

Modern Foreign Languages Intent

Modern Foreign Languages at Beaminster St Mary's

At St Mary's, we provide a high-quality modern foreign languages curriculum. We teach our children French to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of French-speaking countries and the foundational knowledge to support confident communication in French.

Essential Knowledge We teach three core strands of essential knowledge:

1. Phonics – the key components of the sound-writing relationship
2. Vocabulary – a set of the most frequently used words
3. Grammar – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)

Our French curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works, including etymology
- Explore similarities and differences between French, any heritage languages our children have, and English

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:

- can name and locate on a map, countries where French is spoken
- know the key geographical and landmark features of France, including continent, surrounding seas and oceans, main mountains and rivers, capital city
- know the name and some detail about significant people, at least one festival or tradition from France and some traditional French foods

Curriculum Drivers

	In all subjects...	In Modern Foreign Languages, this looks like...
Curiosity	We aspire for pupils to embrace challenge with a growth mind set and show curiosity, independence and resilience in all that they do.	<ul style="list-style-type: none"> • Opportunities to find out about another culture and explore similarities and differences • Fostering curiosity and deepen understanding of the wider world • Inspiring children to explore the world beyond their immediate locality and an appreciation of the wonders this might hold
Admiration	We aspire for pupils to become wise, respectful learners	<ul style="list-style-type: none"> • Identifying what is unique about the culture and traditions of another country and how this should be respected • Experiencing and appreciating the wonders of another country – landmarks, achievements, foods etc.
Communication	We aspire for pupils to become emotionally mature with a depth of language that enables them to share ideas effectively.	<ul style="list-style-type: none"> • To be able to communicate orally and in writing in a language that is different to their own and know why this is an important life skill • To be able to understand and respond to others who speak French as a first language • To explore the etymology of words in their own language and how these relate to other languages
Worldly	We aspire for pupils to become emotionally literate, tolerant and appreciative of an ever changing global environment.	<ul style="list-style-type: none"> • Providing a foundation for further learning of languages beyond KS2, equipping pupils to study and work in other countries. • Enabling children to access literature and other media beyond that written or spoken in English

Learning knowledge is not an end point in itself, it is a springboard to learning more knowledge. Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their disciplinary knowledge. Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a breadth of subject knowledge, we want our children to develop subject specific skills. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through carefully planned enrichment activities.

	Year 3 and Year 4	Year 5 and Year 6
Cycle 1	Greetings, name, family, numbers, age Songs, numbers, playground games, Look at me, happy birthday, party, party games Body parts, colours, monsters	Alphabet, places in the locality, journey to school, directions Celebrations, lunchtime, food likes and dislikes, building sentences, food for a celebration Introducing planets, describing planets, distances from the sun, making compound sentences Months and seasons, weather and seasons, joining in a poem, seasonal colours, conscience alley Beach scene, bringing a picture to life, writing a description, class poem, individual poem
Cycle 2	On our way to school, where is French spoken, on our travels, weather, numbers Likes and dislikes, how much, adverts Sporting lives, diary of activities, healthy eating Four friends Meet the animals, animal sounds, animal habitats, animal descriptions	What's the time, French schools, places in our school, tour of our school, time on the ¼ hour, school times and subjects, school timetable Places in town, sentence building, that's a date, then and now, find the difference, a guide for tourists Café conundrum, the café song, regional food, choosing an ice-cream

Substantive Concepts – these are the concepts that give a subject substance or content.

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key substantive concepts that children will repeatedly revisit throughout their time at St Mary's. Our substantive concepts are:

Oracy (speaking and listening incl grammar)	Reading	Writing (incl grammar)	Culture
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Second order concepts – Shape the enquiry

Communication Using language to communicate both orally and in writing with increasing accuracy.	Pronunciation Accuracy in intonation and expression when speaking in an alternative language and understanding the importance of this in conversation.
Pattern The identification of similarities in English and a language being learnt through the exploration of etymology.	Fluency The ability to converse or write with increasing accuracy and efficiency across the range of topics explored.

Progression of Substantive Concepts

LKS2	UKS2
<p>Oracy (Speaking and Listening incl. grammar)</p> <ul style="list-style-type: none"> • Enjoy listening to and speaking in the language • Repeat words modelled by teacher, show understanding with an action • Listen and respond to familiar spoken words, phrases and sentences e.g. hello, goodbye, how are you • Communicate with others using simple words and phrases and short sentences e.g. please, thank you, my name is... • Understand conventions such as taking turns to speak, valuing the contribution of others • Listen to and identify words and short phrases • Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements • Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. • Memorise and present a short text. • Use correct pronunciation in spoken work. • Enjoy listening to and joining in with songs, rhymes and stories. • Identify specific phonemes, words and phrases. • Recognise numbers 1 – 31 and multiples of 10 up to one hundred • Listen to a short text using familiar vocabulary and answer simple questions in English. • Respond to a wide range of classroom instructions. • Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes • Begin to use simple conjunctions e.g. I have brown eyes and black hair • Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. • Ask and answer questions in 1st, 2nd, 3rd person singular. • Begin to use pronouns • Recite a few lines from a story, poem or song with good pronunciation 	<p>Oracy (Speaking and Listening incl. grammar)</p> <ul style="list-style-type: none"> • Enjoy interacting even when they hear unfamiliar language • Join a short conversation • Make a short presentation using a model. • Give a presentation in a clear audible voice • Converse briefly without prompts • Identify specific sounds in familiar and unfamiliar words. • Enjoy the challenge of meeting unfamiliar language • Enjoy listening and speaking confidently • Pronounce and use the alphabet with increasing accuracy. • Use simple conjunctions so that they can create more complex sentences. • Have the vocabulary to give the opinions they want to express. • Begin to understand and use future tense in spoken language. • Understand that some sounds and letter combinations need to be said and written differently from in English • Listen to spoken foreign language for details and gist. Identify key points and some detail. • Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. • Follow a wide range of classroom instructions. • Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7 Speaking • Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy • Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense
<p>Reading (incl. phonics)</p> <ul style="list-style-type: none"> • Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English. • Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. • Read aloud and understand a simple conversation with a partner that uses familiar language. • Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English. • Follow a text displayed in the classroom at the same time as listening to it. • Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. • Understand that symbols such as accents, cedillas and umlauts exist in foreign languages and that these affect the pronunciation of words. • Begin to use a bilingual dictionary to check the meaning of new words 	<p>Reading (incl. phonics)</p> <ul style="list-style-type: none"> • Work with a partner to work out a short text containing familiar and unfamiliar language. • Enjoy the challenge of working out the meaning of unfamiliar language. • Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. • Apply phonic knowledge when decoding new words. • Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do. • Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. • Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. • Understand key points in short written texts in unfamiliar contexts • Find the meaning of new words by using a bilingual dictionary.

Writing	Writing
<ul style="list-style-type: none"> • Copy simple vocabulary • Write some single words from memory, with plausible spelling. • With support, substitute one element in a simple phrase to vary the meaning. • Complete a simple gapped text by adding three or four familiar words. • Write two or three sentences on a familiar topic using a writing frame and word bank • Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural. • Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe. • Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like with increasing accuracy. • Ask and answer questions in 1st, 2nd, 3rd person singular. • Begin to use pronouns 	<ul style="list-style-type: none"> • Write three or four sentences using word/phrase bank. • Write more interesting sentences by adding one or two simple conjunctions • Personalise a text by changing one or two elements • Use a bilingual dictionary and word banks to check spelling • Attempt to write two or three sentences from memory using familiar language. • Explain confidently the word order for familiar adjectives • Adapt endings to familiar adjectives with increasing accuracy • Start to apply correct endings to a few possessive articles • Create simple sentences about the future. • Have some understanding of the term 'conjugation' and begin to apply this to familiar verbs in the present tense • Explain with confidence how to form the negative in simple sentences • Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense. • Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary • Show some understanding of past and future tense in spoken and written work • Use high frequency adjectives with reasonable accuracy ie word order and endings
Culture	Culture
<ul style="list-style-type: none"> • Appreciate the diversity of languages spoken within their school • Talk about the similarities and differences of social conventions between different cultures • Identify the main country where the language is spoken • Recognise a children's song, rhyme or poem well known to native speakers. • Talk about celebrations of which they have experience. Know about similar celebrations in other cultures • Compare aspects of everyday life at home and abroad e.g school • Know key facts i.e. flag, capital city, location in relation to Britain, continent, oceans, currency, significant landmarks • Know some foods that are specific to the country 	<ul style="list-style-type: none"> • Identify similarities and differences in everyday life • List some human and physical similarities and differences between their own and the contrasting locality • Recognise how symbols, products, objects can represent the culture/cultures of a country • Recognise how aspects of the culture of different countries can become incorporated into the daily life of others. • Demonstrate understanding of and respect for cultural diversity • Know the names and achievements of significant French people • Know the reasons for and traditions of key celebrations and festivals and make comparisons to those they are familiar with

Progression of second order concepts

LKS2	UKS2
Communication	Communication
<ul style="list-style-type: none"> • Discuss their language learning and try out different learning strategies • Plan and prepare for language learning activities, analysing what they need in order to carry out a task • Use gesture and mime to show they understand and to help make themselves understood • Identify techniques which assist understanding, e.g. looking at the face of the speaker, asking for repetition or clarification, listening for key words • Sort and categorise known words and investigate the characteristics of new language 	<ul style="list-style-type: none"> • Apply prior knowledge of language structure(s) when attempting to understand unknown language or to create new language • Use monolingual and bilingual dictionaries to check and find out meanings of unfamiliar words. • Apply knowledge of language to interpreting what has been said • Apply skills of inference and deduction to interpret • Ask or respond to a request for repetition
Pronunciation	Pronunciation
<ul style="list-style-type: none"> • Identify techniques to develop pronunciation, e.g. observing native speakers, speaking aloud, making recordings • Practice pronunciation in order to improve • Recognise that mispronunciation can lead to misinterpretation 	<ul style="list-style-type: none"> • Use what they hear from others and themselves to improve pronunciation • Give and receive feedback about pronunciation – identify what needs to improve • Self correct inaccuracies in pronunciation • Ask for clarification
Pattern	Pattern
<ul style="list-style-type: none"> • Recognise similarities between some English and French words • Know how French has influenced some of the words we use in English. 	<ul style="list-style-type: none"> • Explore the etymology of French words and their English equivalents. Identify similarities. • Identify for themselves where English and French words are similar and suggest reasons for this. • Know French words that are routinely used as part of spoken language in the UK.
Fluency	Fluency
<ul style="list-style-type: none"> • Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualisation • Use oral rehearsal to improve fluency of spoken language 	<ul style="list-style-type: none"> • Have confidence to try to communicate orally and in writing in French. Use mental models and scaffolds to support fluency • Practice spoken and written French beyond the classroom in a range of contexts

Vocabulary

LKS – Cycle 1

Unit 1	Unit 2	Unit 3	Unit 4
Bonjour	le fermier	bien well /good	le nez nose
Au revoir	la fermière	très bien very well/very good	le bras arm
Bonsoir	le fils	mal badly	la tête head
Bonne nuit	la fille	je joue bien au football I'm good at playing football	la bouche mouth
Salut	le chien	je nage bien I'm good at swimming	la jambe leg
A tout à l'heure	le chat	je danse I dance	la main hand
Comment t'appelles - tu ?	la souris	je chante I sing	les épaules shoulders
Je m'appelle...	le navet énorme	je lis I read	les genoux knees
Comment ça va ?	le fermier	bravo super	les pieds feet
Ça va bien merci	son pré	chouette, well done,super,cool	les yeux eyes
Comme-ci comme-ça	la femme	fantastique !	les oreilles ears
Ça va mal	le fils	fantastique	les cheveux hair
Voici	la nourrice	Joyeux anniversaire ! Happy birthday !	il est grand he is big
Ma famille	le chien	en... in....	il est petit he is small
Mon père	le chat	janvier January	elle est grande she is big
Ma mère	la souris	février February	elle est petite she is small
Mon frère	le fromage	mars March	les couleurs colours
Ma sœur	onze seize	avril April	rouge red
C'est moi	douze dix-sept	mai May	rose pink
Je te présente....	treize dix-huit	juin June	orange orange
un sept	quatorze dix-neuf	août August	jaune yellow
deux huit	quinze vingt	septembre September	bleu (e) blue
trois neuf	le football	octobre October	vert (e) green
quatre dix	le cache-cache	novembre November	noir(e) black
cinq onze	le saut à la corde	décembre December	blanc (he) white
six douze	la marelle	répondez/répond avec un geste respond(plural/singular) with	violet (te) purple (add s to the above if plural)
	le chat perché		marron brown
	je préfère		

<p>Quel âge as- tu ? J'ai neuf ans.</p>		<p>an action prenez /prends une carte take(pl/s) a card Tu nages bien ? Are you good at swimming ? Les mois de l'année the months of the year C'est quand ,ton anniversaire? When is your birthday? On va jouer au lotto/ we are going to au cadeau musical/ play bingo/pass à la statue musicale the parcel/musical statues On va écrire une invitation we are going to write a party à une fête invitation Viens à ma fête! come to my party! Le nom name La date date</p>	<p>roux ginger bruns brown (hair) blonds blond il/elle a He/she has... un nez bleu a blue nose une bouche bleue a blue mouth les yeux/cheveux bleus blue eyes/hair</p>
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Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<p>Je vais à l'école I go to school En bus/voiture/taxi by bus/car/taxi/bike Vélo/ à pied on foot dans leNord/Sud/Est in the North/South Ouest East/West Comment vas-tu à l'école ? How do you get to school? En Guadeloupe au Québec En Tunisie</p>	<p>la poupée the doll la peluche the soft toy la consôle games console la voiture car le vélo bike le skate skateboard j'aime I like je n'aime pas I don't like j'adore I love je déteste I hate ça that vingt-et-un 21 vingt-deux 22</p>	<p>Je joue au football I play football Je joue au tennis I play tennis Je joue au cricket I play cricket Je joue au rugby I play rugby Je fais du vélo I cycle Je fais du skate I skateboard Je fais de la danse I dance</p>	<p>Le cheval horse Le mouton sheep Le lapin rabbit La souris mouse La pomme apple Le pommier apple tree Toc,toc,toc knock,knock,knock Croc,croc,croc crunch,crunch,crunch Levez-vous stand up Asseyez-vous sit down Vite quickly Lentement slowly</p>	<p>le lion the lion le kangourou the kangaroo le poisson the fish le coucou the cuckoo l'éléphant the elephant l'âne the donkey l'oiseau the bird la tortue the tortoise la poule the chicken le cygne the swan C'est quel animal? Which animal is it? lentement slowly</p>

au Sénégal	vingt-trois	23	Je fais de la natation	Galope	gallops	doucement	softly
En France	vingt-quatre	24	I swim	Court	runs	rapidement	quickly
au Mali	vingt-cinq	25		Sautille	hops	fort	loudly
En Martinique	vingt-six	26	Qu'est-ce que tu fais lundi	Trottine	scurries		
au Maroc	vingt-sept	27	What do you do on Monday ?			la savane	the savanna
En Guinée	vingt-huit	28		Il est noir	he is black	la forêt	the forest
au Luxembourg	vingt-neuf	29	C'est bon	Il est blanc	he is white	la mer	the sea
En Côte d'Ivoire	trente	30	Mais il faut aussi	Il est gris	he is grey	une ferme	a farm
au Guyane			manger-	Elle est marron	she is brown	la champagne	the countryside
En Egypte	c'est combien ?		also need to eat				
En Laos	how much is it ?		Les gateaux	Qu'est-ce qu'il fait		Qui habite dans....?	
En Suisse	un euro	one euro	Les chocolats	What does he do?		Who lives in....?	
En Zaïre			Les sucettes	Il/elle est quel couleur?		Les lions habitent dans.....	
En Vietnam	c'est super,magnifique,		Les bonbons	What colour is he/she		The lions live in....	
En Guyane	it's great, ...		Des tomates				il est
En Belgique	génial,fantastique,		Des pommes				He is
En Algérie	hyper-cool,		Du poisson				elle est
	nul	rubbish	Des carottes				she is
en bateau	by boat		Du fromage blanc-				rapide
en avion	by plane		cream cheese				fast
en train	by train						lent
à moto	by motor bike						slow
							féroce
Quel temps fait-il ?							fierce
what is the weather ?							timide
Il fait chaud	it is hot						shy
Il fait beau	it is fine						grand
Il fait froid	it is cold						big
Il fait mauvais	it is bad						petit
Il y a du soleil	it is sunny						small
Il y a du vent	it is windy						
Il y a du brouillard	it is foggy						
Il ya des nuages	it is cloudy						
Il pleut	it is raining						
Il neige	it is snowy						
lundi	Monday						

mardi	Tuesday						
mercredi	Wednesday						
jeudi	Thursday						
vendredi	Friday						
samedi	Saturday						
dimanche	Sunday						
vingt	20						
vingt et un	21						
vingt deux	22 and so on						
trente	30						
trente et un	31						
trente deux	32 etc						
Aujourd'hui c'est...le	today it is the						
Unit 10	Unit 11	Unit 12	Unit 13	Unit 14			
Quand je vais à l'école When I go to school	J'ai mangé I ate J'ai bu I drank	la Terre the Earth la lune the moon	l'hiver(m) winter le printemps spring	le chien dog le bateau boat			
Je passe devant I pass in front of	et and mais but	le soleil the sun Mercure Mercury	l'été(m) summer l'automne(m) autumn	le sable sand le ciel sky			
Cinq minutes plus tard 5 minutes later	un sandwich a sandwich un gâteau a cake	Vénus Venus Mars Mars	en été/automne/hiver in summer/autumn/winter	le sac bag la parapluie parasol			
Enfin finalement Finally finally	une banane a banana une pomme an apple	Jupiter Jupiter Saturne Saturn	au printemps in spring clair light	la plage beach la mer sea			
Puis à droite to the /on the right	une orange an orange une pomme an apple	Uranus Uranus Neptune Neptune	sombre dark calme calm	la dame lady			
à gauche to the /on the left	du fromage some cheese de la salade some salad	Pluton Pluto parce que because	agité rough joli pretty	la petite fille little girl la serviette towel			
continuez continue tout droit straight ahead	de l'eau some water des chips some crisps (pl)	elle it (feminine) she près de near to	laid ugly fade dull	regarde is watching prends take			
les magasins shops la poste post office	mettez put versez pour	loin de far from assez quite	coloré colourful tape les mains/les pieds	glisse is gliding along ajoute add			
la rivière river le parc park	ajoutez add cassez break	trop too	clap your hands/ your feet Les couleurs sont	dort is sleeping mélange mix			
l'école the school l'église the church	malaxez knead formez make		the colours are la prairie the meadow	brosse is brushing décore decorate			
l'hôpital hospital			l'étang the pond	jouent are playing			

	etalez roll out faites make les sablés de Noël christmas biscuits		un écureuil squirrel une grenouille a frog une hirondelle swallow aujourd'hui today hier yesterday demain tomorrow c'est quelle saison? which season is it? tout est..... everything is.....	laisse leave nagent are swimming dansent are dancing chantent are singing
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Unit 15	Unit 16	Unit 17
Il est midi/minuit Il est une heure et demie/il est deux heures et demie etc Il est deux heures et quart le terrain de sport la salle de classe la cour les toilettes la cantine le parking la bibliothèque l'entrée la grande salle le dessin le sport le français la géographie la technologie l'anglais(m) l'informatique(f) l'histoire(f) les sciences (f pl) les maths (fpl)	le/un supermarché the/a supermarket la/une boulangerie the/a bakery la/une boucherie the/ a butcher's la /une pâtisserie the/a cake shop la/une poissonnerie the/a fishmonger's il y a there is il n'y a pas de there isn't any il n'y avait pas de there wasn't any c'est it is il y avait there was c'était it was aujourd'hui today beaucoup de a lot (of) peu de few animé(é) lively(m/f) calme calm beau/belle beautiful(m/f) moderne modern vieux/vieille old (m/f) moche ugly les magasins the shops la poste the post office la rivière the river le parc the park	Un coca coke Un milkshake milkshake Un chocolat chaud hot chocolate Un café coffee Une tasse de thé cup of tea Une limonade lemonade Une eau minérale mineral water Un paquet de chips packet of crisps Une portion de frites portion of chips Une pizza pizza Une glace au chocolat chocolate ice-cream Une glace à la fraise/vanille strawberry / vanilla icecream Une glace à l'abricot apricot ice-cream Une boule one scoop Les boissons (f) drinks Les snacks (m) snacks Vous désirez? What would you like? C'est combien? How much is it? S'il vous plaît please

	l'école l'église l'hôpital	the school the church the hospital	
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