Churchfield Church School

Our Learning in MfL (French)

Churchfield Curriculum Intent:

As a school, we have set our curriculum intent with our children at the centre. Our school curriculum intent is underpinned by the Bath and Wells Multi Academy Trust curriculum intent.

- It is tailored to meet the needs of Churchfield school, its context within a rural seaside setting and its pupils, a large percentage of whom are drawn from an area of high social deprivation.
- It is rooted in the needs of our community, drawing on local culture and heritage. An example of this is celebrating local culturally significant traditions such as Carnival, learning about local heroes such as Frank Foley and participating in the local Highbridge Festival.
- Provides experience of and connections to the world beyond the school in both time and place through a comprehensive programme of external visits and visitors and additional opportunities through the Churchfield Explorers Programme.
- Provides a broad range of creative learning experiences to develop children's moral, spiritual, social, mental, physical and cultural understanding through our PRAISE values and the development of a contextually relevant curriculum.
- Provides opportunities for pupils to understand and develop our Christian values. These are exemplified through our PRAISE values throughout the school and are
- Is ambitious for all pupils and provides additional opportunities to inspire ambition within our pupils, a large percentage of whom do not currently aspire to higher education.
- Recognises, celebrates and welcomes each pupil as a unique individual
- Secures pupils' core skills, knowledge and understanding to at least an age appropriate level and beyond, and is adapted, designed and developed for pupils with additional learning needs or disabilities
- Provides both coverage of the National Curriculum and appropriate progression from EYFS to Y6 and beyond
- Provides enrichment opportunities to broaden and enhance the curriculum experience for pupils through carefully considered Learning Quests and contextually specific learning opportunities to develop 'The Churchfield Child', including experiences and visits as part of our Explorers program
- Is flexible and responds to pupils' feedback, the evaluations of how well pupils learn and make progress, and in pupils' performance in external and internal assessments.

Our MfL curriculum is based on the following principles:

· Each unit and lesson will have clearly defined objectives and aims.

· Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.

· Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.

· Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.

· Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.

· Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

	Year 3	Year 4	Year 5	Year 6
Knowledge and skills in MfL (French)	**Listening** Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	**Listening** 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.	**Listening** 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.	**Listening** 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.	**Speaking** 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.	**Speaking** Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	**Speaking** 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 & Pronunciation Lesson 1'.	**Reading** 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 Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	**Reading** 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'.	**Reading** 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'.	**Writing** 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.	**Writing** 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.	**Writing** 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	**Grammar** Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').	**Grammar** Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite,	**Grammar** Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and

	high frequency verbs. EG: 'I like…' 'I play…' 'I am called…' 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'.	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...'	indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives.	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'.
Key vocabulary	I Am Learning Instruments / Animals Fruits / Vegetables / Ice-Creams I am Able I know How	Presenting Myself My Family My Home / In the classroom At the tea room / Café / Restaurant	Do you have a pet? The Date Clothes	At School The Weekend Me in the World / Vikings

French Progression for early teaching Year 1 2023-2024 – Progress to Year 2 and Year 3 in 2024 – 2026

Term 1 Autumn 1				
	Year 3	**Year 4**	**Year 5**	**Year 6**
MfL Topic	**Phonetics 1 (X) & I am Learning French**	**Phonetics 1-2 (XX) & Fruits**	**Phonetics 1-3 (X) & Seasons**	**Phonetics 1-3 (X) & Presenting Myself**
Curriculum Knowledge and Skills	**Speaking** Say colours and numbers 1-10. Role play on saying how you are and what your name is. **Listening** Listen to model role-plays and infer meaning. Numbers listening exercise. Match colours to written form. **Reading** Match written form of numbers to digits. **Writing** Create name labels.	**Speaking** Name 10 fruits and say "I Iike…" and I don't like…" plus a fruit by end of unit. **Listening** Match sound to picture / word / phrase. Understanding slightly longer text. **Reading** Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5. **Writing** Differentiated tasks in all lessons. Indefinite article with fruits. **Grammar** How to articulate a simple opinion. "I like…" and "I don't like…" plus the fruit in plural form.	**Speaking** Starting with the individual seasons (noun + definite article) and building towards saying a short phrase about the key characteristics of each season by lesson 5. **Listening** Matching each season to a picture, word or phrase. Understanding slightly longer text and starting to learn to decode and gist listen by lesson 5. **Reading** Matching seasons to images / words / phrases. Short and simple reading tasks by lesson 5. **Writing** Differentiated tasks in each lesson. Building towards writing a short phrase about each season by lesson 5. **Grammar** Use of definite articles with the seasons and learning how to say 'in' a particular season.	**Speaking** Perform role play with name, age, where they live and nationality in lesson 5. **Listening** Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3. **Reading** Read role-plays and understand the content. Lesson 5 contains differentiated numbers tasks and ID card. **Writing** Extended written opportunity week 5. Nationalities and adjectival agreement based on gender.

Term 2 Autumn 2				
	Year 3	**Year 4**	**Year 5**	**Year 6**
MfL Topic	**Animals**	**I Am Able**	**Ice-Creams**	**My Family**
Curriculum Knowledge and Skills	**Speaking** Be able to say "I am..." plus an animal in foreign language by end of unit. **Listening** Match sound to animal picture / word / phrase. **Reading** Match word to animal picture / word / phrase in English. **Writing** Differentiated tasks in lesson 5. **Grammar** Introduction of gender via the indefinite article and first person singular of the verb 'to be'.	**Speaking** Say "I am able to.." / "I can…" plus activity by end of unit. **Listening** Match sound to picture / word / phrase. **Reading** Match key verb to picture / word / phrase in English. **Writing** Differentiated tasks in lesson 5. **Grammar** Modal verb followed by infinitive. "I am able to…" / "I can…" plus verb infinitive. First person singular only.	**Speaking** Starting with the individual flavours and building towards a role play in an ice-cream shop / parlour. **Listening** Matching sounds to ice-cream flavours in pictures, words and phrases. Extended listening challenge offered in lesson 4 with extra vocabulary for cones and pots. Reading Match word to ice-cream flavour picture / word. Extended reading opportunities offered in lessons 4 & 5 including cones, pots and number of scoops. **Writing** Differentiated tasks building towards designing their own icecream in lesson 5 using flavours, cones, pots and number of scoops. Short translation tasks (from English into the foreign language) provided in lesson 5. **Grammar** Verb structures - first person singular form of the phrase 'I would like…'	**Speaking** Present orally on your / a family in lesson 5. Activities in lessons 1-5. **Listening** Match sounds to picture / word / phrase. **Reading** Matching sounds to illustrations. **Writing** Lesson 5 contains a written presentation based on a / your family. Extended written opportunity week 5. **Grammar** Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called…'

Term 3 Spring 1				
	Year 3	**Year 4**	**Year 5**	**Year 6**
MfL Topic	**Instruments**	**Vegetables**	**Presenting Myself**	**The Date**
Curriculum Knowledge and Skills	**Speaking** Be able to say "I play..." plus an instrument in foreign language by end of unit. **Reading** Match sound to instrument sound / picture / word / phrase. **Writing** Match word to instrument picture / word / phrase in English. Differentiated tasks in lesson 5. **Grammar** Definite article / quantitative article. First person singular of verb 'to play' (an instrument).	**Speaking** Short role play using "I would like…" and the quantity of vegetable (1kg and 1/2kg only) by end of unit. **Listening** Match sound to picture / word / phrase. Understanding slightly longer text. **Reading** Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5. **Writing** Differentiated tasks every lesson. **Grammar** Plural use of the definite article plus high frequency structure "I would like…" plus first person singular of verb "to have".	**Speaking** Perform role play with name, age, where they live and nationality in lesson 5. **Listening** Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3. **Reading** Read role-plays and understand the content. Lesson 5 contains differentiated numbers tasks and ID card. **Writing** Extended written opportunity week 5. Nationalities and adjectival agreement based on gender.	**Speaking** Say months of the year. Say when your birthday is in target language. Birthday survey in lessons 4-5. **Listening** Months listening exercise in lesson 2. **Reading** Birthday reading exercise in lesson 5. **Writing** Birthday diary task in lesson 5. Extended written opportunity.

Term 4 Spring 2				
	Year 3	**Year 4**	**Year 5**	**Year 6**
MfL Topic	**I am Able**	**Presenting Myself**	**My Family**	**Do You Have a Pet?**
Curriculum Knowledge and Skills	**Speaking** Say "I am able to.." / "I can…" plus activity by end of unit. **Listening** Match sound to picture / word / phrase. **Reading** Match key verb to picture / word / phrase in English. **Writing** Differentiated tasks in lesson 5. **Grammar** Modal verb followed by infinitive. "I am able to…" / "I can…" plus verb infinitive. First person singular only.	**Speaking** Perform role play with name, age, where they live and nationality in lesson 5. **Listening** Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3. **Reading** Read role-plays and understand the content. Lesson 5 contains differentiated numbers tasks and ID card. **Writing** Extended written opportunity week 5. Nationalities and adjectival agreement based on gender.	**Speaking** Present orally on your / a family in lesson 5. Activities in lessons 1-5. **Listening** Match sounds to picture / word / phrase. **Reading** Matching sounds to illustrations. **Writing** Lesson 5 contains a written presentation based on a / your family. Extended written opportunity week 5. **Grammar** Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called…'	**Speaking** Oral class survey / interview on pets in lesson 5. **Listening** Match sound to picture / word / phrase throughout whole unit. **Reading** Match words to picture / sound / phrase. Create pet ID card in lesson 5. **Writing** Various written tasks in lessons 1-5. Tasks in lessons 4 and 5. Create pet ID card in lesson 4. Extended written opportunity week 5. **Grammar** Gender and changing an indefinite article to a definite article. Task in lesson 3.

Term 5 Summer 1				
	Year 3	**Year 4**	**Year 5**	**Year 6**
MfL Topic	**Fruits**	**In the Classroom**	**At the Tea Room**	**My Home**
Curriculum Knowledge and Skills	**Speaking** Name 10 fruits and say "I Iike…" and I don't like…" plus a fruit by end of unit. **Listening** Match sound to picture / word / phrase. Understanding slightly longer text. **Reading** Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5. **Writing** Differentiated tasks in all lessons. Indefinite article with fruits. **Grammar** How to articulate a simple opinion. "I like…" and "I don't like…" plus the fruit in plural form.	**Speaking** 'What I have.. / don't have..' in my pencil case in lesson 5. **Listening** Matching sound to picture / word / phrase in lessons 3-4. **Reading** Match word to picture / sound / phrase. **Writing** 'I have… / I don't have…' tasks in lesson 3. Writing Extended written opportunity week 4. **Grammar** Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have…'	**Speaking** Café role play in lesson 5. Activities in lessons 1-5. **Listening** Match sound to picture / word / phrase. **Reading** Match word to picture / sound / phrase. **Writing** Simple task in lesson 3. Create a menu with prices in lesson 5. **Grammar** 1st person singular 'I would like / have' when ordering food and drink.	**Speaking** Say where you live and name the rooms in your house that you have and do not have. A **Listening** Challenging listening exercises in lessons 4 and 5. **Reading** Differentiated tasks in all lessons. Longer reading texts. Activities in lessons 1-5. **Writing** Longer written email task and authentic reading task week 5. **Grammar** First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".

Term 6 Summer 2				
	Year 3	**Year 4**	**Year 5**	**Year 6**
MfL Topic	**Ice-Creams**	**At the tea Room**	**My Home**	**Clothes**
Curriculum Knowledge and Skills	**Speaking** Starting with the individual flavours and building towards a role play in an ice-cream shop / parlour. **Listening** Matching sounds to ice-cream flavours in pictures, words and phrases. Extended listening challenge offered in lesson 4 with extra vocabulary for cones and pots. Reading Match word to ice-cream flavour picture / word. Extended reading opportunities offered in lessons 4 & 5 including cones, pots and number of scoops. **Writing** Differentiated tasks building towards designing their own icecream in lesson 5 using flavours, cones, pots and number of scoops. Short translation tasks (from English into the foreign language) provided in lesson 5. **Grammar** Verb structures - first person singular form of the phrase 'I would like…'	**Speaking** Café role play in lesson 5. Activities in lessons 1-5. **Listening** Match sound to picture / word / phrase. **Reading** Match word to picture / sound / phrase. **Writing** Simple task in lesson 3. Create a menu with prices in lesson 5. **Grammar** 1st person singular 'I would like / have' when ordering food and drink.	**Speaking** Say where you live and name the rooms in your house that you have and do not have. A **Listening** Challenging listening exercises in lessons 4 and 5. **Reading** Differentiated tasks in all lessons. Longer reading texts. Activities in lessons 1-5. **Writing** Longer written email task and authentic reading task week 5. **Grammar** First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".	**Speaking** Describe what you wear in terms of colour and in lesson 5 saying what you are packing in a suitcase to go on holiday. **Listening** Extended listening exercises in lessons 4 and 5. **Reading** Extended reading exercises in lessons 4 and 5. **Writing** Translation tasks in lesson 4 and extended writing opportunities in lesson 5. Indefinite and partitive articles. **Grammar** The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.

Impact of our MfL (French) Curriculum

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the long-term planning documents provided in the form of Language Angels unit planners to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. Short-term planning is also provided in the form of unit overviews (covering the learning targets for each 6-week unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.