



# Subject Area: French Modern Foreign Language



At Commonswood School, we promote and celebrate the plethora of languages spoken by our pupils.

Children have opportunities to use simple greetings and phrases in French language. These opportunities opens discussion about the languages that our children are able to speak, translate, read or write in.

Commonswood School’s chosen language is French and this is taught in Key Stage 2. It is taught in weekly 30 minute sessions with a primary focus on speaking and listening. Children are taught French phrases and vocabulary as well as the grammar and pronunciation that underpins the language. They are also able to extend their cultural understanding by finding out about French culture and daily life.

In Key Stage 1, children are taught a range of phrases, songs and rhymes to prepare them for when they begin to learn French in Key Stage 2.

Knowledge/skills progression	Year 3	Year 4	Year 5	Year 6
National curriculum	Listen & engage. Ask & answer questions. Speak in sentences using familiar vocabulary. Develop appropriate pronunciation. Show understanding of words & phrases. Appreciate stories, songs, poems & rhymes. Broaden vocabulary.	Listen & engage. Ask & answer questions. Speak in sentences using familiar vocabulary. Develop appropriate pronunciation. Show understanding of words & phrases. Appreciate stories, songs, poems & rhymes. Broaden vocabulary.	Listen & engage. Engage in conversations, expressing opinions. Speak in simple language & be understood. Develop appropriate pronunciation. Present ideas & information orally. Show understanding in simple reading. Adapt known language to create new ideas. Describe people, places & things. Understand basic grammar, e.g. gender.	Listen & engage. Engage in conversations, expressing opinions. Speak in simple language & be understood. Develop appropriate pronunciation. Present ideas & information orally. Show understanding in simple reading. Adapt known language to create new ideas. Describe people, places & things. Understand basic grammar, e.g. gender.

Knowledge/skills progression	Year 3	Year 4	Year 5	Year 6
Oracy	<p><b>Listen and respond to simple rhymes, stories and songs</b></p> <ul style="list-style-type: none"> <li>• identify rhyming words</li> <li>• perform finger rhymes and sing songs • join in with storytelling.</li> </ul> <p><b>Recognise and respond to sound patterns and words</b></p> <ul style="list-style-type: none"> <li>• listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently.</li> </ul> <p><b>Perform simple communicative tasks using single words, phrases and short sentences</b></p> <ul style="list-style-type: none"> <li>• recall, retain and use vocabulary • ask and answer questions.</li> </ul> <p><b>Listen attentively and understand instructions, everyday classroom language and praise words</b></p> <ul style="list-style-type: none"> <li>• repeat words and phrases modelled by the teacher</li> <li>• remember a sequence of spoken words</li> <li>• use physical response, mime and gesture to convey meaning and show understanding</li> </ul>	<p><b>Memorise and present a short spoken text</b></p> <ul style="list-style-type: none"> <li>• learn finger rhymes, poems or a non-fiction text</li> <li>• learn and say several sentences on a topic.</li> </ul> <p><b>Listen for specific words and phrases</b></p> <ul style="list-style-type: none"> <li>• listen with care</li> <li>• use physical response to show recognition and understanding of specific words and phrases.</li> </ul> <p><b>Listen for sounds, rhyme and rhythm</b></p> <ul style="list-style-type: none"> <li>• identify specific sounds e.g. rhymes, letters, phonemes, words</li> <li>• compare different sounds.</li> </ul> <p><b>Ask and answer questions on several topics</b></p> <ul style="list-style-type: none"> <li>• practise asking and answering questions with a partner</li> <li>• devise and perform simple role-plays.</li> </ul>	<p><b>Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</b></p> <ul style="list-style-type: none"> <li>• focus on correct pronunciation and intonation</li> <li>• ask and answer questions • use tone of voice and gesture to help to convey meaning.</li> </ul> <p><b>Understand and express simple opinions</b></p> <ul style="list-style-type: none"> <li>• agree and disagree with statements</li> <li>• understand and express like and dislikes.</li> </ul> <p><b>Listen attentively and understand more complex phrases and sentences</b></p> <ul style="list-style-type: none"> <li>• understand the main points from speech which includes unfamiliar language.</li> </ul> <p><b>Prepare a short presentation on a familiar topic</b></p> <ul style="list-style-type: none"> <li>• remember, retain and recall words, phrases and sentences</li> <li>• memorise and present a set of instructions.</li> </ul>	<p><b>Understand the main points and simple opinions in a spoken story, song or passage</b></p> <ul style="list-style-type: none"> <li>• listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage.</li> </ul> <p><b>Perform to an audience</b></p> <ul style="list-style-type: none"> <li>• recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class.</li> </ul> <p><b>Understand longer and more complex phrases or sentences</b></p> <ul style="list-style-type: none"> <li>• re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences</li> <li>• understand and express reasons</li> <li>• understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.</li> </ul> <p><b>Use spoken language confidently to initiate and sustain conversations and to tell stories</b></p> <ul style="list-style-type: none"> <li>• participate in simple conversations on familiar topics</li> </ul>

Knowledge/skills progression	Year 3	Year 4	Year 5	Year 6
Literacy	<p><b>Recognise some familiar words in written form</b></p> <ul style="list-style-type: none"> <li>• understand words displayed in the classroom</li> <li>• identify and read simple words</li> <li>• read and understand simple messages.</li> </ul> <p><b>Make links between some phonemes, rhymes and spellings, and read aloud familiar words</b></p> <ul style="list-style-type: none"> <li>• pronounce accurately the most commonly used characters, letters and letter strings</li> <li>• read aloud a familiar sentence, rhyme or poem.</li> </ul> <p><b>Experiment with the writing of simple words</b></p> <ul style="list-style-type: none"> <li>• write simple, familiar words using a model</li> <li>• write some single words from memory.</li> </ul>	<p><b>Read and understand a range of familiar written phrases</b></p> <ul style="list-style-type: none"> <li>• match phrases and short sentences to pictures or themes</li> <li>• identify non-fiction texts by their style and layout</li> </ul> <p><b>Follow a short familiar text, listening and reading at the same time</b></p> <ul style="list-style-type: none"> <li>• make links between spoken and written words</li> <li>• identify common spelling patterns in letter strings.</li> </ul> <p><b>Read some familiar words and phrases aloud and pronounce them accurately</b></p> <ul style="list-style-type: none"> <li>• read aloud words which they use on a regular basis, e.g. numbers, days, weather</li> <li>• pronounce letter strings, words and phrases accurately with good pronunciation.</li> </ul> <p><b>Write simple words and phrases using a model and some words from memory</b></p>	<p><b>Re-read frequently a variety of short texts</b></p> <ul style="list-style-type: none"> <li>• read fiction and non-fiction texts, e.g. extracts from stories</li> </ul> <p><b>Make simple sentences and short texts</b></p> <ul style="list-style-type: none"> <li>• understand that the order of words in a sentence influences the meaning</li> <li>• make a sentence using appropriate word choices from a 'sentence builder'</li> </ul> <p><b>Write words, phrases and short sentences, using a reference</b></p> <ul style="list-style-type: none"> <li>• choose words, phrases and sentences and write them into a gapped text or as picture captions</li> <li>• use a bilingual dictionary to check the spelling of familiar words</li> </ul>	<p><b>Read and understand the main points and some detail from a short written passage</b></p> <ul style="list-style-type: none"> <li>• read and respond to eg an extract from a story or song</li> <li>• give true or false responses to statements about a written passage</li> <li>• read descriptions of people and identify who they are.</li> </ul> <p><b>Identify different text types and read short, authentic texts for enjoyment or information</b></p> <ul style="list-style-type: none"> <li>• read and understand the gist of a familiar story or simple magazine article.</li> </ul> <p><b>Match sound to sentences and paragraphs</b></p> <ul style="list-style-type: none"> <li>• use punctuation to make a sentence make sense</li> <li>• listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards.</li> </ul> <p><b>Write sentences on a range of topics using a model</b></p> <ul style="list-style-type: none"> <li>• apply most words correctly</li> <li>• construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description</li> </ul>

Knowledge/skills progression	Year 3	Year 4	Year 5	Year 6
Intercultural understanding	<p><b>Learn about the different languages spoken by children in the school</b></p> <ul style="list-style-type: none"> <li>• increase awareness of linguistic and cultural diversity.</li> </ul> <p><b>Locate country/countries where the language is spoken</b></p> <ul style="list-style-type: none"> <li>• identify some of the countries where the language is spoken. <b>Identify social conventions at home and in other cultures</b></li> <li>• know some facts about one country, e.g. climate, main towns, famous landmarks, produce.</li> </ul>	<p><b>Learn about festivals and celebrations in different cultures</b></p> <ul style="list-style-type: none"> <li>• learn how children of different cultures celebrate special days</li> <li>• identify similarities and differences</li> <li>• learn simple phrases to celebrate festivals.</li> </ul> <p><b>Know about some aspects of everyday life and compare them to their own</b></p> <ul style="list-style-type: none"> <li>• compare pastimes of children of different cultures and countries.</li> </ul> <p><b>Compare traditional stories</b></p> <ul style="list-style-type: none"> <li>• compare characteristics of simple stories between cultures</li> <li>• look at the writing system of the language.</li> </ul>	<p><b>Look at further aspects of their everyday lives from the perspective of someone from another country</b></p> <ul style="list-style-type: none"> <li>• consider aspects of everyday life of children in their own and different countries</li> <li>• reflect on cultural issues using empathy and imagination to understand other people's experiences.</li> </ul> <p><b>Recognise similarities and differences between places</b></p> <ul style="list-style-type: none"> <li>• identify geographical features of contrasting locality</li> <li>• learn about buildings and places in different countries.</li> </ul> <p><b>To learn about ways of travelling to the country/countries</b></p> <ul style="list-style-type: none"> <li>• revise the location of country/countries where the language is spoken</li> <li>• identify a route from own locality to specified destination.</li> </ul>	<p><b>Compare attitudes towards aspects of everyday life</b></p> <ul style="list-style-type: none"> <li>• recognise similarities and differences in attitudes amongst children in different cultures</li> <li>• learn about role models for children in different cultures.</li> </ul> <p><b>Recognise and understand some of the differences between people</b></p> <ul style="list-style-type: none"> <li>• discuss similarities and differences between the cultures they have learned about</li> <li>• recognise and challenge stereotypes.</li> </ul> <p><b>Present information about an aspect of culture</b></p> <ul style="list-style-type: none"> <li>• perform songs, plays, dances</li> <li>• use ICT to present information</li> </ul>