furniture	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; understand basic grammar appropriate to the language

• likes and dislikes; • using 'Je voudrais...' • using 'J'aime...' and 'Je n'aime pas...' • spelling adjectives correctly according to the number and gender of nouns • using the correct form of 'some' (du/de/la/de l'/des)	• write phrases from memory, and adapt these to create new sentences, to express ideas clearly • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English		• recognising and using possessive adjectives • knowing the difference between 1st and 3rd person • using a bilingual dictionary • spelling adjectives correctly according to the number and gender of nouns • using co-ordinating conjunctions • recognising and pronouncing phonemes accurately	• speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate songs, stories, poems and rhymes in the language • present ideas and information orally to a range of audiences • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • describe people, places, things and actions orally and in writing; engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
School Life • furniture • pencil case items • school subjects • numbers 0-40 • shapes • using 'il' and 'elle' • comparing two things and saying which I like best	• understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build new sentences; and how these differ from or are similar to English • read carefully and show understanding of words, phrases and simple writing	Spring 1	Time Travelling • counting above 1,000 • reading and understanding dates • saying when you were born • using 'avoir' correctly • matching subject and verb • using past tense – identifying past participle verbs	• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar material; speak in sentences using familiar vocabulary, phrases and basic language structures • understand basic grammar appropriate to the language being studied, how to apply these, for

• using 'Excusez-moi, est-ce que je peux... ?' to ask 'Can I...?' • using 'Où est ?' and 'Où sont ?' to ask where things are	• speak in sentences, using familiar vocabulary, phrases and basic language structures • engage in conversations; ask and answer questions • present ideas and information orally to a range of audiences		• identifying and conjugating auxiliary verbs • changing the past participle to agree with gender and number of the noun	instance, to build sentences; and how these differ from or are similar to English • read carefully and show understanding of words, phrases and simple writing • listen attentively to spoken language and show understanding by joining in and responding
Let's Go Shopping • greetings/basic phrases • shopping items • shops • clothes • colours • numbers 0-500 • money • using positional language • using the correct form of 'à côté de' depending on the gender of the noun • spelling adjectives correctly according to the number and gender of nouns • using adjectives in the correct order	• engage in conversations; ask and answer questions, express opinions and respond to those of others • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build new sentences; and how these differ from or are similar to English • read carefully and show understanding of words, phrases and simple writing	Spring 2	Let's Visit a French Town • saying where you live • places in a town and saying what there is to do • maths and ordinal numbers • my house – rooms and furniture • songs • using the verb 'habiter' and choosing the correct form of the verb to match the subject • using a bilingual dictionary • using prepositional phrases	• understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English • appreciate stories, songs, poems and rhymes in the language • present ideas and information orally to a range of audiences • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • describe people, places, things and actions orally* and in writing • speak in sentences, using familiar vocabulary, phrases and basic language structures • 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

All in a Day • time – o'clock, half past, quarter past, a.m. and p.m., quarter to, 5-minute intervals, 24-hour clock • reading and interpreting airport arrivals and departures boards • numbers 0-50 • days • school subjects – reading and interpreting a timetable • conjugating regular verbs ending in '-ir', '-er' and '-re' • translating simple sentences by conjugating verbs in the present tense	• speak in sentences, using familiar vocabulary, phrases and basic language structures • describe people, places, things and actions orally and in writing • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English • read carefully and show understanding of words, phrases and simple writing	Summer 1	This is France • countries • distances • directions and compass points • what to do in Paris • famous French people • using the correct form of 'de' • using the correct form of 'être' • using the correct form of adjectives	• write phrases from memory, and adapt these to create new sentences to express ideas clearly • engage in conversations; ask and answer questions • broaden their vocabulary and develop their ability to understand new words • describe people, places, things and actions in writing • understand basic grammar rules appropriate to the language being studied
Our Precious Planet • identifying environmental challenges • identifying actions we could take to help the planet • using the correct form of the near future tense to match the subject of the sentence • using 'Je pense que...' and the near future to say what people might do • linking sentences with 'et', 'aussi', 'mais' and 'en plus'	• broaden vocabulary and develop ability to understand new words • speak in sentences, using familiar vocabulary, phrases and basic language structures • listen attentively to spoken language and show understanding by joining in and responding • describe people, places, things and actions orally and in writing • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • present ideas and information orally to a range of audiences	Summer 2	More to Explore • countries • learning vocabulary • pronunciation • culture • reading/writing/speaking/listening skills • using a bilingual dictionary • using nouns, adjectives and adverbs correctly • using high-frequency verbs in French • using different verb forms to refer to past, present and future	• develop accurate pronunciation and intonation so that others can understand • appreciate stories, songs, poems and rhymes • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • listen attentively to spoken language and show understanding by joining in and responding • read carefully and show understanding of words, phrases and simple writing • understand basic grammar appropriate to the language being studied