



The Languages (French) Curriculum at Sheepscombe Primary School

The Sheepscombe School Community believes that:

The Sheepscombe School community believes that learning a second language contributes to our understanding of the wider world and provides shared experiences, knowledge and connections with others. Curiosity about the nature of language is forged by exposure to different languages, ancient and modern, through vocabulary used in broader thematic investigations, including fiction, geography, history and RE. Awareness of the different first languages spoken by school pupils also enriches a sense of informal usage, such as in rhymes and songs. The Sheepscombe school community relishes the opportunity to make links with other countries in the world as well as within our country, county, village and school community, where a wide variety of languages are spoken. The teaching of languages gives children new perspectives on the world they live in and the people they meet as well as supporting the identification and understanding of common goals that unite is all, such as care for our world.

National Curriculum – Aims

The national curriculum for languages aims to ensure that all pupils: 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

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.

National Curriculum – Purpose of Study

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.

Early Years Foundation Stage

At Sheepscombe School we believe that there is never a wrong time to learn a language; it's never too late and it's certainly never too early. In fact, there are distinct advantages to early language learning. Children often pick up new words and phrases effortlessly, in the same way they learn their native tongue. Their minds are capable of absorbing this new information, allowing them to quickly begin using a new language with ease and confidence. If we start them on this path early then we are laying down solid foundations to build on as they progress through school. Research has shown that learning a new language may contribute to the development of the brain, particularly in the areas of memory, speech and sensory processing, and it can also contribute to a child's self-esteem – even being able to use some simple words and phrases can give children a real sense of achievement. Alongside this, children will be developing vital listening skills, which will support speech and language development. At Sheepscombe School we know how important it is for children to be aware of the fact that people speak different languages. We believe that learning a new language gives children good opportunities to practise their listening skills from an early age.

In EYFS and KS1 all children will: begin to develop an understanding of different cultures around the world as well as tolerance and acceptance of these cultures. Have access to high quality French teaching' for fun' to promote curiosity and interest in the language of others and to promote listening, speaking and understanding skills.

In Key Stage 2 all children will: have developed an understanding of different cultures around the world as well as tolerance and acceptance of these cultures. By studying Modern Foreign Languages, pupil will develop the resilience and skills to communicate with others. Children will understand that foreign language learning is learning the art of communicating. They will understand that even if they do not comprehend everything they can see or hear, they are still able to respond and communicate. They will understand the value of learning an additional language and understand how cultures differ but can all co-exist harmoniously

Merlin Class				Kestrel Class		Eagle Class	
Little Lambs	Reception	Year 1 (join with Year 2)	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to enjoy singing some simple French rhymes and songs Begin to respond to simple instructions in a game Begin to be able to say hello and goodbye in French	Enjoy singing some simple French rhymes and songs Respond to simple instructions in a game Be able to say hello and goodbye in French Count to 5 in French Know some colours in French	Listening Being to Understand a few familiar spoken words and phrases - e.g. the teacher's instructions - a few words and phrases in a song or a rhyme - days of the week	Listening Being to Understand a few familiar spoken words and phrases - e.g. - the teacher's instructions - a few words and phrases in a song or a rhyme	Listening Understand a few familiar spoken words and phrases - e.g. - the teacher's instructions - a few words and phrases in a song or a rhyme - days of the week - colours - numbers	Listening Understand a range of familiar spoken phrases - e.g. - Basic phrases concerning myself - My family - My school - The weather	Listening Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g. A short rhyme or song, a telephone message, announcement or weather forecast.	Listening - understand and respond to spoken and written language from a variety of authentic sources Speaking - speak with increasing confidence, fluency and spontaneity, finding

		- colours - numbers Speaking Begin to say and repeat single words and short simple phrases – e.g. - greeting someone - saying oui, non, s’il vous plait, merci - naming classroom objects - days of the week saying what the weather is like	- days of the week - colours - numbers Speaking Begin to say and repeat single words and short simple phrases – e.g. - greeting someone - saying oui, non, s’il vous plait, merci - naming classroom objects - days of the week saying what the weather is like	Speaking Say and repeat single words and short simple phrases – e.g. - greeting someone - saying oui, non, s’il vous plait, merci - naming classroom objects - days of the week - saying what the weather is like Reading Can recognise and read out a few familiar words and phrases - e.g. - from stories and rhymes - labels on familiar objects - the date - the weather Writing Can write or copy simple words or symbols correctly - e.g. - numbers - days of week - colours - classroom objects - a shopping list Children can, with support, substitute one element in a simple phrase to vary the meaning.	Speaking Answer simple questions and give basic information – e.g. - Saying where I live - Whether I have brothers and sisters - Whether I have a pet - When my birthday is - How old I am - Saying the date Reading Understand and read out familiar written phrases - e.g. - simple phrases - weather phrases - simple description of objects someone writing about their pet Writing Can write one or two short sentences to a model and fill in the words on a simple form- e.g. - personal information - where I live - how old I am - holiday greetings by e-mail or on a postcard - a shopping list Children can, with support, substitute one element in a simple phrase to vary the meaning. Grammar Apply the gender rules for singular and plural indefinite articles (i.e. use un/une for masculine/feminine nouns – un garçon, une fille) Demonstrate an understanding of the correct position of most adjectives (e.g. ballon bleu not bleu ballon, but grand chapeau)	- Sentences describing what people are wearing - what they are doing an announcement or message Speaking Ask and answer simple questions and talk about their interests - e.g. - taking part in an interview about my area and interests a survey about pets or favourite foods - talking to a friend about what we like to do and wear - discussing a picture with a partner, describing colours, shapes and saying whether I like it or not - asking for and giving directions - discussing houses, pets, food Reading Understand the main points and some of the detail from short written texts or passages in clear printed script - e.g. - very simple messages on a postcard or e-mail or part of a story - three to four sentences of information about my friend, a description of someone’s school day Writing Write a few short sentences with support using expressions which they have already learnt - e.g. - a postcard, a simple note or message, an identity card Write a short text on a familiar topic, adapting language which they have already learnt- e.g. - three to four sentences for a wall display; a simple e-mail message ... Grammar Produce positive and negative sentences using common verbs and pronouns (e.g. I like football/don’t like) Apply the rules for adjective agreement with some accuracy (ie. Use masculine, feminine or plural forms (e.g. grand vs grande)	ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation - Give a short prepared talk, on a topic of choice, including expressing opinions - e.g. - talking on a familiar subject - describing a picture or part of a story - making a presentation to the class ... Reading - Understand the main points and opinions in written texts from various contexts - e.g. ☐ A postcard or letter from a friend - a written account of school life - a poem or part of a story ... Discover and develop an appreciation of a range of writing in French Writing Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt eg - paragraphs of three to four sentences about myself, - about a story or a picture; a message containing three to four sentences - a postcard or greetings card Grammar Use the correct form of the definite article (‘the’) in singular and plural sentences (i.e use le, la or les) Apply grammar knowledge accurately to build own sentences