

# Jesse Gray Primary

## Modern Foreign Languages Policy



**September 2021**

|                         |                |
|-------------------------|----------------|
| Head Teacher Signature: |                |
| Date Adopted:           |                |
| Review Date:            | September 2022 |

## **Our Philosophy**

We believe that learning a foreign language provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, develop their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of our multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and that of others. The learning of a language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

## **Rationale (from the National Curriculum)**

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.

## **Our Aims and Objectives**

Our aims and objectives of learning a foreign language in KS2 are:

- To introduce children to another language in a way that is enjoyable and fun
- To foster an interest in learning other languages
- To stimulate and encourage children's curiosity about language
- To help children develop their awareness of cultural differences in other countries
- To develop their speaking and listening skills
- To encourage children to be aware that language has structure, and that the structure differs from one language to another
- To lay the foundations for future study

## Organisation

At Jesse Gray Primary School the Modern Foreign Language taught is **French**. It is taught weekly to all pupils in KS2, by a specialist teacher. Lessons are taught on a Thursday and sessions are 35-45 mins long.

## The Curriculum

Our scheme of work at Jesse Gray has been devised by our specialist teacher. It covers the content set out by the National Curriculum:

*Pupils should be taught to:*

- *listen attentively to spoken language and show understanding by joining in and responding*
- *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\**
- *speak in sentences, using familiar vocabulary, phrases and basic language structures*
- *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\**
- *present ideas and information orally to a range of audiences\**
- *read carefully and show understanding of words, phrases and simple writing*
- *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 Languages – key stage 2 3*
- *understand basic 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 sentences; and how these differ from or are similar to English.*

*The starred (\*) content above will not be applicable to ancient languages.*

See **Appendix 1 Curriculum Map** for further details

### **Teaching and Learning Style**

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language. We use songs, rhymes, stories, games, role-playing and video clips of native speakers. We often use mime and actions to accompany new vocabulary to assist immediate understanding. Basic classroom instructions are usually given in French, but the teacher will also explain in English, when more details are necessary, so that the children have a clear understanding of a particular learning point.

### **Planning and Assessment**

Speaking and listening skills are assessed informally during the lessons by the teacher. The reading and writing skills are assessed via work carried out in lessons and via a short written assessment at the end of the term linked to the learning over that term. Progress is evaluated with reference to our skill progression chart MFL (*see appendix 2*)

The planning overview is set out in the Curriculum Map (*appendix 1*) where key vocabulary, grammar points, subjects and themes are laid out for each year group.

### **MFL and inclusion**

At Jesse Gray, we teach modern foreign languages to all pupils, whatever their ability. A modern foreign language forms part of our school curriculum policy to provide a broad and balanced curriculum to all children. Through our French language teaching, we provide learning opportunities that allow all children to make progress. We do this by setting appropriate levels of challenge and responding to individual pupil's learning needs.

## Monitoring and Review

We monitor teaching and learning in the same way that we do all other subjects at Jesse Gray Primary School. The coordination and planning of the language curriculum are the responsibility of the MFL Coordinator who also:

- Reports to the Head teacher by evaluating the strengths and weaknesses in MFL and indicating areas for further development
- Uses management time to review evidence of children's learning and progress

The Head teacher reports to the Governing Body of the progress of children in languages in the same way as the progress for any other subject. The Governors' Curriculum Committee has the responsibility of monitoring the success of Modern Foreign Language Teaching.

This policy will be reviewed at least every two years.

|  |              |
|--|--------------|
| This policy was adopted at the meeting of (name of setting): |              |
| Held on (date):  |              |
| Signed on behalf of the Governing body:                      |              |
| Signed on behalf of the Chairperson:                         |              |
| Date for review:   | October 2023 |

Appendix 1 Curriculum Map

Year 3

|                                | Song  | ORACY:<br>Rhyme/Game/play                      | Unit of work  | Story/Stories   | Intercultural understanding                                      |
|--------------------------------|---|--|---|---|--|
| <b>Autumn 1</b>                | Tape Des Mains  | Rhyme: Voici ma main<br>Game: Jacques a dit    | Catherine Cheater Y3 1-10   | <ul style="list-style-type: none"> <li>Toutes les couleurs</li> <li>Automne Arrive</li> </ul> | Finding out about a region in France: The Alsace/Paris           |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |  | Name some people, places and objects, Answer questions with a single word or short phrase, Ask a simple question and use set phrases, Write single words correctly, Label a picture, Copy a simple word or phrase, understand basic grammar, use simple dictionaries to understand the meaning of words   | Read and understand single words<br><br>Read and understand short phrases                     | Describe people, places things and actions orally and in writing |
| <b>Autumn 2</b>                | Vive le vent  | Game: Qui est là? Using Christmas vocabulary   | Catherine Cheater Y3 1-10   | Silence Père Noël   | Christmas in France  |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |  | Name some people, places and objects, Answer questions with a single word or short phrase, Ask a simple question and use set phrases, Write single words correctly, Label a picture, Copy a simple word or phrase, understand basic grammar, , use simple dictionaries to understand the meaning of words | Read and understand single words<br><br>Read and understand short phrases                     | Describe people, places things and actions orally and in writing |
| <b>Spring 1</b>                | J'aime la Galette   | Playground game: plouf plouf - une pomme verte | Catherine Cheater Y3 11-20  | Roule Galette   | La Fête des Rois   |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language   |  | Name some people, places and objects, Answer questions with a   | Read and understand   | Describe people, places things and actions                       |

|                                |   |   |   |   |  |
|--------------------------------|---|---|---|---|--|
|                                | Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.  |   | single word or short phrase, Ask a simple question and use set phrases, Write single words correctly, Label a picture, Copy a simple word or phrase, understand basic grammar, , use simple dictionaries to understand the meaning of words   | single words<br>Read and understand short phrases                     | orally and in writing  |
| <b>Spring 2</b>                | Alain le Lait numbers 1-20  | Game: cards 1-20 distributed – call them out in order             | Catherine Cheater Y3 11-20  | Je m’habille et je te croque!   | Easter in France /Les Fêtes du Printemps                         |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |   | Name some people, places and objects, Answer questions with a single word or short phrase, Ask a simple question and use set phrases, Write single words correctly, Label a picture, Copy a simple word or phrase, understand basic grammar, , use simple dictionaries to understand the meaning of words | Read and understand single words<br>Read and understand short phrases | Describe people, places things and actions orally and in writing |
| <b>Summer 1</b>                | Scions le bois  | Playground game: Jeux de mains - Météo                            | Catherine Cheater Y3 21-30  | Cache-cache cochons   | Le Tour de France /La Fête de la Musique                         |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |   | Name some people, places and objects, Answer questions with a single word or short phrase, Ask a simple question and use set phrases, Write single words correctly, Label a picture, Copy a simple word or phrase, understand basic grammar, , use simple dictionaries to understand the meaning of words | Read and understand single words<br>Read and understand short phrases | Describe people, places things and actions orally and in writing |
| <b>Summer 2</b>                | La Tête les épaules   | Pirouette Cacahuète (listening skills – jump up at certain words) | Catherine Cheater Y3 21-30  | Maman   | La Fête Nationale /La Fête de la carotte à Croissy Sur Sein      |

|                                |   |   |   |  |
|--------------------------------|---|---|---|--|
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. | Name some people, places and objects, Answer questions with a single word or short phrase, Ask a simple question and use set phrases, Write single words correctly, Label a picture, Copy a simple word or phrase, understand basic grammar, , use simple dictionaries to understand the meaning of words | Read and understand single words<br><br>Read and understand short phrases | Describe people, places things and actions orally and in writing |
|--------------------------------|---|---|---|--|



Year 4

|                                | Song  | ORACY:<br>Rhyme/Game/play                         | Unit of work  | Story  | Intercultural understanding                                      |
|--------------------------------|---|---|---|--|--|
| <b>Autumn 1</b>                | Jean Petit Qui Danse  | Rhyme: L'école c'est parti<br>Game: Jacques a dit | Y4 unit:<br>Holidays and Hobbies  | Un lion jaune<br>Va t'en Grand Monstre   | Finding out about a region in France: The Alsace/Paris           |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |   | Answer questions with a few words or short phrase. Ask simple questions and use set phrases. Complete phrases and short sentences with the right words. Name and begin to describe some people, places and objects. Write single sentences correctly, Label pictures, Copy simple words or phrases. Use dictionaries to find the meaning of words | Read and understand single sentences, Read and understand the main points of short passages. | Describe people, places things and actions orally and in writing |
| <b>Autumn 2</b>                | Vive le vent  | Game: Qui est là?<br>Using Christmas vocabulary   | Y4 unit:<br>Holidays and Hobbies  | Silence Père Noël  | Christmas in France  |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |   | Answer questions with a few words or short phrase. Ask simple questions and use set phrases. Complete phrases and short sentences with the right words. Name and begin to describe some people, places and objects. Write single sentences correctly, Label pictures, Copy simple words or phrases. Use dictionaries to find the meaning of words | Read and understand single sentences, Read and understand the main points of short passages. | Describe people, places things and actions orally and in writing |
| <b>Spring 1</b>                | J'aime la Galette   | Playground game:<br>Plouf-plouf – sept oies       | Y4 unit:<br>On the move   | Pourquoi   | La Fête des Rois   |
| <b>Skills &amp;</b>            | Appreciate stories, songs, poems and  |   | Answer questions with a few words or short phrase. Ask  | Read and   | Describe people,   |

|                                |   |  |   |  |  |
|--------------------------------|---|--|---|--|--|
| <b>objectives</b>              | rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.                                      |  | simple questions and use set phrases. Complete phrases and short sentences with the right words. Name and begin to describe some people, places and objects. Write single sentences correctly, Label pictures, Copy simple words or phrases. Use dictionaries to find the meaning of words  | understand single sentences, Read and understand the main points of short passages.          | places things and actions orally and in writing                  |
| <b>Spring 2</b>                | Alain le Lait numbers 20-50   | Game: cards 20-50 distributed – call them out in order | Y4 unit:<br>On the move   | Je ne veux pas aller à l'hôpital   | Easter in France /Les Fêtes du Printemps                         |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |  | Answer questions with a few words or short phrase. Ask simple questions and use set phrases. Complete phrases and short sentences with the right words. Name and begin to describe some people, places and objects. Write single sentences correctly, Label pictures, Copy simple words or phrases. Use dictionaries to find the meaning of words | Read and understand single sentences, Read and understand the main points of short passages. | Describe people, places things and actions orally and in writing |
| <b>Summer 1</b>                | Sur le Pont d'Avignon   | Rhyme: Petit araignée                                  | Y4 unit:<br>What's the time?  | Bon appétit Monsieur Lapin   | Le Tour de France /La Fête de la Musique                         |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |  | Answer questions with a few words or short phrase. Ask simple questions and use set phrases. Complete phrases and short sentences with the right words. Name and begin to describe some people, places and objects. Write single sentences correctly, Label pictures, Copy simple words or phrases. Use dictionaries to find the meaning of words | Read and understand single sentences, Read and understand the main points of short passages. | Describe people, places things and actions orally and in writing |

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|--------------------------------|---|--|---|--|--|
| <b>Summer 2</b>                | Dansons la Capucine   | Playground game: Jeux de mains – Mademoiselle hirondelle | Y4 unit: What's the time?   | Je veux ma dent  | La Fête Nationale /La Fête de la carotte à Croissy Sur Sein      |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |  | Answer questions with a few words or short phrase. Ask simple questions and use set phrases. Complete phrases and short sentences with the right words. Name and begin to describe some people, places and objects. Write single sentences correctly, Label pictures, Copy simple words or phrases. Use dictionaries to find the meaning of words | Read and understand single sentences, Read and understand the main points of short passages. | Describe people, places things and actions orally and in writing |

**Year 5**

|                                | <b>Song</b>   | <b>ORACY:<br/>Rhyme/Game/play</b> | <b>Unit of work</b>  | <b>Story</b>  | <b>Intercultural understanding</b>                               |
|--------------------------------|---|-----------------------------------|--|---|--|
| <b>Autumn 1</b>                | Alouette  | Rhyme: L'école c'est parti        | Y5 unit: Family & Friends  | Il y a un cauchmar dans mon placard   | Finding out about a region in France: The Alsace/Paris           |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |                                   | Name and describe people, Name and describe a place, Name and describe an object, Have a short conversation saying 3 things, Give a response using a short phrase, Start to speak in sentences, Write phrases from memory, Write 2-3 short sentences on a familiar topic, Say what they like/dislike about a familiar topic, Use a bilingual dictionary or glossary to look up new words | Read and understand a short passage using familiar language, Explain the main points in a short passage, Read a passage independently | Describe people, places things and actions orally and in writing |
| <b>Autumn 2</b>                | Petit Papa Noël   | Play: vive le temps d'hiver       | Y5 unit: Family & Friends  | L'annonce de Noël<br>Silence Père Noël  | Christmas in France  |

|                                |   |   |  |   |  |
|--------------------------------|---|---|--|---|--|
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |   | Name and describe people, Name and describe a place, Name and describe an object, Have a short conversation saying 3 things, Give a response using a short phrase, Start to speak in sentences, Write phrases from memory, Write 2-3 short sentences on a familiar topic, Say what they like/dislike about a familiar topic, Use a bilingual dictionary or glossary to look up new words | Read and understand a short passage using familiar language, Explain the main points in a short passage, Read a passage independently | Describe people, places things and actions orally and in writing |
| <b>Spring 1</b>                | Promenons-nous dans les bois  | Playground games:<br>Jeux de mains – Pépito<br>Ronde – promenons-nous dans les bois | Y5 unit:<br>All About Ourselves  | Loup y-es tu?   | La Fête des Rois   |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |   | Name and describe people, Name and describe a place, Name and describe an object, Have a short conversation saying 3 things, Give a response using a short phrase, Start to speak in sentences, Write phrases from memory, Write 2-3 short sentences on a familiar topic, Say what they like/dislike about a familiar topic, Use a bilingual dictionary or glossary to look up new words | Read and understand a short passage using familiar language, Explain the main points in a short passage, Read a passage independently | Describe people, places things and actions orally and in writing |
| <b>Spring 2</b>                | Alain le Lait numbers 50-70   | Game: cards 50-70 distributed – call them out in order                              | Y5 unit:<br>All About Ourselves  | Le Château du petit prince  | Easter in France /Les Fêtes du Printemps                         |

|                                |   |               |  |   |  |
|--------------------------------|---|---------------|--|---|--|
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |               | Name and describe people, Name and describe a place, Name and describe an object, Have a short conversation saying 3 things, Give a response using a short phrase, Start to speak in sentences, Write phrases from memory, Write 2-3 short sentences on a familiar topic, Say what they like/dislike about a familiar topic, Use a bilingual dictionary or glossary to look up new words | Read and understand a short passage using familiar language, Explain the main points in a short passage, Read a passage independently | Describe people, places things and actions orally and in writing |
| <b>Summer 1</b>                | Savez-vous planter les choux  | Play: Au Café | Y5 unit:<br>That's Tasty   | C'est moi, le champion  | Le Tour de France /La Fête de la Musique                         |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |               | Name and describe people, Name and describe a place, Name and describe an object, Have a short conversation saying 3 things, Give a response using a short phrase, Start to speak in sentences, Write phrases from memory, Write 2-3 short sentences on a familiar topic, Say what they like/dislike about a familiar topic, Use a bilingual dictionary or glossary to look up new words | Read and understand a short passage using familiar language, Explain the main points in a short passage, Read a passage independently | Describe people, places things and actions orally and in writing |
| <b>Summer 2</b>                | Quand Tu cours  | Play: Au Café | Y5 unit:<br>That's Tasty   | C'est moi, le champion  | La Fête Nationale /La Fête de la carotte à Croissy Sur Sein      |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound                       |               | Name and describe people, Name and describe a place, Name and describe an object, Have a short conversation saying 3 things, Give a response using a short phrase, Start to speak in sentences, Write  | Read and understand a short passage using familiar language, Explain the main points in a short passage, Read a passage               | Describe people, places things and actions orally and in writing |

|  |                       |  |               |  |
|--|-----------------------|--|---------------|--|
|  | and meaning of words. | phrases from memory, Write 2-3 short sentences on a familiar topic, Say what they like/dislike about a familiar topic, Use a bilingual dictionary or glossary to look up new words | independently |  |
|--|-----------------------|--|---------------|--|

## Year 6

|                                | Song  | ORACY:<br>Rhyme/Game/play                            | Unit of work  | Story   | Intercultural understanding                                      |
|--------------------------------|---|--|---|---|--|
| <b>Autumn 1</b>                | Des Os  | Poem: c'est la rentrée                               | Y6 unit:<br>Let's visit a French town   | Il y a un alligator sous mon lit  | Finding out about a region in France: The Alsace /Paris          |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |  | Hold a simple conversation with at least 4 exchanges, Use my knowledge of grammar to speak correctly, Write a paragraph of 4-5 sentences, Substitute words and phrases, Use a bilingual dictionary or glossary to look up new words | Understand a short story or factual text and note the main points, Use the context to work out unfamiliar words | Describe people, places things and actions orally and in writing |
| <b>Autumn 2</b>                | Petit Papa Noël   | Playground game:<br>jeux de mains –<br>dam dam dé dé | Y6 unit:<br>Let's visit a French town   | L'annonce de Noël<br>(Silence Père Noël if time)  | Christmas in France  |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and  |  | Hold a simple conversation with at least 4 exchanges, Use my knowledge of grammar to speak correctly, Write a   | Understand a short story or factual text and note the main points, Use the                                      | Describe people, places things and actions orally and in writing |

|                                |   |   |   |   |  |
|--------------------------------|---|---|---|---|--|
|                                | link the spelling, sound and meaning of words.  |   | paragraph of 4-5 sentences, Substitute words and phrases, Use a bilingual dictionary or glossary to look up new words   | context to work out unfamiliar words  |  |
| <b>Spring 1</b>                | Si tu as de la joie au coeur  | Playground game: Jeux de mains -Petit Rat               | Y6 unit:<br>Let's go shopping   | Petit bleu and petit jaune  | La Fête des Rois   |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |   | Hold a simple conversation with at least 4 exchanges, Use my knowledge of grammar to speak correctly, Write a paragraph of 4-5 sentences, Substitute words and phrases, Use a bilingual dictionary or glossary to look up new words | Understand a short story or factual text and note the main points, Use the context to work out unfamiliar words | Describe people, places things and actions orally and in writing |
| <b>Spring 2</b>                | Alain le Lait numbers 70-100  | Game: cards 70-100 distributed – call them out in order | Y6 unit:<br>Let's go shopping   | Petit bleu and petit jaune  | Easter in France /Les Fêtes du Printemps                         |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |   | Hold a simple conversation with at least 4 exchanges, Use my knowledge of grammar to speak correctly, Write a paragraph of 4-5 sentences, Substitute words and phrases, Use a bilingual dictionary or glossary to look up new words | Understand a short story or factual text and note the main points, Use the context to work out unfamiliar words | Describe people, places things and actions orally and in writing |
| <b>Summer 1</b>                | Il était une fermière   | Play: Vive la Révolution                                | Y6 unit:<br>This is France  | Plouf!  | Le Tour de France /La Fête de la Musique                         |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and  |   | Hold a simple conversation with at least 4 exchanges, Use my knowledge of grammar to speak correctly, Write a   | Understand a short story or factual text and note the main points, Use the                                      | Describe people, places things and actions orally and in writing |

|                                |   |                          |   |   |  |
|--------------------------------|---|--------------------------|---|---|--|
|                                | link the spelling, sound and meaning of words.  |                          | paragraph of 4-5 sentences, Substitute words and phrases, Use a bilingual dictionary or glossary to look up new words   | context to work out unfamiliar words  |  |
| <b>Summer 2</b>                | Child's choice of any song they know – different each week  | Play: Vive la Révolution | Y6 unit:<br>This is France  | Plouf!  | La Fête Nationale<br>/La Fête de la carotte à Croissy Sur Sein   |
| <b>Skills &amp; objectives</b> | Appreciate stories, songs, poems and rhymes in the language<br>Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words. |                          | Hold a simple conversation with at least 4 exchanges, Use my knowledge of grammar to speak correctly, Write a paragraph of 4-5 sentences, Substitute words and phrases, Use a bilingual dictionary or glossary to look up new words | Understand a short story or factual text and note the main points, Use the context to work out unfamiliar words | Describe people, places things and actions orally and in writing |



## Appendix 2

### Skill Progression Chart

#### Assessing Primary French

#### Lower Key Stage 2 Performance Descriptor

### Year 3

Pupils at the **expected level of attainment** at the end of Year 3 will be able to:

#### Spoken language

- Join in with songs and rhymes
- Respond to a simple command.
- Answer questions with a single word or short phrase
- Ask a simple question and use set phrases
- Complete phrases and short sentences with the right word
- Name some people, places and objects

#### Reading

- Read and understand single words
- Read and understand short phrases
- Use simple dictionaries to find the meaning of words

#### Writing

- Write single words correctly
- Label a picture
- Copy a simple word or phrase

### **Intercultural Understanding**

- Describe people, places things and actions orally and in writing

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Name and begin to describe some people, places and objects; read and understand the main points of short passages; write single sentences correctly

## **Assessing Primary French**

### **Lower Key Stage 2 Performance Descriptor**

#### **Year 4**

Pupils at the **expected level of attainment** at the end of Year 4 will be able to:

#### **Spoken language**

- Join in with songs and rhymes
- Respond to commands.
- Answer questions with a few words or short phrase.
- Ask simple questions and use set phrases.
- Complete phrases and short sentences with the right words.
- Name and begin to describe some people, places and objects.

### Reading

- Read and understand single sentences,
- Read and understand the main points of short passages.
- Use dictionaries to find the meaning of words.

### Writing

- Write single sentences correctly
- Label pictures
- Copy simple words or phrases.

### Intercultural Understanding

- Describe people, places things and actions orally and in writing

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Start speaking in sentences, explain the main points in a short passage, write phrases from memory.

**Assessing Primary French**  
**Upper Key Stage 2 Performance Descriptor**

**Year 5**

Pupils at the **expected level of attainment** at the end of Year 5 will be able to:

**Spoken language**

- Name and describe people
- Name and describe a place
- Name and describe an object
- Have a short conversation saying 3 things
- Give a response using a short phrase
- Start to speak in sentences

**Reading**

- Read and understand a short passage using familiar language
- Explain the main points in a short passage
- Read a passage independently
- Use a bilingual dictionary or glossary to look up new words

**Writing**

- Write phrases from memory
- Write 2-3 short sentences on a familiar topic
- Say what they like/dislike about a familiar topic

### **Intercultural Understanding**

- Describe people, places things and actions orally and in writing

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Hold a simple conversation with at least 4 exchanges; use the context to work out unfamiliar words when reading; write a paragraph of 4-5 sentences

## **Assessing Primary French**

### **Upper Key Stage 2 Performance Descriptor**

#### **Year 6**

Pupils at the **expected level of attainment** at the end of Year 6 will be able to:

#### **Spoken language**

- Hold a simple conversation with at least 4 exchanges
- Use my knowledge of grammar to speak correctly

#### **Reading**

- Understand a short story or factual text and note the main points
- Use the context to work out unfamiliar words
- Use a bilingual dictionary or glossary to look up new words

#### **Writing**

- Write a paragraph of 4-5 sentences
- Substitute words and phrases

### **Intercultural Understanding**

- Describe people, places things and actions orally and in writing

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Hold a simple conversation with more than 4 exchanges; write a paragraph of more than 5 sentences