

French Intent: At Crockham Hill CE Primary School learning French provides a valuable educational, social and cultural experience. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

	EYFS	1	2	3	4	5	6
Speaking and Listening	<p>French is currently only taught in KS2 on a weekly Basis. However, there is provision for language learning throughout EYFS through a number of different activities. Exposure to a range of languages at this early stage will lay the foundations and instil curiosity and enthusiasm for further language learning in KS2. Throughout EYFS, children will be exposed to language learning in the following ways:</p> <ul style="list-style-type: none"> ☐ Songs and rhymes ☐ Dual language books 	<p>Listen to simple spoken sentences and show understanding by simple response.</p> <p>Repeat simple MFL with correct pronunciations.</p>	<p>Listening and joining in to poems, songs and rhymes.</p> <p>Repeat simple sentences using familiar vocabulary and phrases. Eg, Bonjour, tout-le-monde. Reply Bonjour Madame ...</p> <p>Pronounce simple MFL words correctly.</p>	<p>Listening and joining in to poems and songs.</p> <p>Listening to and responding to simple greetings.</p> <p>Ask and answer simple questions for example, giving their name and age</p> <p>Say alphabet correctly.</p> <p>Pronounce words showing knowledge of sound patterns.</p> <p>Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Ask and answer simple questions about self e.g. name and age, birthday</p>	<p>Develop stamina for listening and understand longer texts eg, stories.</p> <p>Extend vocabulary – linked to chosen themes.</p> <p>Develop grammar to support speaking in sentences. Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Pierre?</p> <p>Use and apply vocabulary and grammar to create sentences in order to hold conversations/ discussions.</p> <p>Develop intonation/ pronunciation</p>	<p>Listen and respond to spoken language in variety of contexts – eg, poems, songs, films, stories, conversations.</p> <p>Identify key points in a new context e.g. a story, which contains familiar language</p> <p>Use patterns and sounds of language linking to the spelling, sound and meaning of words.</p> <p>Sustain speaking to give a short presentation including opinions.</p> <p>Vary language for audience – formal or informal.</p> <p>Follow instructions and directions e.g. a</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations, ask and answer questions: express opinions and respond to those of others; e.g. I like netball because it's fun. Seek help and clarification and help.</p> <p>Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather</p>

	<p>☑ Greetings (displays, assemblies, register)</p> <p>☑ Classroom language and instructions</p> <p>☑ Labelling of classroom objects and key areas around the classroom and school</p> <p>☑ Language displays to celebrate their language learning</p> <p>☑ Numbers on number lines (cross-curricular links to Numeracy)</p> <p>☑ Colours to label objects</p>			Express simple likes and dislikes e.g. food and drink.	<p>Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound</p> <p>Express preference about what they like e.g. food, animals, colours</p>	<p>recipe or simple directions</p> <p>Recognise letters of the alphabet when they hear them</p> <p>Begin to understand and express future intentions e.g. I am going swimming on Wednesday</p> <p>Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk</p>	<p>Speak in sentences using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences. Describe people, places, things and actions orally.</p>
Reading		Find key words in picture book or mat.	Use pictorial dictionary/picture books to find and read familiar words.	<p>Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</p> <p>Learn basic phonic patterns of the language.</p> <p>Use phonetic patterns to read simple texts.</p>	<p>Develop reading stamina to read short texts independently.</p> <p>Use translation dictionary to look up new words and broaden vocabulary.</p> <p>Understand key points in simple texts using familiar language e.g. How many animals are in</p>	<p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</p> <p>Use context of the sentence to work out meanings of unfamiliar word/phrase.</p>	<p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into</p>

				<p>Use texts eg picture books to learn meanings of new words.</p>	<p>the story? What colour is the dog? What is the weather like in Paris? Follow a text such as a song or poem whilst listening to it at the same time.</p> <p>Link phrases to make a sentence e.g. When it rains, you need an umbrella.</p> <p>Use strategies to work out meaning of new words.</p>		<p>familiar written material, including through using a dictionary.</p> <p>Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article</p>
Writing			<p>Copy familiar words. Recognise some similarities in English and MFL words – greetings /rose/pink,</p>	<p>Write the alphabet.</p> <p>Write simple greetings.</p> <p>Write simple questions and answers for example, giving their name and age.</p> <p>Spell everyday words correctly.</p> <p>Use picture cards to build phrases to show position of a few adjectives of</p>	<p>Use modelled sentences and language to write new sentences independently using correct grammar and spellings.</p> <p>Begin to understand differences in syntax of the language compared to English.</p> <p>Write a few simple sentences using a word bank to describe for example a sports</p>	<p>Write sentences independently using correct grammar and spellings.</p> <p>Write a short piece linked to the themes or topics covered or about a person or a personal experience</p> <p>Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Understand and use numbers in context e.g. saying the year, 24- hour clock, quantities.</p> <p>Understand and use transactional language e.g. in a café</p> <p>Give a description e.g. of a town,</p>

				<p>colour e.g. a red dog, a yellow cat.</p> <p>Begin to understand how the negative is formed in the new language e.g. make a human sentence for I don't like chocolate.</p>	<p>star e.g. lives in London. She is 22 years old. She likes dancing.</p> <p>Experiment with writing new words.</p>	<p>scene, the weather, a planet.</p> <p>Use simple conjunctions such as and, but, because to form more complex sentences.</p>	<p>geographical features in a country</p> <p>Seek clarification of meaning How is that written in French/German/Spa nish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</p> <p>Use adjectives to add interest and detail to a description</p> <p>Use some simple adverbs to make sentences more interesting</p>
Grammar				<p>Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.</p> <p>Introduce basic grammar concepts to enable them to ask and answer simple questions .Eg, le, la, conjugation of</p>	<p>Match correctly definite/indefinite article to singular and plural familiar nouns</p> <p>Place familiar adjectives e.g. size and colour in correct order.</p> <p>Select the correct colour adjective to describe masculine and feminine nouns</p>	<p>Begin to know how to form the future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain.</p> <p>Begin to see how possessive articles e.g. my, his, her change according to gender e.g. Jane is my sister.</p>	<p>Understand the grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language: how to apply these for instance –to build</p>

				simple regular verbs.	Show an understanding of 1st, 2nd and 3rd person in present tense, singular e.g. ask and answer questions Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming	Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. to be, to have, to eat, to play, to go	sentences: and how these are similar or differ to English. Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat. Identify tenses from a selection of sentences written in the present, past and future tense.
Culture		Find the target language country on a map. Understand that language, foods and other aspects of culture are different in target language country to England.	Know French/Spanish (target language) is first language in other countries than just France. Locate these countries on a map. Begin to understand some differences and similarities in their cultures.	Learn key facts about the country/countries where the language is spoken. Learn about customs and real lives where language is spoken. Begin to learn social conventions eg, using 'tu' or 'vous' as a sign of formality in French.	Make comparisons between countries where the language is spoken and this country. Explore key traditional texts poems, stories, films. Have an awareness of regional dialects versus the 'standard' pronunciation.	Explain history and customs and how these impact on modern day life. Use knowledge of the culture to enhance language choices eg, use idioms.	Appreciate stories, songs, poems and rhymes in the language. know how to apply the basic grammar they have learnt, for instance, to build sentences