



Modern Foreign Languages at Moat Hall Primary Academy

Intent

At Moat Hall Primary Academy, we offer a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. It aims to foster children's curiosity and help deepen their understanding of the world. Our curriculum has been chosen to allow opportunity for children to gradually build on their skills. It enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing 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 and greater learner autonomy.

Through our curriculum, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Implementation

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

Our curriculum helps children to build on prior knowledge alongside the introduction of new skills. Our lessons provide structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning.

Impact

At Moat Hall the display materials teachers use will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. Impact can also be measured through key questioning skills built into lessons and child-led assessment.



French overview of topics

2023 – 2024

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|----------------------------------|-----------------------------|--------------------------|---------------------------------------|
| Year 3 | Greetings How are you? What is your name? How old are you? | Greetings How are you? What is your name? How old are you? | My family My fantastic family | Days of the week Colours | Count to 20 Countries | Things I like Nicholas the monster |
| Year 4 | Recap previous learning | Head, shoulders, knees and toes Parts of the body | Let's count up to 31 | Clothes | Months | Genevieve's birthday |
| Year 5 | On Holiday | Eating out | Hobbies | School trip | Seasons | Environment |
| Year 6 | Actions | In France | Family | A weekend with friends | The future | Jobs |



French progression map – whole school

| National curriculum | Year 3 | Year 4 | Year 5 | Year 6 |
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| Listen attentively to spoken language to show understanding by joining in and responding. | Understand some simple words and phrases. | Pick out familiar words and phrases from spoken sentences. | Understand the main points including simple opinions, from a short-spoken passage that contains some unfamiliar language. | Understand the main points and some of the details from a short-spoken passage, including more complex phrases and sentence. |
| | Understand some simple instructions and follow them. | Write responses to spoken language using short phrases and simple sentence. | | |
| | Repeat simple words and phrases. | | | |
| Explore the patterns and sounds of language through songs, rhymes and link the spelling, sound and meaning of words | Write, short simple responses to spoken language using familiar words. | | | |
| | Identify phonemes which are the same as, or different from, English phonemes. | Use knowledge of French phonics to help spell familiar words. | Read and pronounce unfamiliar written words using knowledge of French phonics. | |
| | Identify sounds in songs and rhymes i.e. by clapping when hearing a given sound. | | | |
| | Join in with simple songs and rhymes. | | | |
| Read and pronounce familiar written words accurately using knowledge of French phonics. | | | | |
| Read and pronounce the most common letters and letter strings in French | | | | |
| Engage in conversations; ask and answer questions; express opinions and | Recognise a question. | Ask for simple opinions and give own. | Join in with short continuous conversation, including giving simple opinions. | Join in with longer continuous conversation, including longer sentences |



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| respond to those of others; seek clarification and help | Understand simple questions and respond to them. | Express opinions using simple sentences. | Express opinions using complex sentences. | and more complex reasoning. |
| | Recognise negatives. | | | |
| | Answer questions to give basic information. | | | |
| | Ask and answer simple questions. Request help with understanding | | | |
| Speak in sentences, using familiar vocabulary, phrases and basic language structure | Repeat some simple sentences from memory. | Say several sentences from memory. | Adapt familiar sentences by changing words. | Use familiar words and sentences to construct new sentences. |
| Develop accurate pronunciation and intonation so that others understand | Say simple words and phrases from memory with accurate pronunciation so that others can understand. | Say full sentences from memory with accurate pronunciation so that others can understand. | Use a range of spoken language confidently using accurate pronunciation and intonation. | Read unfamiliar words and phrases aloud with accurate pronunciation so that others can understand. |
| | Read familiar words and phrases aloud with accurate pronunciation so that others can understand. | | | |
| Present ideas and information orally to a range of audiences | Prepare and recite a few familiar sentences to an audience. | Prepare and present a set of simple instructions to a group for them to follow. | Prepare a short talk on a familiar subject and present it clearly and confidently. | Develop a simple sketch or role play and perform it to an audience. |
| Read carefully and show understanding of words, phrases and simple writing | Give a spoken response to a simple written question. | Follow and understand a familiar written text, reading and listening at the same time. | Understand the main points from a short-written text which contains some unfamiliar language. | Understand the main points and some of the detail from a short-written text which contains some unfamiliar language. |
| | Recognise and understand some individual written words and match them to pictures. Understand familiar written phrases and simple sentences and respond to them. | | | |
| | Give a written response to a simple written question. | | | |



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| Appreciate stories, songs, poems and rhymes in the language | Respond appropriately to songs and rhymes. | Recognise familiar words and phrases in a spoken story or poem. | Understand the main points from a spoken story or poem which contains some unfamiliar language. | Understand the main points and some of the detail from a spoken story or poem which contains some unfamiliar language. |
| | Read a simple rhyme or poem in chorus. | Recite a simple finger rhyme or song from memory. | Sing familiar songs clearly and confidently with accurate pronunciation. | Appreciate why certain words have been used in written stories, songs or poems. |
| | | Read a simple rhyme, song or story aloud. | Read aloud a short story containing familiar language clearly and with expression. | |
| | | Show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems. | | |
| Broaden vocabulary and develop ability to understand new words that are introduced, including use of a dictionary | | Use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. | Use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. | Use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. |
| | | Use a bilingual dictionary to find the French translation of English words. | Use a bilingual dictionary to find the French translation of English words. | Use a bilingual dictionary to find the French translation of English words. |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | Write some familiar words from memory. | Write some phrases and simple sentences from memory. | Write several sentences from memory. | Use familiar words and sentence structures to write new sentences. |
| | | Complete a written sentence by adding letters, words and phrases. | Adapt familiar written sentences by changing a few words. | Write a short passage from memory, including longer or more complex sentences. |
| Describe people, places, things and actions orally and in writing | Introduce self, giving name and age using short, simple sentences. | Say a few sentences to describe where they live. | Describe what other people do or like doing. | Construct a short text to describe a place, person or thing using more complex sentences. |
| | | Say a few sentences about hobbies. | Prepare a short talk about a person, place or thing. | |

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| | Use some numbers, colours and simple describing words in spoken sentences. | Say short descriptions of other people. | Write several sentences from memory to describe what other people do, or like doing. | |
| | | Write simple sentences about self, including name and age, from memory. | Write several sentences from memory to describe a place, person or thing. | |
| | | Write simple sentences to describe where they live, from memory. | | |
| | | Write simple sentences about hobbies, from memory. | | |
| | | Write simple sentences about other people, from memory. | | |
| Understand feminine and masculine forms | Pronounce 'le' / 'la' and 'un' / 'une' clearly and accurately. | Identify the gender of a noun from its article in spoken French and written French. | Identify the difference between 'le' / 'la' and 'un' / 'une' in spoken French and when reading. | Use French articles confidently and accurately in speaking and writing. |
| | Write some singular nouns with the correct article | Use the correct article most of the time to match the gender of the noun when speaking and writing. | Recognise and understand the difference between 'mon' / 'ma' / 'mes'. | |
| | | | Use 'le' / 'la' and 'un' / 'une' appropriately when speaking | |
| | | | Recognise the meaning of 'mon' / 'ma' / 'mes' when reading. | |
| | | | Use the correct article to match the gender of the noun when writing. | |
| Understand singular and plural forms | Recognise whether nouns are singular or plural based on the article 'le', 'la', 'les', 'l' when listening and reading. | Use either 'les' or 'des' with plural nouns when speaking. | Recognise from reading that some nouns have irregular plurals. | Write some regular French nouns in the singular and plural form. |



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| Understand adjectives | Recognise some basic French adjectives, | Describe things using simple adjectives. | Recognise that adjectives' endings often change to match the noun they are describing. | Write the correct forms of some simple adjectives with a noun, using an example sentence. |
| Understand pronouns and the conjugation of high-frequency verbs | Talk about themselves using some common verbs in the first-person singular form. | Recognise who is being talked about in a sentence from the pronoun. | Use the third person singular form of the present tense to describe what others are doing. | Recognise the use of 'vous' and 'tu' and how they differ according to context. |
| | | Recognise subject pronouns such as 'je', 'tu', 'il', 'elle'. | Use the second person singular of the present tense to ask questions. | Talk about what they will do in the future using future tense. |
| | | Recognise first, second and third person singular forms of some common verbs in the present tense. | Write the correct form of some common verbs in the third person singular. | Talk about what they have done in the past using past tense. |
| | | Use a model to write sentences in the first person. | Understand the basic meanings of 'on' in French. | Recognise the 'vous', 'ils', 'elles' form of some common verbs in the present tense. |
| | | Write the correct form of some common verbs in the first person present tense eg 'Je suis'. | | Recognise that some verbs are irregular. |
| | | | Identify the future tense in reading. | |
| | | | Recognise the past tense of some common verbs in reading. | |
| | | | Write the correct forms of some irregular verbs in the first and third person singular. | |
| | | | With support, write simple sentence using the past and future tense. | |
| Understand word order and patterns in language | | Recognise that the structure of some French sentences differs from English. | Use learning about the structure of French sentences to build new ones orally using the same model. | Use known rules about building sentences in French to create and write new |



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| | | <p>Use simple sentences where the structure or word order differs from English e.g. negatives and reflexives.</p> <p>Recognise common sentence and word order patterns in French when reading.</p> | <p>In writing, use some simple sentence structures that differ from English.</p> | <p>sentences using different vocabulary.</p> |
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