

## Subject Aims

The aims of teaching French at Silverdale St John's Primary School are:

- To present French as an interesting language, which is fun to study
- To enable pupils to express their ideas and thoughts in another language
- To understand and respond to its speakers, both in speech and in writing
- To provide opportunities for children to communicate for practical purposes and learn new ways of thinking
- To extend pupils' vocabulary
- To access and read great literature in the original language
- To support pupils' understanding of English grammar and sentence construction
- To provide a rewarding intellectual challenge and help with accuracy and attention to detail
- To provide the foundation for learning further languages as children move on to secondary education, by developing an understanding of the grammatical structure of language.

## Subject Vision

At Silverdale St John's we aim to provide children with the opportunity to learn another language and an insight into other cultures. The language we teach here at Silverdale St John's is French. Children will be taught new vocabulary and encouraged to ask and answer questions in French. We aim to develop children's confidence in speaking French, and in their fluency and pronunciation of the language. We will provide a balance between spoken and written language and the chance for children to learn a range of vocabulary on a range of topics.



Inspiring success through learning, community and faith.

We strive to provide the Christian foundations to enable our children to make good decisions. Our children will be inspired, guided and supported to achieve success, as they are all of infinite worth. Taught through a creative curriculum, our children will become global citizens and will care for all of God's creation.

*I can do all things through Christ who strengthens me.*

*Philippians 4:13*

Learning	Community	Faith
Children will begin learning French as they enter Key Stage 2. As the children move through the key stage, previous learning will be built upon, as the children revisit French topics at a more challenging level. The most important part of MFL is speaking and listening, and we aim to build confidence in these skills.	We aim to make links with other primary schools teaching French and with specialist teachers in the local community to enrich the languages curriculum at Silverdale St John's.	Children will develop their confidence in speaking another language. As a result of this, children will be well equipped to communicate in another language, facilitating relationships with people from other countries. Children will further develop their curiosity and wonder about the world around them, and appreciate our cultural similarities and differences.

## Curriculum Overview - SUBJECT

	Autumn	Spring	Summer
Year A	How does it work?	Watery World	The Great Outdoors
Year B	Time Travel	Here, there and everywhere!	Happy, Healthy Me

Swans and Cygnets	Hérons	Bitterns	Harriers
Reception and Nursery	Year 1 and 2	Year 3 and 4	Year 5 and 6

### Bitterns

Listening	Speaking	Reading	Writing	Grammar
<ul style="list-style-type: none"> <li>▪ Listen attentively and understand instructions.</li> <li>▪ Recognise and respond to sound patterns and words.</li> <li>▪ Listen and respond to simple rhymes, stories and songs.</li> <li>▪ Listen attentively and show understanding by joining in and responding.</li> <li>▪ Listen for specific words and phrases.</li> <li>▪ Listen for sounds rhyme and rhythm.</li> <li>▪ Follow a short familiar text listening and reading at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Speak with increasing confidence.</li> <li>▪ Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>▪ Make links between some phonemes, rhymes and spellings, and read aloud familiar words.</li> <li>▪ Recognise questions and negatives and politeness conventions.</li> <li>▪ Ask and answer questions on several topics.</li> <li>▪ Imitate pronunciation and intonation so that others can understand.</li> <li>▪ Memorise language and present ideas and information e.g. a short presentation about self / role play.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to written language from a range of sources.</li> <li>▪ Appreciate stories, songs and poems in the language.</li> <li>▪ Recognise some familiar words in written form.</li> <li>▪ Read and understand a range of familiar written phrases.</li> <li>▪ Follow a short familiar text listening and reading at the same time.</li> <li>▪ Make links between some phonemes, rhymes and spellings.</li> <li>▪ Apply phonic knowledge of the foreign language in order to decode text.</li> <li>▪ Read some familiar words and phrases aloud and pronounce them accurately.</li> <li>▪ Begin to use a dictionary to look words up and find meaning.</li> <li>▪ Use cognates and familiar language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiment with the writing of simple words.</li> <li>▪ Write simple words and phrases using a model.</li> <li>▪ Write some phrases from memory.</li> <li>▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nouns.</li> <li>▪ Gender.</li> <li>▪ Singular and plural forms.</li> <li>▪ Definite and indefinite article.</li> <li>▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy.</li> <li>▪ Recognise different word classes e.g. nouns, verbs, adjectives.</li> <li>▪ Personal pronouns I, you, it, they.</li> <li>▪ Recognise and use high frequency verbs.</li> <li>▪ Question words.</li> <li>▪ Develop an awareness of the place of the adjective in the sentence.</li> <li>▪ Develop an awareness of adjectival agreements.</li> <li>▪ Simple adverbs of time (time phrases including O'clock)</li> </ul>

		to help deduce meaning.		<ul style="list-style-type: none"> <li>▪ Develop an awareness of word order.</li> <li>▪ Apply knowledge of language rules and conventions when building short sentences.</li> </ul>
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## Harriers

Listening	Speaking	Reading	Writing	Grammar
<ul style="list-style-type: none"> <li>▪ Follow a short familiar text listening and reading at the same time.</li> <li>▪ Listen attentively and understand more complex phrases and sentences; join in to show understanding.</li> <li>▪ Listen for gist.</li> <li>▪ Understand longer and more complex phrases / sentences.</li> <li>▪ Pick out main details from a story, poem, song, conversation or passage.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Speak with increasing fluency.</li> <li>▪ Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts.</li> <li>▪ Prepare a short presentation on a familiar topic.</li> <li>▪ Understand and express simple opinions.</li> <li>▪ Initiate and sustain conversations and tell stories.</li> <li>▪ Speak in sentences using familiar vocabulary, phrases and basic language structures.</li> <li>▪ Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation.</li> <li>▪ Speak with increasing spontaneity.</li> <li>▪ Use repair strategies to keep a conversation going.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read carefully and show understanding of words, phrases and simple writing.</li> <li>▪ Re-read frequently a variety of short texts.</li> <li>▪ Read and understand the main points and some detail from a short written passage.</li> <li>▪ Identify different text types and read short, authentic texts for enjoyment or information.</li> <li>▪ Match sound to sentences and paragraphs.</li> <li>▪ Broaden vocabulary.</li> <li>▪ Develop strategies for understanding new words in familiar material including using a dictionary.</li> <li>▪ Apply phonic knowledge of the foreign language in order to decode text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write phrases from memory and adapt these to make new sentences.</li> <li>▪ Express ideas clearly.</li> <li>▪ to write words, short phrases and short sentences, using a reference.</li> <li>▪ Be able to write at varying length, for different purposes and audiences.</li> <li>▪ Write sentences on a range of topics using a model.</li> <li>▪ Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy.</li> </ul>	<p>All above and:</p> <ul style="list-style-type: none"> <li>▪ Personal pronouns.</li> <li>▪ I , you, he, she, it, we, they.</li> <li>▪ Develop an awareness of verb patterns.</li> <li>▪ Conjugate regular high frequency verbs.</li> <li>▪ Conjugate some basic high frequency irregular verbs.</li> <li>▪ Begin to use adjectival agreements with accuracy.</li> <li>▪ Use of prepositions.</li> <li>▪ À + definite article.</li> <li>▪ De + definite article.</li> <li>▪ Prepositions.</li> <li>▪ Use a range of adverbs to make messages more interesting.</li> <li>▪ Apply correct verb endings to write accurately.</li> <li>▪ Verbal phrases – talk about yesterday or tomorrow in a simple way eg il y avait, había, eg gab.</li> </ul>