



The Modern Foreign Language Curriculum at Neroche

At Neroche, the aim of our foreign language curriculum is to nurture children's curiosity and wonder of the world around them in order to build upon their existing knowledge and ensure that they come to see themselves as someone who can gain an understanding of the language and culture of another country. The discipline of being a French linguist at Neroche is developed through our carefully designed curriculum where knowledge is built upon and learning progresses. Through rigorously planned sequences of learning, that build upon knowledge and skills progressively, children at Neroche gain the necessary understanding to apply their skills and knowledge to a range of contexts and make links with previous learning. We want our pupils to have a deep understanding of both spoken and written word.

Pupils at Neroche are taught through a range of approaches using a variety of resources, including songs and stories, so that they build their confidence and understanding over time. Pupils are given the opportunity to communicate for practical purposes within contexts they could apply outside of school.

The aims taken from the National Curriculum that we embody within our MFL Curriculum are 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.



Coverage

Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Saying hello What's your name? How are you? Goodbye	Numbers 0-10 How old are you My body Actions	Colours Clothes What are you wearing? Please may I have...?	Food: preferences Food: What colour is it? I'm hungry The alphabet	Meet my family Pets My home	What is in the classroom? What is in your pencil case? School subjects PE Around the house
Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French towns Features of a town Tens numbers to 100 Numbers to 100	Give address Using bilingual dictionary Transport Describe journey to school	Directions Describe a sequence of movements 'I like to move it' How do I get to...? (ask for and give) Grammar in relation to how people travel	Fruit Vegetables Clothes Where can I buy	Money Greet and respond- shopping The seasons	Weather Weather around the world Holidays Sports Hobbies
Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Share and recap knowledge When I grow up How are you feeling May I present	The body What do I look like How are you feeling- emotions What is the matter	I'm thirsty- drinks Breakfast Sandwiches I like to eat	Pizza Meet the family- describe and link to song Describe different types of homes In my house... describe their homes and what is in them	Using conjunctions At the farm Do you like animals?	Where are they in the classroom? Where are the objects? School subjects Asking questions French History
Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who lives where? I go to school because ... describing why you do something. Where is the library- positions around school Where is my home	Shopping conversations Positional language at the shops Describing clothes Ask questions about the cost	Read and interpret lists Shopping experience role play Compare and order numbers up to 1000 Ordinal numbers	Neighbours Distances Direction- 8 compass points Paris	Famous French people Nationalities Time- O clock, half past, quarter past/to	Time AM/PM Time- 5 minute intervals Time 24 hour times At the airport The school week and timetable

Knowledge and Skills

** Please note: this document sets out the progression of French KS2 National Curriculum objectives and skills. These skills will be taught using a variety of different sources and resources. There will be overlaps and repetition of skills to ensure that they have been established one year to the next.*

Year 3 (POPLAR CLASS):

STRAND	LISTENING AND SPEAKING/ORACY	READING AND WRITING/LITERACY	STORIES, SONGS, POEMS AND RHYMES	GRAMMAR
<p><i>*Note- there will be overlaps and repetition in skills taught to ensure they have been established and to help to retain knowledge.</i></p>	<p>To listen to spoken language and show understanding by joining in and responding by:</p> <ul style="list-style-type: none"> - Repeating modelled words - Listening to and showing an understanding of single words through physical response <p>To engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help by:</p> <ul style="list-style-type: none"> - Recognising a familiar question and respond with a simple, rehearsed response - Asking and answering a simple and familiar question with a response <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures by:</p> <ul style="list-style-type: none"> - Naming objects and actions that may link words with a simple connective - Using familiar vocabulary to say a short sentence using a language scaffold <p>To develop accurate pronunciation and intonation so that others understand when using familiar words or phrases by:</p> <ul style="list-style-type: none"> - Identifying individual sounds in words and pronounce them accurately, when modelled - Start to recognise the sound of some letter strings in familiar words and pronounce correctly when modelled. <p>To present ideas and information orally to a range of audiences by:</p> <ul style="list-style-type: none"> - Naming nouns and present simple statements to a partner - Presenting simple rehearsed statements about themselves, objects and people to a partner <p>To describe people, places, things and actions orally by:</p> <ul style="list-style-type: none"> - Saying simple, familiar words to describe people, places, things and actions using a model 	<p>To read carefully and show understanding of words, phrases and simple writing by:</p> <ul style="list-style-type: none"> - Reading and showing an understanding of familiar single words <p>To broaden vocabulary and develop an ability to understand new words that are introduced into familiar written material, including through the use of a dictionary by:</p> <ul style="list-style-type: none"> - Using different strategies for memorisation of vocabulary - Making links with English or known language to work out the meaning of new words <p>To develop accurate pronunciation and intonation so that others can understand when they are reading aloud familiar words or phrases by:</p> <ul style="list-style-type: none"> - Identifying single sounds in words and pronouncing correctly when modelled - Starting to read and recognise the sound of some letter strings in familiar words and pronounce them correctly when modelled <p>To write phrases from memory and adapt these to create new sentences to express ideas clearly by:</p> <ul style="list-style-type: none"> - Writing single familiar words from memory with understandable accuracy <p>To describe people, places, things and actions in writing by:</p> <ul style="list-style-type: none"> - Copying simple familiar words to describe people, places, things and actions 	<p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words by:</p> <ul style="list-style-type: none"> - Listening and identifying specific words in songs and rhymes and demonstrate understanding <p>To appreciate songs, stories, poems and rhymes in the language by:</p> <ul style="list-style-type: none"> - Joining in with actions to accompany familiar songs, stories and rhymes 	<p>Children can understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ to or are similar to English by:</p> <ul style="list-style-type: none"> - Showing an awareness of word classes- nouns, adjectives, verbs and connectives and be aware of similarities in English - Naming the gender of nouns; name the indefinite and definite articles for both genders and say correctly; say how to make the plural form of nouns - Naming the first and second person singular subject pronouns; using the correct form of and some regular and high frequency verbs in the present tense with first and second person - Naming the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular - Using a simple negative form (ne....pas)

Year 4 (WILLOW CLASS):

STRAND	LISTENING AND SPEAKING/ORACY	READING AND WRITING/LITERACY	STORIES, SONGS, POEMS AND RHYMES	GRAMMAR
<p><i>*Note- there will be overlaps and repetition in skills taught to ensure they have been established and to help to retain knowledge.</i></p>	<p>Children can listen to spoken language and show understanding by joining in and responding by:</p> <ul style="list-style-type: none"> - Repeating modelled short phrases - Listening to and showing an understanding of short phrases through physical response <p>Children can engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help by:</p> <ul style="list-style-type: none"> - Expressing a simple opinion to include like and dislikes - Ask and answer at least two simple and familiar questions with a response <p>Children can speak in sentences, using familiar vocabulary, phrases and basic language structures by:</p> <ul style="list-style-type: none"> - Speaking about every day interests and every day activities - Referring to recent experiences or future plans <p>Children can develop accurate pronunciation and intonation so that others understand when they are using familiar words or phrases by:</p> <ul style="list-style-type: none"> - Adapting intonation to ask questions or to give instructions - Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly <p>Children can describe people, places, things and actions orally by:</p> <ul style="list-style-type: none"> - Saying simple phrases that may contain an adjective to describe people, places things and actions using a language scaffold - Say one or two short sentences that may contain an adjective 	<p>Children can read carefully and show understanding of words, phrases and simple writing by:</p> <ul style="list-style-type: none"> - Reading and showing an understanding of simple phrases and sentences containing familiar words <p>Children can broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary by:</p> <ul style="list-style-type: none"> - Using context to predict the meaning of new words - Beginning to use bilingual dictionaries to find the meaning of words in French and English <p>Children can develop accurate pronunciation and intonation so that others can understand when they are reading aloud familiar words or phrases by:</p> <ul style="list-style-type: none"> - Adapting intonation to ask questions - Showing an awareness of accents, elisions and silent letters and begin to pronounce words accordingly. <p>Children write phrases from memory and adapt these to create new sentences to express ideas clearly by:</p> <ul style="list-style-type: none"> - Writing familiar short phrases from memory with understandable accuracy - Replacing familiar vocabulary in short phrases written from memory to create new short phrases <p>Children can describe people, places, things and actions in their writing by:</p> <ul style="list-style-type: none"> - Writing a simple phrase that may contain an adjective to describe - Write one or two simple sentences that may contain an adjective to describe 	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words by:</p> <ul style="list-style-type: none"> - Listening and identifying specific phrases in songs and rhymes and demonstrate understanding <p>To appreciate songs, stories, poems and rhymes in the language by:</p> <ul style="list-style-type: none"> - Joining in with words of a song or storytelling 	<p>Children can understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ to or are similar to English by:</p> <ul style="list-style-type: none"> - Recognising and using partitive articles - Showing an awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use - Recognise and use the first person possessive adjectives (mon, ma, mes) - Recognising a high frequency verb in the imperfect tense and in the simple future and use as a set phrase - Conjugating a high frequency verb (aller-to go) in the present tense; show awareness of subject-verb agreement - Using simple prepositions in their sentences - Using the third person singular and plural of the verb 'etre' in the present tense

Year 5 (PINE CLASS):

STRAND	LISTENING AND SPEAKING/ORACY	READING AND WRITING/LITERACY	STORIES, SONGS, POEMS AND RHYMES	GRAMMAR
<p><i>*Note- there will be overlaps and repetition in skills taught to ensure they have been established and to help to retain knowledge.</i></p>	<p>Children can listen to spoken language and show understanding by joining in and responding by:</p> <ul style="list-style-type: none"> - Listening and showing an understanding of simple sentences containing familiar words through physical response - Listening to and understanding the main points from short, spoken material <p>Children can engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help by:</p> <ul style="list-style-type: none"> - Engaging in a short conversation using a range of similar, familiar questions - Asking and answering more complex questions with a scaffold of responses - Expressing a wider range of opinions and begin to provide simple justifications <p>Children can speak in sentences, using familiar vocabulary, phrases and basic language structures by:</p> <ul style="list-style-type: none"> - Saying longer sentences using familiar language Using familiar vocabulary to say several longer sentences using a language scaffold - Referring to every day interests and activities, recent experiences and future plans <p>Children can develop accurate pronunciation and intonation so that others understand when they are using familiar words or phrases by:</p> <ul style="list-style-type: none"> - Pronouncing familiar words accurately using knowledge of letter strings, observing silent letter rules - Appreciating the impact of accents and elisions <p>Children can present ideas and information orally</p> <ul style="list-style-type: none"> - Manipulating familiar language to present ideas and information in simple sentences - Presenting a range of ideas and information, with prompts, to a small group of people <p>Children can describe people, places, things and actions orally by:</p> <ul style="list-style-type: none"> - Saying several simple sentences containing adjectives using a language scaffold - Manipulating familiar language to describe, using a dictionary 	<p>Children can read carefully and show understanding of words, phrases and simple writing by:</p> <ul style="list-style-type: none"> - Reading and showing an understanding of simple sentences showing some familiar and unfamiliar words - Reading and understanding the main points from short, written material <p>Children can broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary by:</p> <ul style="list-style-type: none"> - Using a range of strategies to determine the meaning of a new word - Using a bilingual dictionary to identify word classes <p>Children can develop accurate pronunciation and intonation so that others can understand when they are reading aloud familiar words or phrases by:</p> <ul style="list-style-type: none"> - Reading and pronouncing familiar words accurately using knowledge of letter strings to support, observing silent letters - Appreciate the impact of accents and elisions on sound and apply increasingly confidentially <p>Children write phrases from memory and adapt these to create new sentences to express ideas clearly by:</p> <ul style="list-style-type: none"> - Writing a simple sentence from memory using familiar language - Writing several sentences from memory with familiar language with understandable accuracy <p>Children can describe people, places, things and actions in their writing by:</p> <ul style="list-style-type: none"> - Writing several simple sentences containing adjectives to describe, using a language scaffold - Manipulating familiar language to describe, using a dictionary 	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words by:</p> <ul style="list-style-type: none"> - Listening to and identifying rhyming words and specific sounds in songs and rhymes - Following the text of familiar songs and rhymes, identifying the meaning of words <p>To appreciate songs, stories, poems and rhymes in the language by:</p> <ul style="list-style-type: none"> - Following the text of a familiar song or story - Following the text of a familiar song or story and sing or read aloud 	<p>Children can understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ to or are similar to English by:</p> <ul style="list-style-type: none"> - Identifying word classes - Demonstrating an understanding of gender and number of nouns and use appropriate determiners - Explaining and applying the rules of position and agreement of adjectives with increasing accuracy and confidence - Naming and using a range of conjunctions to create compound sentences - Demonstrating the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement - Explaining and use elision- state the similarities and differences with English - Recognising and using the simple future tense of high frequency verbs - Recognising and using the immediate future tense of familiar verbs in the first, second and third person singular and explain how it is formed - Recognising and using the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses) - Using the third person plural of a few high frequency verbs in the present tense - Recognising and using a high frequency verb in the perfect tense and compare to English -

Year 6 (OAK CLASS):

STRAND	LISTENING AND SPEAKING/ORACY	READING AND WRITING/LITERACY	STORIES, SONGS, POEMS AND RHYMES	GRAMMAR
<p><i>*Note- there will be overlaps and repetition in skills taught to ensure they have been established and to help to retain knowledge.</i></p>	<p>Children can listen to spoken language and show understanding by joining in and responding by: - Listening to and understanding the main points and some detail from short, spoken material</p> <p>Children can engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help by: - Conversing briefly, without prompts</p> <p>Children can speak in sentences, using familiar vocabulary, phrases and basic language structures by: - Varying language and produce extended response</p> <p>Children can develop accurate pronunciation and intonation so that others understand when they are using familiar words or phrases by: - Starting to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules - Adapting intonation e.g. to mark exclamation marks and question marks</p> <p>Children can present ideas and information orally - Presenting a range of ideas and information, without prompts to a partner or small group of people</p> <p>Children can describe people, places, things and actions orally by: - Using a wider range of descriptive language</p>	<p>Children can read carefully and show understanding of words, phrases and simple writing by: - Reading and understanding the main points and some detail from short, written material</p> <p>Children can broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary by: - Using a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and English</p> <p>Children can develop accurate pronunciation and intonation so that others can understand when they are reading aloud familiar words or phrases by: - Starting to predict the pronunciation of unfamiliar words in a sentence - Adapting intonation for example to mark exclamation marks and question marks in a short passage</p> <p>Children write phrases from memory and adapt these to create new sentences to express ideas clearly by: - Replacing vocabulary in sentences written from memory to create new sentences with understandable accuracy</p> <p>Children can describe people, places, things and actions in their writing by: - Using a wider range of descriptive language</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words by: - Reading the text of familiar songs and rhymes and identify patterns of language and link sound to spelling</p> <p>To appreciate songs, stories, poems and rhymes in the language by: - Understanding the gist of an unfamiliar story or song using familiar language or sing or read aloud</p>	<p>Children can understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ to or are similar to English by:</p> <ul style="list-style-type: none"> - Using some adverbs - Recognising and using a range of prepositions - Naming all subject pronouns and use to conjugate a high frequency verb in present tense - Following a pattern to conjugate a regular verb in the present tense - Choosing the correct tense of a verb depending on the context