



# St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



## Progression of Skills and Knowledge: French

National Curriculum Aims and Purpose	School Aims and Intent: Skills, attitudes and knowledge that we want all children to develop on their journey through our school
<p><b>Purpose of Study:</b> Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries</p> <p><b>Aim:</b> 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.</p> <p><b>Content:</b> <b>Practical communication</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> </ul>	<p><b>The aims and objectives of learning a Modern Foreign Language at St George and St Teresa Catholic Primary School are to:</b></p> <ul style="list-style-type: none"> <li>• Foster an interest in learning other languages;</li> <li>• Introduce children to another language in a way that is enjoyable and fun;</li> <li>• Stimulate and encourage children's curiosity about language;</li> <li>• Encourage children to be aware that language has structure and that this structure differs from one language to another;</li> <li>• Help the children develop their awareness of cultural differences in other countries;</li> <li>• Develop their speaking and listening skills;</li> <li>• Lay the foundations for future study;</li> <li>• Extend language teaching beyond mother tongue learning.</li> </ul> <p>To enable a creative and fun learning experience which supports the development of speaking and listening skills, stimulates curiosity, and encourages children to ask questions. So that all pupils develop the skills needed to understand and respond to both written and spoken language, using stories, games, songs, poems, and rhymes. Pupils will also gain a deeper cultural understanding through learning about life in other cultures. Build confidence and language proficiency by providing a fun and progressive scheme of learning. To help lay the foundations of language learning skills that will support pupils in their progression for future language studies.</p> <p>The role of language in society is what identifies us, it allows us to express inner thoughts and emotions, make sense of complex and abstract concepts, helps us learn to communicate with others, to fulfil our wants and needs, as well as to establish rules and maintain our culture. MFL at St George and St Teresa aims to inspire our pupils, through the teaching of French, we encourage an exploration of linguistics, culture, and society.</p>



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- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

## Links to other curriculum areas

Learning an additional language supports the general development of literacy skills, through gaining a deeper understanding of the way that language has structure, and of the similarities and differences between languages.

Study of festivals and celebrations links to RE

Investigation into French history and culture ties into Geography and History

Links to PSHE in making connections with other cultures and people.

## Experiences every child should have

- Gain a deeper understanding of my first language and appreciate the richness and interconnected nature of language
- Understand the way that language brings connects us to one another
- Enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world
- Develop skills that I can use and enjoy in work and leisure throughout my life.
- Children believe in themselves and their abilities as second language learners
- Children discover and enjoy the links between their own language and a second language
- Children achieve their full potential in Language Learning. Our aim is for 100% of our pupils to learn about the French language.
- Children belong to a caring community, which supports them in their Language learning journey.

## Opportunities to develop Catholic Social teaching, Catholic School Pupil Profile Virtues and British Values

### Catholic Social Teaching:

Including, but not limited to:

The Gospel and British Values are at the core of all our learning, promoting respect for all in our diverse, multicultural, multilingual world.

Learning another language raises awareness of the wider world and supports our pupils in their understanding to both respect and appreciate their own, and other cultures.

Spiritual Development: links to Catholicism and Saint Joan of Arc as the patron of France, study of feast days and religious holidays (Christmas and Easter).

Moral Development: links to school values and PSHE

### Catholic School Pupil Profile:

Including, but not limited to:

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.

Faith-filled in their beliefs and hopeful for the future.





### British Values:

Including, but not limited to:

MFL learning is key to promoting the core 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. In particular, to increase the students' knowledge of the importance of mutual respect and tolerance – in school, in our local community, nationally and in the wider world, through a greater understanding of other cultures and societies.

<p>Social Development: encourages communication in both English and French, encourages development of cognitive functions, social skills, literacy, and emotional skills</p> <p>Cultural Development: raises awareness of other cultures (study of francophone countries)</p> <p>Vocational Development: opens up discussion into opportunities that are available with the learning of another language.</p>	<p>Eloquent and truthful in what they say of themselves, the relations between people, and the world.</p> <p>Learned, finding God in all things; and wise in the ways they use their learning for the common good.</p> <p>Curious about everything; and active in their engagement with the world, changing what they can for the better.</p> <p>Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.</p>	
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## Opportunities to develop and use Building Learning Power in our curriculum

<p>Reciprocity</p> 	<p><b>Being willing and able to learn alone and with others</b></p> <ul style="list-style-type: none"> <li>• Imitation: watching others and learning from them – (listen and repeat)</li> <li>• Interdependence: understand language makes us part of a global society</li> <li>• Collaboration: knowing how to learn with others.</li> <li>• Empathy and listening: understanding the thoughts of others to learn from them and support them.</li> </ul>
<p>Resourcefulness</p> 	<p><b>Being ready, willing and able to learn in different ways</b></p> <ul style="list-style-type: none"> <li>• Making links: seeking relevance in what they're doing and how they're doing it.</li> <li>• Questioning: being curious about how they can get better and know more.</li> <li>• Capitalising: learning to make good use of resources and linking knowledge</li> <li>• Reasoning: developing how be methodical in achieving a goal.</li> <li>• Imagining: using the mind's eye to develop creative solutions to problems.</li> </ul>
<p>Reflectiveness</p>  <p>Resilience</p> 	<p><b>Being ready, willing and able to become more strategic language learners</b></p> <ul style="list-style-type: none"> <li>• Meta-learning: learning how they learn and using memory.</li> <li>• Revising: Monitoring performance and adapting along the way.</li> <li>• Planning: drawing on prior learning</li> <li>• Distilling: drawing the learning out from experiences (good and bad).</li> </ul> <p><b>Being ready, willing and able to lock on to learning</b></p> <ul style="list-style-type: none"> <li>• Manage distractions and reduce interruptions – staying focused on the task at hand</li> <li>• Absorption: the pleasure of being rapt in the moment</li> <li>• Noticing: actively listening</li> <li>• Perseverance: tolerating the feelings of challenge to develop further.</li> </ul>

## Skills and Knowledge Progression in French at St George and St Teresa Catholic Primary School

Year group				
Year 3	Year 4	Year 5	Year 6	SEND Support
<ul style="list-style-type: none"> <li>• Listen and respond to rhymes</li> <li>• Imitate pronunciation</li> <li>• Participate in a short exchange</li> <li>• Enjoy making French sounds and copy intonation patterns</li> <li>• Listen to and follow simple commands</li> <li>• Recognise a question form</li> <li>• Perform a simple communicative task</li> <li>• Participate in chorsing a finger rhyme</li> <li>• Understand and respond to a question</li> <li>• Make links between sounds and spellings and recognise some familiar words in written form</li> <li>• Experiment with writing</li> <li>• Respond to sound patterns</li> <li>• Copy correctly</li> <li>• Identify social conventions at home and in other cultures</li> <li>• Develop understanding of customs and traditions</li> <li>• Experiment with writing</li> <li>• Recite a finger rhyme and recognise how sounds are presented in written form</li> </ul>	<p>Build on skills and knowledge from Year 3:</p> <ul style="list-style-type: none"> <li>• Listen to and follow a short story</li> <li>• Identify adjectives in a text and recognise that they can change spellings</li> <li>• Listen for specific words and phrases</li> <li>• Pronounce some words accurately</li> <li>• Understand that all nouns have a gender</li> <li>• Ask how to say something in French</li> <li>• Listen for a key sound as it occurs in a rhyme</li> <li>• Appreciate similarities between English and French nursery rhymes</li> <li>• Recite a nursery rhyme</li> <li>• Follow a text as it is read aloud</li> <li>• Write simple words and phrases following a model</li> <li>• Read words aloud with accurate pronunciation</li> <li>• Ask and answer questions</li> <li>• Recognise rhyming words and understand that the final consonant is rarely pronounced</li> <li>• Use mental associations to help remember words</li> <li>• Recognise positive and negative statements in English and French</li> <li>• Memorise and present two sentences or more</li> </ul>	<p>Application of skills/knowledge from Year 4:</p> <ul style="list-style-type: none"> <li>• Make simple sentences and manipulate them by changing an element</li> <li>• Understand and use negatives</li> <li>• Recite a short text with accurate pronunciation</li> <li>• Appreciate similarities and differences between French and English high streets</li> <li>• Identify the position of adjectives in a sentence</li> <li>• Use a dictionary</li> <li>• Take part in a simple conversation, asking for and giving directions</li> <li>• Know how to add expression and authenticity to a short dialogue</li> <li>• Understand key information from a short exchange</li> <li>• Understand and express simple opinions</li> <li>• Learn and join in singing a French carol</li> <li>• Recite a short text with accurate pronunciation</li> <li>• Follow the transcript of a Christmas story</li> <li>• Appreciate similarities and differences between Christmas in France and England</li> <li>• Use actions and mimes to aid memorisation</li> <li>• Listen to a native speaker and understand more complex phrases and sentences</li> <li>• Imitate pronunciation of sounds</li> <li>• Identify social conventions at home and in other cultures</li> <li>• Understand more complex phrases, including comparisons</li> <li>• Find words in a bi-lingual dictionary</li> <li>• Extend basic sentences by using connectives</li> <li>• Use negatives</li> </ul>	<p>Independent application of skills and consolidation:</p> <ul style="list-style-type: none"> <li>• Initiate and sustain conversations</li> <li>• Re-use previously learned language in a new context</li> <li>• Discuss language learning and reflect on how to memorise and recall language</li> <li>• Understand the formation of a basic negative sentence</li> <li>• Present oral work confidently, speaking clearly and audibly with good pronunciation</li> <li>• Understand key details from an authentic text</li> <li>• Make predictions based on existing knowledge</li> <li>• Use a dictionary accurately and be aware of the potential hazards</li> <li>• Match sound to sentences and paragraphs</li> <li>• Add two short verses to a rhyming poem</li> <li>• Understand details including opinions from spoken passages</li> <li>• Construct a short paragraph by adapting a model</li> <li>• Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions</li> <li>• Follow a story as it is read aloud, demonstrating understanding</li> <li>• Recognise agreements and patterns in the foreign language</li> <li>• Listen for clues to meaning – e.g. tone of voice</li> <li>• Understand that some nouns for occupations change their spelling in relation to gender</li> </ul>	<p>Where appropriate:</p> <ul style="list-style-type: none"> <li>• Use of Ipads, laptops, speech buttons</li> <li>• Pictorial aids</li> <li>• BSL or Makaton signing</li> <li>• Dual language support for EAL learners</li> <li>• Additional home learning to pre-teach and/or consolidate concepts</li> <li>• Differentiated tasks</li> </ul>

		<ul style="list-style-type: none"> <li>• Look and listen for visual and aural clues in an audio recording</li> <li>• Recognise similarities and differences between places</li> <li>• Understand that there are stereotypical images associated with countries</li> <li>• Consider key similarities and differences in daily life in the UK and France</li> </ul>	<ul style="list-style-type: none"> <li>• Understand key details from a short, spoken passage</li> <li>• Match sound to sentences and paragraphs, by re-ordering lines from a song</li> <li>• Recognise that word order may vary between languages</li> <li>• Play a game using phrases in French</li> <li>• Recognise adjectival agreements in a short text</li> <li>• Read aloud phrases from a text using a variety of voices and expression</li> <li>• Prepare songs and sketches for a performance</li> <li>• Listen for clues to meaning – tone of voice, key words</li> <li>• Sing French songs with accurate pronunciation</li> <li>• Match sound to individual word in a list of nouns</li> <li>• Identify the sounds of some letters of the alphabet</li> <li>• Be aware of cultural differences in housing at home and abroad</li> <li>• Recognise and practise French vowel sounds</li> <li>• Identify and substitute nouns in a sentence</li> <li>• Understand the gist of an audio recording</li> <li>• Ask for repetition/clarification in French</li> <li>• Understand that French is spoken in many countries throughout the world</li> <li>• Make predictions about meaning based on existing knowledge</li> </ul>	
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p>Where is France? What major cities are there in France? What is Paris like?</p> <p>Numbers and Alphabet Numbers to 30 The alphabet Correct pronunciation</p> <p>All About Me Basic greetings. Introducing yourself and asking questions such as 'ça va'</p>	<p>My Home Rooms in the home Basic adjectives to describe the home and the rooms Describing where they live</p> <p>Colours Basic colours and colours of the rainbow Correct pronunciation of each colour Links are any colours the same or different in English?</p> <p>Animals Family pets Likes and dislikes Introducing your pet</p>	<p>Food Simple foods Foods found on a simple café menu Create their own menu Visits to the butchers and bakers</p> <p>Calendar Days of the week Months of the year Correct pronunciation</p> <p>Clothing Basic items of clothing School uniform Introduce body parts, main limbs.</p>	<p>Shopping Currency Asking how much something is</p> <p>Holidays and Celebrations Singing Happy Birthday Talking about their own birthday Learning words to do with festivals and events such as Christmas. Learning vocabulary about holidays</p>	<p>My Town Words to describe their town Words to describe shops and features of their town Transport in their town including transport vocabulary Asking where you live</p> <p>The Weather What's the weather today/this week? What's the weather over the year? Using maps to talk about weather in different places</p>	<p>Sports Simple phrases to describe what sports they play: I play football.</p> <p>School Introduction to school days in France; lessons Likes and dislikes of lessons Different jobs The classroom</p>
4	<p>Where in the world speaks French? All about other countries that speak French.</p> <p>Numbers and the Alphabet Recap numbers to 30 Numbers to 100 Phonic blends and sounds Spelling words</p> <p>My Family and me Introducing your parents and siblings Talking about your family. Introducing Grandparents Asking about someone else's family.</p>	<p>My Home Describing the size of a home. Things you'll find in each room (household appliances etc)</p> <p>Colours Revise colours of the rainbow Introducing other colours such as gold, silver and platinum Begin to explore descriptions such as 'light</p> <p>Animals Farm animals Zoo animals Create/design their own farm or zoo</p>	<p>Food Revise foods from Y3 Revise the bakers and butchers Foods found in the supermarket Creating own shopping lists</p> <p>Calendar Revise days of the week and months of the year Speaking and writing the date both past and present 12 hour clock Time words: tomorrow, oday, next week</p>	<p>Clothing Revise items of clothing Describing what you wear on different days. On weekends, I wear... Create a clothing shop Body parts</p> <p>Shopping Revision of Year 3 Pocket money Different shops and prices</p> <p>Holidays and Celebrations Revision from Y3 Talk about holidays/destinations Different ways you can travel Describing major Festivals</p>	<p>My Town How to describe places in the town How to get to my town, it's location in the country How to get to places in the town (directions)</p> <p>The Weather Revision of weather from Y3. Describing the weather with adjectives. Describing past, present and future weather</p>	<p>Sports and Hobbies Revision of sports Introducing hobbies Simple phrases to describe hobbies Describing sports and hobbies they like/dislike</p> <p>School Revision of Y3 Tour of the school School times and subjects What I want to be when I leave school</p>

	Talking about yourself (illnesses) Asking someone's age					
5	<p>Numbers beyond 100 Numbers up to and beyond 100. Ordinal numbers</p> <p>My Family and Friends Introducing wider family members Talking about your friends. Using sentences to describe friends and family. Recap illnesses, I have a cold... Asking where you live</p> <p>My Home Describing the homes of friends and families. Describing my street My dream home</p>	<p>Colours Describing shades of colours, such as 'pale green, dark red' Describing objects using colour</p> <p>Animals Revision of animals Describing animals (size and colour) Animal habitats At the pet shop</p> <p>Food Revise previous work on foods Likes/dislikes Healthy eating Talking about food preferences, asking someone their preference.</p>	<p>Calendar Revise previous work completed in Y3/4 Telling the time to the hour, half past etc., 12 and 24-hour clock Asking someone the time and replying correctly 12 and 24 hour clock</p> <p>Clothing Revise Y3 and Y4 work Describing outfits, colours and sizes etc. Clothing preferences of yourself and a friend.</p>	<p>Shopping Revision of Year 3/4 Money and change Shopping for items conversations.</p> <p>Holidays and Celebrations Revise Y3 and Y4 work Using dates to talk about a holiday Use time words to describe holidays. Planning food and lists for a party Describe a party</p>	<p>Towns and Cities Revision of Y3/Y4 Sentences to describe towns and cities</p> <p>The weather &amp; Seasons Revision of Y3 and Y4 Completing a weather forecast Describing weather around the world</p>	<p>Sports and Hobbies Revise sports/hobbies Describing a week of sports and hobbies at school</p> <p>School Revision of Y3 and Y4 Journeys to school Places in school My future aspirations</p>
6	<p>French History France in WWI and WWII, Bastille Day, Napoleonic War Also includes conversations formal and informal.</p> <p>French Maths Children will learn: To play and create maths games Complete maths activities such as addition and subtraction</p> <p>My Community Initial recap of family/friends People who help us, such as teachers, religious figures, neighbours, Hospitals/GP surgery</p>	<p>My Home Comparing houses my street and town Comparing houses between countries. Designing a home</p> <p>Colours Revision of work on colours Describing physical appearances; 'blonde haired' Applying grammatical rules correctly</p> <p>Animals Revision of animals describing animal body parts Designing an animal and its habitat</p>	<p>Food Revise previous work on food Writing a menu for school Creating a healthy eating menu Practise ordering foods in a restaurant or shop</p> <p>Calendar Revise previous work on time and calendars Describing dates and times linked to timetables Describing and using arrival and departure times in an airport/railway station</p>	<p>Clothing Dressing for the weather. Preferences and descriptions. Recap body parts. I wear my scarf around my neck when it is cold, etc.</p> <p>Shopping Revision of previous years. At the market Weights Holding a conversation</p>	<p>Holidays and Celebrations Revision of previous year groups Retelling a simple story, such as Christmas in French. Describing position of holidays (before August, after Easter) Future holiday plans.</p> <p>Towns and Cities Revision from previous year groups Describing cities around the world and comparing them. Describing places of Interest</p>	<p>Seasons and the Planets Revision of weather Describing the seasons Activities and the weather Planets in our solar System</p> <p>Sport and Hobbies Revise work from previous year Describing and planning a sporting event. Link to the Olympics, Commonwealth, Sports Day?</p> <p>School and The Future Revision of school What I want to study at school/university Building sentences</p>



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## SEND Support

Opportunities and resources that may support SEND children in French:

- Differentiated tasks. See: Twinkl, Oak Academy
- Video tutorials on Oak Academy to embed concepts and allow children to go at their own pace.
- Small group/1:1 session.
- Considered use of equipment: laptop/desktop/iPad.
- Peer support.
- Subject lead support.
- Consider enlarging font on screen/adjusting colours of paper and font
- Use of apps/features within a programme such as dictate and immersive reader.
- Additional support resources for Parents/Carers such as: Oak National Academy and other high quality resources