



Curriculum Overview for MFL (French) ~ May 2020

Intent

The intent of the MFL French curriculum at Birkwood Primary School is to ensure the progressive development of Listening, Speaking, Reading and Writing skills in French in an enjoyable and stimulating way. We aim to embed these skills to enable the children to use and apply their language learning in a variety of contexts and to lay the foundations for future language learning. We provide an introduction to the culture of France (and other Francophone countries and communities) so that children develop a tolerance and respect of different people and places, whilst fostering their curiosity and understanding of the wider world. Discrete French lessons, with a French speaking teacher, means children are exposed to authentic, conversational French and they are also provided with further opportunities to listen to native French speakers.

Implementation

	Oral – Listening and Speaking	Literacy – Reading and Writing	Grammar LKS2/ UKS2	Intercultural understanding
Year 6 IMPLEMENTATION	In Year 6, children will listen to and understand the main points, and some detail, from short, spoken material in French. They will learn to express a wider range of opinions, giving justifications and will be encouraged to converse briefly without prompting. They will refer to events and experiences in the future and past tense and begin to use more varied, independent language and extended responses. They will manipulate language to present a range of ideas, information and descriptive language without prompts, to a small group. They will continue to apply their knowledge of letter string sounds, silent letters, accents and elisions to predict the pronunciation of unfamiliar words. They will confidently adapt intonation, and use subject-verb inversion to change questions to exclamations and vice-versa.	In Year 6, children will read and understand the main points and some detail, from short, written material. They will become increasingly confident in their use of bilingual dictionaries and will use them not only to find translations, but also to identify word classes and select the correct words based on this. Once children are proficient in their use of bilingual dictionaries, they will use online dictionaries, with consideration to the pitfalls and extra checks that they will need to make (word classes). Children will start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules and will confidently use intonation when reading aloud. They will be able to write several sentences from memory and will manipulate vocabulary in sentences to create new, more descriptive language independently and creatively.	In Years 5 and 6 children will: <ul style="list-style-type: none"> • identify word classes; • demonstrate understanding of gender and number of nouns and use appropriate determiners; • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; • name and use a range of conjunctions to create compound sentences; • use some adverbs • demonstrate use of first, second and third singular pronouns with some regular and high frequency verbs in the present tense and apply subject-verb agreement; • explain and use elision, stating differences and similarities with English • recognise and use the simple future tense of a high frequency verb and compare with English • recognise and use the immediate future tense of familiar verbs in the first, second and third person singular, explaining how it's formed; • recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); 	In Year 6, children will recognise similarities and differences in attitudes amongst children from different places and will learn about role models for children in these cultures. They will discuss similarities and differences between the cultures they have learned about and will recognise and challenge stereotypes. Children will present information about an aspect of French or Francophone culture, through performing songs, plays and dances or through ICT.
Year 5 IMPLEMENTATION	In year 5, children will show an understanding of longer sentences containing familiar words through physical response and will listen to and	In year 5, children will read and show understanding of simple sentences containing familiar and some unfamiliar language and will use a range of		In Year 5, children will be encouraged to look at further aspects of their own life from the perspective of someone from another Francophone country.

	<p>understand the main points from short, spoken material in French. They will engage in conversations using a range of simple, familiar questions and modelled / scaffolded responses and will be able to seek clarification and help in French where required. They will refer to events and experiences in the present tense and will manipulate language to present their ideas, using prompts, to a small group. They will continue to apply their knowledge of letter string sounds, silent letters, accents and elisions to pronounce familiar words and will begin to adapt intonation, for example for questions and exclamations.</p>	<p>strategies to determine the meaning of new words (links with English, cognates, etymology, context etc). Children will begin to use bilingual dictionaries to find the translation of individual words in French and English. Children will read and pronounce familiar words accurately using knowledge of letter string sounds and observing silent letter rules and the impact of accents and elisions on sounds. Children will write simple sentences from memory, using familiar language and bilingual dictionaries to produce more independent and creative language, using a range of adjectives and conjunctions to create compound sentences.</p>	<ul style="list-style-type: none"> • recognise and use a range of prepositions; • use the third person plural of a few high frequency verbs in the present tense; • name all subject pronouns and use to conjugate a high frequency verb in the present tense; • recognise and use a high frequency verb in the perfect tense, comparing with English; • follow a pattern to conjugate a regular verb in the present tense; <ul style="list-style-type: none"> • choose the correct tense of a verb (present / perfect / imperfect / future) according to context. 	<p>They will consider aspects of everyday life of children in their own and different countries, reflecting on cultural issues using empathy and imagination. They will research French towns and cities, identifying geographical features and contrasting localities and will research French speaking countries more widely, comparing traditions, buildings and places across the Francophone world.</p>
Year 4 IMPLEMENTATION	<p>In Year 4, children will repeat short modelled phrases and express simple opinions such as likes, dislikes and preferences. They will ask and respond to more than one question, developing conversational fluency and will gain confidence in presenting this to a small group of people. They will be introduced to everyday interests and objects in the context of past experiences and future plans and will use a range of adjectives and connectives to vary their language. They will adapt their intonation to ask questions or give instructions and show an awareness of accents, elisions and silent letters, pronouncing words accordingly.</p>	<p>In Year 4, children will read and show understanding of simple phrases and sentences containing familiar words. Children will develop skills to enable them to predict the meaning of new vocabulary in context and will use word banks with increasing confidence. Children will read aloud in French and will use intonation to ask questions or make an exclamation and will show an awareness of the importance of accents and elisions. Children will write familiar short phrases from memory and will replace familiar vocabulary to create new short phrases more independently. Children will write one or two simple sentences containing adjectives to describe people, places, things and actions, at first with a model before progressing to writing from memory.</p>	<p>In Years 3 and 4 children will:</p> <ul style="list-style-type: none"> • show an awareness of word classes – nouns, adjectives, verbs and conjunctions and be aware of similarities in English; • name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; • recognise and use partitive articles; • name and use the second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the third person singular • use a simple negative form (ne...pas); • show 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); • recognise a high frequency verb in the imperfect tense and in the simple future tense (as a set phrase); • conjugate a high frequency verb (aller – to go) in the present tense, showing awareness of subject-verb agreement; • use simple prepositions in their sentences; • use the third person singular and plural of the verb “être” in the present tense 	<p>In Year 4, children will talk about celebrations of which they have experience and will compare them with similar celebrations in other Francophone cultures. They will learn simple phrases to celebrate these festivals. Children will compare aspects of everyday life at home and abroad, for example school systems and how children in different cultures spend their free time and they will be introduced to playground games that are popular in France. They will consider how they might travel to France or another French speaking country and will plan a route accordingly. They will identify similarities and differences in traditional stories in France and the UK.</p>
Year 3 IMPLEMENTATION	<p>In Year 3, children will repeat modelled words, name nouns and will show understanding by physical response. They will recognise familiar questions and give an appropriate learned response to a partner. They will begin to formulate short sentences to talk about everyday interests and objects and may use adjectives and connectives. They will identify individual sounds in words and pronounce accurately when modelled. They will begin to recognise the sound of some letter strings in familiar words and will pronounce them accurately when modelled.</p>	<p>In Year 3, children will read and show understanding of familiar, single words and will develop strategies for the memorisation of new vocabulary. Children will make links with English to work out the meaning of words. Children will read aloud familiar words and phrases and will be able to identify common sounds and letter strings in French, pronouncing accurately with modelling. Children will copy simple, familiar words to describe people, places things and actions using a model before progressing to writing familiar words from memory. As children develop their language skills, they will be able to write simple phrases containing adjectives.</p>		<p>In Year 3, children will appreciate the diversity of languages spoken at Birkwood Primary School and in the wider community. They will talk about the similarities and differences of social conventions between the UK and France and will be able to share facts about these cultures, e.g. climate, main towns and cities, famous landmarks, food etc. Children will also be able to identify France and Francophone countries on a map / globe. Children will be able to recognise and join in with authentic children’s songs, stories and rhymes that are well known to native French speakers and will be introduced to authentic, native French through video, media and real-time web pages.</p>

Impact

KS2 French

The impact in terms of attainment in French are as follows:

- 71% of all KS2 children achieved the expected standard (Mastered), with 22% working at Greater Depth.
- 77% of all KS2 girls achieved the expected standard (Mastered), with 30% working at Greater Depth.
- 63% of all KS2 boys achieved the expected standard (Mastered), with 12% working at Greater Depth.
- 64% of all KS2 Pupil Premium children achieved the expected standard (Mastered), with 12% working at Greater Depth.
- 30% of all KS2 SEND children achieved the expected standard (Mastered), although 0% were working at Greater Depth.
- 83% of all KS2 EAL children achieved the expected standard (Mastered), with 33% working at Greater Depth.

Summary Outcomes

Overall, KS2 children achieve well in French, with girls and EAL children performing particularly well. 14% more girls achieved the expected standard when compared to boys, and similarly, 18% more girls achieved Greater Depth, therefore increasing the attainment of boys is a priority for 2020-2021. Whilst 64% of Pupil Premium children achieved the expected standard, this is lower than the overall average of 71%, so increasing the attainment of Pupil Premium children (both Mastered and Greater Depth) is also an ongoing priority in 2020-21.

Areas for Action

To ensure the French Curriculum is re-embedded on Madame Brittain's return to school and virtual lessons are successful in terms of progress for all children, particularly the groups already identified above.