



Languages

"The limits of my language mean the limits of my world." Ludwig Wittgenstein

Speaking another language is an essential practical skill for pupils growing up as global citizens. At Blewbury, language teaching aims to enable pupils to start to express their ideas and thoughts in another language, and to understand and respond to its speakers. Our language teaching also allows pupils to develop an understanding of the world and their place within it.

The national curriculum (NC) 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.

At Blewbury, French is taught as our main language to all pupils in Key Stage Two. Cultural understanding and knowledge of France as a country and society is layered throughout the curriculum, allowing pupils to develop their understanding of another culture as they learn its language.

EYFS –

There are no NC expectations for MFL in Early Years. However, we recognise that children absorb language from an early age, whilst they are still developing language skills in their mother tongue. As a result, in EYFS, we aim to expose the children to French songs, stories and games – learning to love the language.

Communication and Language ELG: Listening, Attention and Understanding - Children at the expected level of development will make comments about what they have heard and ask questions to clarify their understanding.

Understanding the World ELG: People, Culture and Communities Children at the expected level of development will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Stage 1

There are no NC expectations for MFL in Key Stage 1. As a school we have decided that children will: • learn to say 'hello' and 'goodbye' • learn to introduce themselves by their name • learn to say the names of a range of colours • Locate France and England on a map • Learn that the French flag is called the 'Tricolore' and the names of the colours on the flag • find out how Christmas is celebrated in France • learn to wish a 'Merry Christmas' in French

Skills	Knowledge and Vocabulary	Suggested activities/resources
Year 3		
<p>Listening Listen attentively and enjoy short stories, nursery rhymes, games and songs. Recognise familiar words and short phrases. Begin to link the spelling, sound and meaning of words.</p>	<p>Introduction to France: location in the world, capital and other main cities, flag, landmarks, climate, the francophone world</p> <p>Basic greetings: bonjour, salut, je m'appelle, j'ai ... ans, j'habite a, au revoir</p> <p>Basic classroom commands: Asseyez-vous, Levez vous, Taisez vous, Ecoutez-moi, Regardez-moi, Rangez vos affaires</p>	<p>Classroom Secrets units of work for Year 3</p> <p>Oak Academy C'est Moi! Greetings Twinkl live lesson</p>
<p>Reading Read familiar words and short phrases accurately. Understand the meaning in English of some short words read in French. Use mimes, images and sounds as prompts. Begin to learn to gist read by hunting for key or known words and cognates.</p>	<p>10 basic colours: rouge, bleu, vert, jaune, blanc, noir, marron, violet, rose, orange</p> <p>Numbers 1-10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>Days of the Week – lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>10 common verbs linked with hobbies/sports: danser, jouer, regarder, chanter, cuisine, parler, sauter, manger, boire, écouter</p>	<p>French colours song</p> <p>Days of the week song</p>
<p>Speaking/ Phonics and Pronunciation Communicate with others by way of short sentences, asking and answering simple questions, engaging in role play activities. Respond to and join in with simple rhymes and songs. Explore patterns and sounds of the language and begin to develop accurate pronunciation and intonation.</p>	<p>10 common animals: le lion, le cochon, le mouton, la vache, la souris, l'oiseau, le canard, le cheval, le singe,</p> <p>Use of Je suis + article + animal noun</p>	<p>Oak Academy Qu'est-ce que c'est?</p>

<p>Writing Write words and short phrase/ sentences to describe people, places and things from memory or using a model or Word List for support. E.g. Je peux danser Begin to translate simple nouns and articles from French into English Explore an English/French dictionary and begin to use this tool to explore vocabulary and gender.</p>	<p>Simple adjectives of size: grand (e), petit (e), énorme. Zoo animals in the story Cher Zoo: un lion, un éléphant, un serpent, un chameau, une giraffe, un singe, un chien Simple adjectives to describe zoo animals: féroce, méchant, grand, parfait, lourd</p>	<p>French silent letters and pronunciation</p>
<p>Grammar Use the first-person singular version of high frequency verbs such as J’aime and Je m’appelle. Use the modal verb + infinitive eg. Je peux jouer Begin to use the correct gender for different nouns and develop ways to commit to memory. Start to understand the concept of nouns and articles.</p>	<p>Begin to understand the concept of noun gender – le, la, les/ un, une Understand that the pronunciation of words in French is created by making nasal (danser, chanter) and guttural sounds (trois, vert) Understand that some words have silent letters – chaud, vieux, chat Elision. J’ai. Dropping of the last letter of a word (in this case the ‘e’ in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute ‘h’.</p>	

Year 4

<p>Listening Listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current or previous topics.</p>	<p>Understand numbers to 100 in units of 10: dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatrevingt dix, cent Months of the year: Janvier, février, mars, avril, mai, juin, juillet, août, September, octobre, novembre, décembre</p>	<p>Oak Academy C’est Moi!</p>
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<p>Reading Read aloud short pieces of text and use gist reading skills, cognates, dictionary and prior knowledge to understand what is being read.</p>	<p>Combining days of the week with months of the year to write dates, birthdays eg: mon anniversaire est le premier mars. Ordinal and cardinal numbers: le premier, la deuxième...</p> <p>Know that days of the week and months of the year do not have a capital letter in French.</p>	
<p>Speaking Communicate with others in French with increasing confidence and accuracy. Recall and reuse a larger number of nouns with the appropriate definite, indefinite or partitive articles. Use scaffolds and reference materials to improve range of spoken vocabulary and develop short spoken sentences with accurate pronunciation. Learn to ask and answer questions and incorporate a negative reply where appropriate.</p>	<p>Know how to say nationality: Je suis anglaise/ anglaise</p> <p>Weather words: Il fait beau, il fait mauvais, il pleut, il neige, il y a du soleil, il y a un orage, il fait chaud, il fait froid, il fait du vent</p> <p>Use of il y a & faire in weather phrases.</p>	<p>Oak academy Où habites-tu?</p> <p>Classroom Secrets unit 13 - weather</p>
<p>Writing Write short phrases/ sentences based on learned vocabulary and begin to use conjunctions and the negative form where appropriate. Eg. Je m'appelle ..., J'ai .. ans et j'habite à Cuddington. Translate short sentences from French into English and English into French.</p>	<p>Phrases to identify location: Dans le nord de la France...; dans l'ouest de la France; dans l'est de la France; dans le sud de la France; près de Paris</p> <p>Use of the verb porter eg. Je porte combined with items of clothing: un manteau, un pantalon, une jupe, une robe, un maillot de bain, une veste, une chemise, un short, un pull, une cravate, une écharpe, une casquette, des gants, des bottes, des lunettes, des chaussures.</p> <p>Combining of phrases to create longer sentences to describe: À l'école, je porte un pantalon gris, une chemise blanche et une cravate bleue.</p>	<p>Classroom secrets unit 9 - Clothes</p>

<p>Grammar Develop understanding of gender and which articles to use for meaning. Use simple adjectival agreement when describing nationality, the negative form and possessive adjectives.</p>	<p>Nouns for family members: la mère, le père, le frère, la soeur, la grande-mère, le grand-père, la tante, l'oncle</p> <p>Possessive article: mon, ma, mes</p> <p>Simple adjectival agreement when describing nationality, family and possessive adjectives eg: ma mère s'appelle ... Elle est petite.</p> <p>Conjunctions to improve sentence structure and length: et, mais</p>	<p>Classroom secrets Unit 3 – my family</p> <p>Oak Academy Je m'habille</p>
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Year 5		
<p>Listening Listen for longer periods of time and more frequently, increasing exposure to authentic foreign language material and using prior knowledge and gist listening to aid comprehension.</p>	<p>Numbers 1 -100</p> <p>Tell the time: Il est six heures; il est six heures et quart; il est six heures moins le quart; il est six heures et demie.</p>	<p>Classroom Secrets units of work. Unit 8 – telling the time</p>
<p>Reading Improve decoding of longer unfamiliar texts using key language learning strategies and a dictionary. Understand that adjectives come in different forms and when you describe a person in terms of a profession, adjectival agreement rules will apply and spelling may change. Develop knowledge of the francophone world including celebrations and acknowledge shared core values.</p>	<p>Range of conjunctions: après, aussi, finalement, avant, cependant, parce que, car</p> <p>Appreciate what a fully conjugated verb looks like: Je porte, Tu portes, Il porte, Elle porte, Nous portons, Vous portez, Ils portent, Elles portent.</p> <p>Use of du, de la, de l' and des</p> <p>Verb faire to describe sports: Il fait de l'équitation</p>	<p>Unit 14 – sports and hobbies</p>

Speaking

Build up a larger bank of spoken vocabulary including chunks of appropriate language by developing memory skills and revisiting prior learning.

Create more complex and longer sentences with accurate pronunciation, retention and recall.

Learn to manipulate language and know that it is transferable between topics. Begin to speak in the third person singular: Il/ Elle...

Explore the patterns in regular -er verb conjugation.

Perform simple role play, keeping the conversation going for longer by asking follow-up questions eg. ordering food and drink in a French café, giving directions in town.

Give a variety of positive and negative opinions on a number of topics, extending the sentence with justification using a range of conjunctions.

Begin to use the verb aller + infinitive to express future intention eg. Je vais acheter des pommes au supermarché.

Sports/ Olympic Games: les Jeux Olympiques, l'équitation, le cyclisme, l'escrime, la natation, le plongeon, le tir à l'arc, le triathlon, il est athlète/nageur/rameur/escrimeur, Elle est cavalière/plongeuse/archère/rameuse.

Verbs to express opinion or preference: Je préfère, J'aime, Je n'aime pas, je déteste

Negative form: Dans ma trousse il y a des ciseaux, une gomme, un stylo et une calculatrice mais il n'y a pas de bâton de colle.

Classroom objects: une gomme, une règle, un stylo, un livre, un cahier, une trousse, un taille-crayon, des ciseaux. Qu'est-ce qu'il y a dans ta trousse?

School Subjects: Quelle est ta matière préférée? À l'école je prends les maths et l'anglais; le français, l'anglais, les maths, les sciences, l'informatique, l'histoire, la géographie, la musique, le sport, le dessin

<p>Writing Create full sentences with the aid of word banks. Following clear instructions, write a short text or email, applying knowledge of correct syntax and grammatical accuracy. Write in more detail about themselves and their family, recycling previously learned vocabulary and building on this with more complex phrases. Translate longer passages from French into English with good accuracy. Use a dictionary to confirm gender and plurality of nouns and correct use of possessives.</p> <p>Grammar Use a range of conjunctions to extend sentences. Better understand the use of the negative form in French and how to change a positive statement into a negative one. Begin to develop an understanding of whole verb conjugation, concept of verb stems and endings eg. porter Begin to understand the concept of irregular conjugation.</p>	<p>Adjectives to describe school subjects: utile, inutile, difficile, facile, amusant, ennuyeux</p> <p>Ordering items in a café or shop: Je voudrais, ça coute combien?, Qu'est-ce que vous avez à boire? Je prends...L'addition s'il vous plait Food and Drink: un boisson, un jus d'orange, un caféau lait, un thé, un orangina, un chocolate chaud, un croissant, un pain au chocolate, du pain, du beurre, de la confiture, des biscottes, des céréales, une omelette, un croque-monsieur, des frites, une crêpe à la confiture, un sandwich au fromage</p> <p>Shop/ Building in towns: en ville, la patisserie, la boulangerie, la poste, la librairie, la piscine, l'hotel de ville, la bibliothèque, le supermarché, le restaurant, l'église</p> <p>Giving directions: Allez tout droit et puis prenez la deuxième rue à gauche, en face de la piscine; à droite, tout droit, près de, en face de, à côté de</p>	<p>Oak academy À table!</p> <p>Oak Academy En Ville</p>
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Year 6		
<p>Listening Listen for longer periods of time and more frequently, increasing exposure to authentic foreign language material and using prior knowledge and gist listening to aid comprehension.</p>	<p>Numbers 1 -100 in different contexts (date, age, prices)</p> <p>Use of du, de la, de l' and des</p> <p>Les planètes: Neptune, Uranus, Jupiter, Vénus, Mars, Mercure, Saturne, la Terre, le Soleil, La Lune, au centre de la système solaire</p>	<p>Classroom secrets units of work Unit 8 – dates and times Unit 13 – planets</p>

Reading

Improve decoding of longer unfamiliar texts using key language learning strategies and a dictionary.

Understand that adjectives come in different forms and when you describe a person in terms of a profession, adjectival agreement rules will apply and spelling may change.

Develop knowledge of the francophone world including celebrations and acknowledge shared core values.

Speaking

Build up a larger bank of spoken vocabulary including chunks of appropriate language by developing memory skills and revisiting prior learning.

Create more complex and longer sentences with accurate pronunciation, retention and recall.

Learn to manipulate language and know that it is transferable between topics. Begin to speak in the third person

singular: Il/ Elle...

Explore the patterns in regular -er verb conjugation

Perform simple role play, keeping the conversation

going for longer by asking follow-up questions eg.

ordering food and drink in a French café, giving

directions in town.

Give a variety of positive and negative opinions on a

number of topics, extending the sentence with

justification using a range of conjunctions.

Begin to use the verb aller + infinitive to express future intention.

How to express location, [size and colour](#): assez loin du soleil, assez près du soleil, c'est une planète bleue et verte, Saturne a au moins 18 lunes.

Verbs to express opinion or preference: Je préfère, J'aime, Je n'aime pas, je déteste

Description of where we live: j'habite dans un village/ en ville/ à la campagne, dans les montagnes, au bord de la mer.

Description of rooms in a house: Chez moi, il y a...

Une cuisine, un salon, une salle à manger, une salle de bains, une chambre, un sous-sol, une buanderie, un bureau, un jardin, un garage

Negative opinion/ statement substituting the article with de eg. Chez moi il n'y a pas de sous-sol.

Different countries within the francophone world: for example, Canada, France, Senegal, Haiti. Key differences between Paris and Port-au-Prince.

Key celebrations within those countries: Noël, Pâques, Mardi Gras, le jour de l'an, le 14 juillet, la Fête du Canada, l'Aïd

Range of conjunctions: après, aussi, finalement, avant, cependant, parce que, car

Times connectives: À la prochaine, À plus tard

Use of the verb aller + infinitive to express future intention eg. Je vais utiliser moins de plastique.

Oak academy Je décris un monstre

[French time connectives](#)

Writing

Create full sentences with the aid of word banks.

Following clear instructions, write a short text or email, applying knowledge of correct syntax and grammatical accuracy.

Write in more detail about themselves and their family, recycling previously learned vocabulary and building on this with more complex phrases.

Translate longer passages from French into English with good accuracy.

Use a dictionary to confirm gender and plurality of nouns and correct use of possessives.

Grammar

Use a range of conjunctions to extend sentences.

Better understand the use of the negative form in French and how to change a positive statement into a negative one.

Begin to develop an understanding of whole verb conjugation e.g. Porter. Begin to understand the concept of irregular conjugation.

Linking the countries with a common aim: Qu'est-ce que tu vas faire pour protéger notre planète? Je vais utiliser moins de ...

Local enrichment: University of Oxford [Faculty of Modern Languages](#), Oxford University [Language Centre](#), [Alliance Francaise](#) Oxford, European Day of Languages,

Significant people: Gustave Eiffel, Coco Chanel, Victor Hugo, Emmanuel Macron, Claude Monet, Marie Curie

Impact

- Children will become confident to engage in simple conversations and will have an awareness of the vocabulary and language needed in a variety of situations.
- They will have an understanding of simple French language which will form the basis of future work to be undertaken in Key Stage 3.
- The children will have an awareness of intercultural understanding with respect to languages represented at Blewbury.
- Children will have gained a clear insight into similarities and differences between themselves and those of French speaking children.

