



## **LANGUAGES AT ST MARY'S**

"Les limites de ma langue sont les limites de mon monde" (The limits of my language are the limits of my world)

### **Intent**

At St Mary's we are committed to embedding a positive attitude to language learning amongst pupils and staff and developing an awareness and appreciation of cultural similarities and differences. Children are encouraged to communicate in another language for practical purposes as well as to respond to someone speaking the language both in speech and writing.

### **Implementation**

The National Curriculum states that it is compulsory for children in Key Stage 2 to learn a foreign language. Children in Key Stage 1 do not receive formal lessons in French; however, there is an optional lunch time French club for KS1 children.

At St Marys we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils.

The aims of Primary Languages teaching at St Marys are to:

- Foster an interest in language learning by introducing children to other languages in an inclusive way that is accessible to **all** pupils.
- Develop children's confidence in speaking in the target language by encouraging them to join in songs, rhymes stories and games, which enable them to practise the language in an enjoyable and non-threatening way.
- Help children develop their awareness of cultural similarities and differences.
- Lay the foundations for future language study by pupils.
- Support linguistic understanding of the first language.

## **Impact**

### **Speaking and listening**

In developing oracy in the target language, children will learn to:

- Understand longer and more challenging texts on a range of topic areas.
- Engage in longer conversations, expressing opinions and giving reasons for them, as well as asking for clarification when necessary.
- Compose their own sentences in conversation, using knowledge of basic sentence structure.
- Use pronunciation and intonation effectively to accurately express meaning and engage an audience.

### **Reading and writing**

Through reading and writing in the target language, children will learn to:

- Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation through applying understanding of phonemes and spelling.
- Recite a song or poem using the written text for support.
- Read a range of texts independently, using different strategies to make meaning.
- Use vocabulary learnt from reading in different writing contexts and use dictionaries to find a wide range of words.
- Write a range of phrases and sentences from memory and adapt them to write their own sentences on a similar topic.
- Select appropriate adjectives to describe a range of things, people and places; appropriate verbs to describe actions and begin to use adverbs to enhance description.

### **Language structure**

In developing an understanding of the structure of the target language, children will learn to:

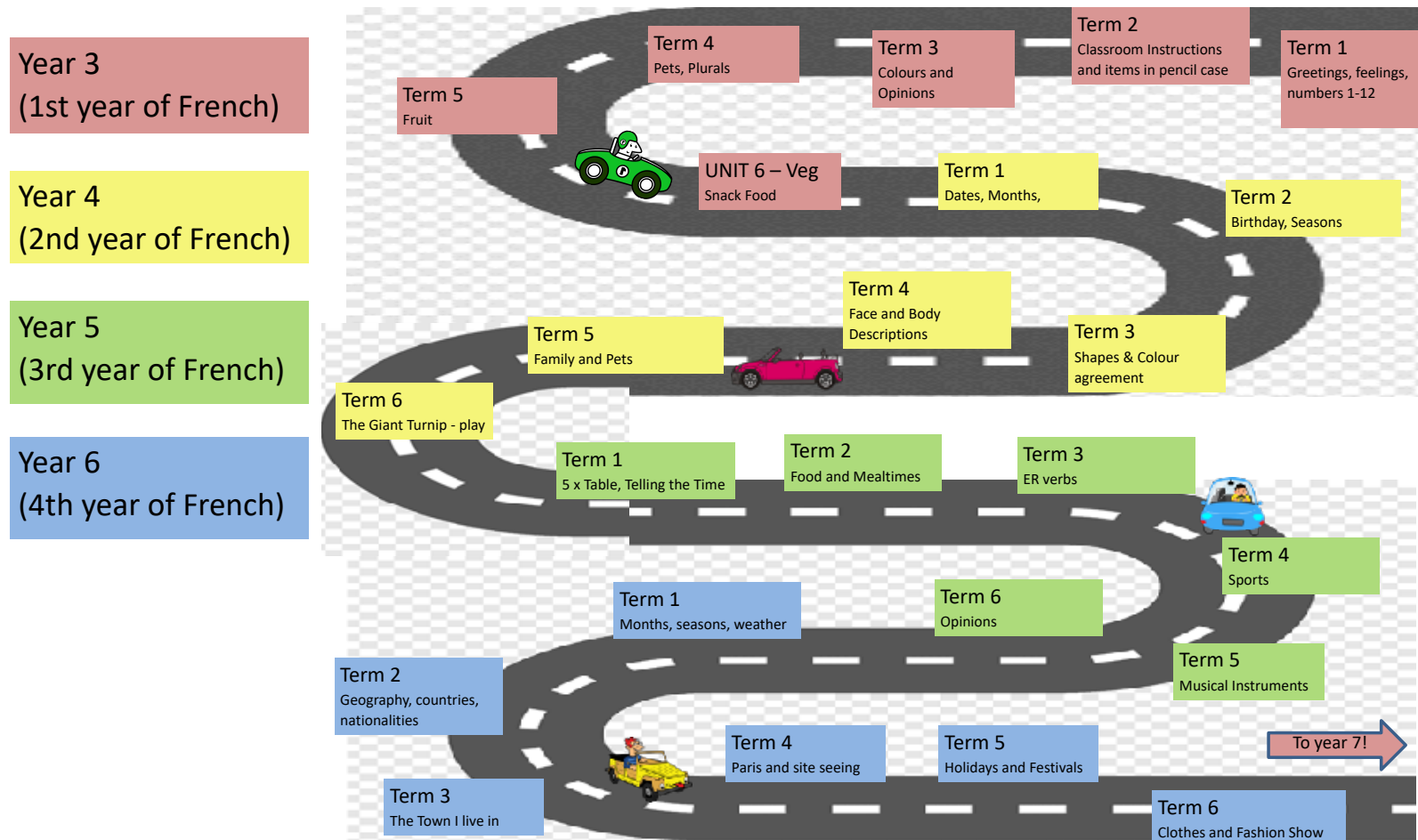
- Conjugate a range of high frequency verbs.
- Make changes to an adjective in accordance with the gender or number of the noun.
- Understand how to use some adverbs in sentences.
- Adapt sentences to form negatives and form questions.
- Have an awareness of similarities and differences in grammar between different languages.

### **Intercultural understanding and social development**

Children will learn to identify similarities and differences in everyday life, social conventions, traditional stories and celebrations with their own, whilst understanding and respecting cultural diversity.

The five fundamental British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are interwoven into the teaching of Primary Languages, in particular how it relates to the intercultural understanding elements of French and Francophone culture and its similarities and differences to life in Britain.

**KS2 FRENCH PROGRESSION MAP**



	Year 3	Year 4	Year 5	Year 6
<b>TOPICS</b>	Greetings and Feelings Numbers Age Pencil case Pets and plurals Fruit and food Days of the Week	Days and Dates Seasons Birthday Shapes Face and Body Self Descriptions Family and Pets	Times table x 5 Telling the Time Food and Mealtimes Sport Music and Instruments	Weather Places in the Town Holidays Countries Compass points and directions languages and nationalities Clothes
<b>Speaking</b>	<p>Say and repeat single words and phrases – eg.</p> <ul style="list-style-type: none"> <li>Greeting someone and asking their name (oui, non, s’il vous plait, merci)</li> <li>Asking and responding about how you are feeling</li> <li>Saying what’s in your pencil case.</li> <li>Asking and responding to questions about pets</li> <li>Describing animals with colours</li> <li>Using the verbs forms - j’ai/je n’ai pas de, c’est + nouns +adjective</li> </ul> <p>GD: Say and repeat whole sentences</p>	<p>Answer simple questions and give basic information – eg.</p> <ul style="list-style-type: none"> <li>birthdays</li> <li>ages</li> <li>dates</li> <li>simple maths</li> <li>descriptions of people</li> <li>family members</li> </ul> <p>GD: Uses sentences to say the above, eg names of their brother, sister, father etc.</p>	<p>Ask and answer simple questions and talk about their interests – eg.</p> <ul style="list-style-type: none"> <li>telling the time</li> <li>meals</li> <li>food</li> <li>sports</li> <li>instruments you play</li> <li>music genre you like</li> <li>why you like things</li> </ul> <p>Expressing opinions and preferences about food and sport</p> <p>GD: Create a range of their own sentences to ask.</p>	<p>Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things:</p> <ul style="list-style-type: none"> <li>My age</li> <li>what the weather is like,</li> <li>why places/events are well-known,</li> <li>main details about particular festivals</li> <li>town</li> <li>what languages they speak</li> <li>clothes</li> </ul> <p>Expressing opinions and preferences</p> <p>Describing people and places</p>

<p><b>Listening</b></p>	<p>Understand a few familiar spoken words and phrases. Joining in and responding to:</p> <ul style="list-style-type: none"> <li>• Teacher instructions</li> <li>• phonics,</li> <li>• Days of the week</li> <li>• Colours, numbers</li> <li>• Story of the Hungry Caterpillar</li> </ul> <p>Apply phonics knowledge to rhymes, tongue twisters. GD: Understand simple whole sentences.</p>	<p>Understand a range of familiar spoken phrases – eg.</p> <ul style="list-style-type: none"> <li>• birthdays</li> <li>• age</li> <li>• dates</li> </ul> <p>Develop phonics knowledge and confidence through songs and rhymes.</p> <p>GD: Understand a range of sentences.</p>	<p>Understand the main points from a short spoken passage made up of familiar words in simple sentences – eg.</p> <ul style="list-style-type: none"> <li>• Likes and dislikes in relation to food and sport</li> <li>• Time</li> </ul> <p>Anticipate with some accuracy the spelling of new words by applying phonics knowledge</p> <p>GD: Understand the main points from a longer spoken passage made up of less familiar language.</p>	<p>Understand a range of spoken opinions heard in sentences and short texts.</p> <p>Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts.</p> <p>GD: Explain different opinions they have of the same topic.</p>
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<p><b>Reading</b></p>	<p>Recognise and read out a few familiar words and phrases from stories, rhymes and simple sentences.</p> <p>Join in confidently with songs</p> <p>Confident use of phonic key sounds to read aloud familiar words within short texts</p> <p>GD: Using the knowledge of the sound of some letter strings, read aloud individual familiar words. Apply knowledge to read aloud unfamiliar words.</p>	<p>Understand and read out familiar written phrases – eg.</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• things to do</li> <li>• months, days, seasons</li> </ul> <p>Join in confidently with songs and rhymes</p> <p>Recognise and read numbers 1-31 out of sequence.</p> <p>Questioning intonation</p> <p>GD: Demonstrate knowledge of liaison and elision when reading aloud.</p>	<p>Read short texts and answer questions to show understanding</p> <p>Film clips on sports and food in France/ Belgium/Switzerland</p> <p>Pronounce sports (including cognates) using correct sounds</p> <p>GD: Read longer sentences and short paragraphs and understand the gist and some detail.</p>	<p>Complete activities with adjectival agreement</p> <p>French film: Kirikou. French poems.</p> <p>Pronounce place names when reading aloud from text or from a map.</p> <p>To read a text using knowledge of phonics. adjectives of reasons to support opinions, using 'parce que' to provide reasons, language for countries, locations, directions</p> <p>Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy</p>
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<p><b>Writing</b></p>	<p>Write simple sentences e.g. J'ai un cheval blanc with reasonable accuracy from short-term memory.</p> <p>Write individual words for snacks on food plates for display from memory.</p> <p>Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Brown Bear story to change colour – animal combinations in sentences with J'ai un/une</p> <p>Include simple connectives 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also).</p> <p>Describe animals with colours</p> <p>Create mini-books</p> <p>GD: Write some words and phrases accurately from memory.</p>	<p>Write short exclamations and questions from memory</p> <p>Write ' My birthday is on the ... of ...' from memory with accurate spelling.</p> <p>Create birthday and Christmas cards, plan and write party invitations including time / date /,</p> <p>making plans for a party – to do list - using ' je vais + verbs', time exercise</p> <p>Revision – colours and numbers</p> <p>Describing pictures/paintings in terms of shapes and their position</p> <p>Describing emotions – happy, sad</p> <p>Describing hair / eyes of self and others</p> <p>GD: Write some words, phrases, and sentences accurately from memory.</p>	<p>Write sentences about what you eat</p> <p>when and what sports you do when, and what instruments you can play.</p> <p>Do these from short-term memory with accurate spelling in lesson time.</p> <p>Write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time.</p> <p>Adapt short text about someone else's sports / freetime to write a short text about own free time.</p> <p>Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory)</p> <p>GD:Write sentences from memory, using familiar vocabulary with a high degree of accuracy.</p>	<p>label maps – using il y a/ il n'y a pas with confidence to write sentences from memory</p> <p>Write a holiday postcard, adapting a model.</p> <p>Write a short text about where you live.</p> <p>Create a conversation about yourself.</p> <p>Express opinions and giving reasons (from memory)</p> <p>Describe places and compare locations (from memory)</p>
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<p><b>Grammar</b></p>	<p>Focus on use of indefinite articles in singular masculine and feminine nouns</p> <p>Form plural nouns</p> <p>learn adjectival positioning and adjectival agreement</p> <p>Use J'ai, je n'ai pas de, c'est, ce sont</p> <p>Use simple connectives "et" and "mais"</p>	<p>Focus on active use of indefinite and definite articles in singular/plural</p> <p>Use of plural nouns</p> <p>Use adjectives (agreement and position) with more confidence</p> <p>Create greater variety of sentences using key very forms.</p> <p>Il y a / il n'y a pas de / c'est / ce n'est pas</p> <p>Use future tense (je vais+infinitive verb), infinitives</p>	<p>Focus on active use of definite articles with verbs of like / dislike.</p> <p>Know when to omit the definite article when talking about what you eat and drink.</p> <p>Know how to use the definite article with the verbs jouer au/ à la and faire du/de la</p> <p>Agree adjectives in reasons after parce que c'est/ce sont, remembering to match number and gender.</p> <p>Use all persons MANGER/BOIRE Use 1st/2nd person PRENDRE (le petit déjeuner) Use all persons FAIRE / JOUER Use j'aime + manger/ boire/ jouer/ faire</p> <p>Use days of the week (les lundis, etc..)</p>	<p>Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).</p> <p>Some irregular plurals learnt.</p> <p>Agree adjectives in reasons after parce que c'est / ce sont, remembering to match number and gender.</p> <p>Use 'il y a'</p> <p>Use the verbs être and aller</p>
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<p><b>Culture</b> Develop awareness and understanding of French culture through the exploration of different celebrations</p>	<p>Christmas - Noël Easter - Pâques Bastille Day - le 14 Juillet</p>	<ul style="list-style-type: none"> <li>- Epiphany - La galette des rois</li> <li>- Mother's Day - La fête des Mères</li> </ul>	<ul style="list-style-type: none"> <li>- Candlemass and Shrove Tuesday</li> <li>- Chandeleur et Mardi Gras</li> <li>- Le Tour de France</li> </ul>	<ul style="list-style-type: none"> <li>- Paris and its famous monuments (<b>Paris</b>)</li> <li>- Explore Ben Heine artwork</li> <li>- France and its rivers, cities, borders, seas, mountains... (<b>Géographie</b>)</li> <li>- Black History month (<b>Josephine Baker</b>)</li> </ul>
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