



# Staindrop CE Primary School Modern Foreign Languages Curriculum

**CURRICULUM AIM:**

Know more, Do more &  
Remember more

- READING, WRITING, SPEAKING AND LISTENING SKILLS THAT HAVE BEEN MAPPED OUT TO BUILD PROGRESSIVELY ACROSS KEY STAGE 2.
- TO LEARN ABOUT THE CULTURE OF FRANCE AND FRANCOPHONES.
- LEARNING THROUGH RECALL AND GAMES TO APPLICATION IN A TASK
- KEY VOCABULARY CHOSEN AND MAPPED ACROSS THE CURRICULUM

**CURRICULUM AIM:**

Meet people, go places & make  
things happen

- COMMUNICATE THEIR MFL UNDERSTANDING THROUGH PRESENTATIONS AND LINKS WITH FRENCH PARTNER SCHOOL
- NURTURE PUPILS' CURIOSITY AND FASCINATION ABOUT THE WORLD AND ITS PEOPLE.
- ENRICH THE CHILDREN'S MFL UNDERSTANDING THROUGH CONTACT WITH PUPILS IN A FRENCH PARTNER SCHOOL
- THE CONFIDENT ABILITY TO PRESENT IN A FOREIGN LANGUAGE TO PEERS.
- LEARNING ABOUT CULTURE THROUGH FRENCH EXPERIENCE DAYS.

**CURRICULUM AIM:**

Love of Reading

- TO LEARN FROM A RANGE OF SOURCES INCLUDING TRANSLATIONS OF HIGH-QUALITY TEXTS.
- PHONICS TAUGHT AS PART OF VOCABULARY DEVELOPMENT

**Barriers to MFL for Staindrop CE Pupils:**

- Rural deprivation-lack of experience of travelling abroad.
- Lack of diversity within the school community (97% White, British)
- Children lack independence and confidence to communicate their ideas/presentation skills
  - Wide socio-economic gap within the school
  - Above national levels of PP
- Low levels of language on entry (40% below national 21/22 Baseline assessment)

**CURRICULUM AIM:**

Happy, Healthy Global citizens

*"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"*

“THROUGH GOD’S LOVE, WE ARE THE RICH SOIL WHERE ROOTS GROW AND SEEDS FLOURISH”

## Intent:

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. At Staindrop Primary School teaching enables 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 also provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries.

The aims are to ensure that children:

- 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

### Languages in Key Stage 2...

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.

	Autumn Term	Spring Term	Summer Term
Year 3	Talking about Myself	Colours and France	Birthdays and School
Year 4	Describing Myself	Food and Shopping	Pets and Weather

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	Autumn Term	Spring Term	Summer Term
Year 5	My Home, Town and Transport	Free Time and Holidays	Food and Drinks
Year 6	Jobs and the Future	Revision	Family and School

## Long Term Languages Overview

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Year 3</b>	<p><b>Talking about self</b>            Core 1 1-6 greetings ,name ,age, numbers 1-10, family, story            Assessment            Xmas</p>	<p><b>Colours and France</b>            Core 2.3 numbers 11-20            2.2,2.5,2.1,2.6 colours, likes/dislikes, days of the week, story            Q 1,2,4 Sur le pont,            Assessment            Easter</p>	<p><b>Birthdays and School</b>            Core 3.3 Numbers 20-31,            3.5 Months/birthdays            D4 Playground games,            D1 Farmers den            D2 Simon says,            C4 Time Mr Wolf            Ref Units: Classroom language C3 Pencil case</p>
<b>Year 4</b>	<p><b>Describing yourself</b>            G 1,2,3 size, hair ,eyes            Core 3.1,3.2 Body parts            H1/2/6 Face/Red Riding Hood            Numbers 1-40            Assessment            Xmas</p>	<p><b>Food and Shopping</b>            B 1,2,3 Food, likes/dislikes/+healthy eating (Durham)            F1,K3,F4,F5 Shops/Euros/Market            Numbers 1-50/10's to 100            Assessment            Easter</p>	<p><b>Pets and Weather</b>            A2,3 + likes/dislikes of animals (Durham U4)            O 1 Weather N 1 Seasons + forecasts (Durham)            N 4 Dates /birthdays            Numbers 1-70            Alphabet (Salut ref units: Phonics: alphabet)</p>
<b>Year 5</b>	<p><b>My Home, Town and Transport</b>            E 1,2,5 Live, home, daily routine F2,3 Town, directions            C1 Transport            Numbers 1-80            Assessment            Xmas</p>	<p><b>Free Time and Holidays</b>            L1, L4 Hobbies            I 1,2 Sports            J1, J2 Holidays Numbers 1-100            Assessment            Easter</p>	<p><b>Food and Drinks</b>            Q 5 French food            K 1,2,4,5 Eating out (incl. prices)            Café Theatre (Durham Unit 21) <b>or</b> K6 Story            Alphabet (Durham units)</p>
<b>Year 6</b>	<p><b>Jobs and the future</b>            T 1,2,3 The future + numbers 1-100            U 1,2,3 Jobs + extend to family's jobs            Assessment            Xmas</p>	<p><b>Revision</b>            Revise Y3 Core Name, age, b/s, pets, days, months, birthdays + numbers 1-100 and above, likes/dislikes            Assessment            Easter</p>	<p><b>Family and School</b>            C5,C2 School            C5,C2 School</p>

## Medium Term Plan –Autumn

	Talking about self Y3	Describing yourself Y4	My home, my town and transport Y5	Jobs and the future Y6
1	Where is France?	G.1 Size / eyes ( <b>être and avoir</b> )	E.1 Where I live ( <b>habiter</b> )	T.1. Intro to the simple future tense ( <b>aller</b> )
2	Core 1.1 Greetings + song	G.1 Size / eyes	E.1 Where I live	T.1. Intro to the simple future tense
3	Core 1.1 Greetings + song	G.2 Hair colour	E.2 My house	T.2. Weekend plans
4	Core 1.2 Ca va	G.2 Hair colour	E.2 My house	T.2. Weekend plans
5	Core 1.2 Ca va	G.3 Hair styles	E.5 My daily routine ( <b>faire</b> )	T.3 Tomorrow's plans
6	Core 1.3 Names ( <b>appeller</b> )	G.3 Hair styles	E.5 My daily routine	T.3 Tomorrow's plans
7	Core 1.3 Names	Number 1-40	F.2 Places in town	U.1 Jobs (I want to be...) ( <b>vouloir</b> )
8	Core 1.4 Numbers 1-10 + age ( <b>avoir</b> )	Core 3.1 Body parts song	F.2 Places in town	U.1 Jobs (I want to be...)
9	Core 1.4 Numbers 1-10 + age	Core 3.2 Body parts	F.3 Directions	U.2 Jobs (others /family)
10	Core 1.5 Family	Core 3.2 Body parts	F.3 Directions	U.2 Jobs (others /family)
11	Core 1.5 Family	H.1 Describing face	Numbers 1-80	U.3 Places of work
12	Core 1.6 Story	H.1 Describing face	C.1 Transport to school ( <b>aller</b> )	U.3 Places of work
13	Core 1.6 Story	H.6 Red Riding Hood	C.1 Transport to school	Numbers Revise 1-100 in units
14	Assessment	Assessment	Assessment	Assessment
15	Xmas	Xmas	Xmas	Xmas

## Medium Term Plan – Spring Term

Core1.1/1.2 Core 1.3 Names Core 1.4 Numbers Core1.5 Siblings	Core 2.1 Days Core 2.2 Colours(l/d) Core 3.5 Birthdays A.2. Pets (avoir) A.2 Pets (likes/dislikes)
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	Colours and France Y3	Food and Shopping Y4	Free Time and Holidays Y5	Revision Y6
1	Core 2.3 Numbers 11-20	B.1. Food	L.1. Hobbies ( <b>adorer</b> )	Revise Core *see above (1.1)
2	Core 2.3 Numbers 11-20	B.1. Food (healthy eating song/activity Durham)	L.1. Hobbies	Revise Core *see above (1.2)
3	Core 2.2 Colours	B.2. Likes and dislikes ( <b>aimer</b> )	L.4. The weekend	Revise Core *see above (1.3)
4	Core 2.2 Colours	B.2. Likes and dislikes	L.4. The weekend	Revise Core *see above (1.4)
5	Core 2.5 Likes /dislikes ( <b>aimer</b> )	B.3. Eating ... + <u>SOME</u> ( <b>manger</b> )	I.1. Sports	Revise Core *see above (1.5)
6	Core 2.5 Likes /dislikes	B.3. Eating ... + <u>SOME</u>	I.1. Sports	Revise Core *see above (2.1)
7	Core 2.1 days of the week	F.1. How much ? (1-50 in units)	I.2 Sports preferences ( <b>preferer</b> )	Revise Core *see above (2.2)
8	Core 2.1 days of the week	K.3. At the market(1- 100 in tens)	J.1. Holidays / countries	Revise Core *see above (3.5)
9	Core 2.6 Story	K.3. At the market	J.1. Holidays / countries	Revise Core *see above (A2 <b>avoir</b> )
10	Core 2.6 Story	F.4. Shops ( <b>vouloir</b> )	J.2. Holiday accomodation	Revise Core *see above (A2 <b>aimer</b> )
11	Q.1 Sur le pont d'Avignon	F.4. Shops	J.2. Holiday accomodation	Number 1-100
12	Q.1 Sur le pont d'Avignon	F.5.At the shops	Numbers 1-100 in units	Numbers above 100.
13	Assessment	Assessment	Assessment	Asessment
14	Easter	Easter	Easter	Easter



## Medium Term Plan – Summer

	Birthdays and School Y3	Pets and the Weather Y4	Food and drinks Y5	Family and School Y6
1	Core 3.3 Numbers 20-31	A.2. Pets (nouns)	Q.5. French food	R.1 Family members
2	Core 3.3 Numbers 20-31	A.2. Pets (have/haven't) ( <b>avoir</b> )	Q.5. French food	R.1 Family members
3	Core 3.5 Months / Birthdays	A.2. Pets (have/haven't)	K.1. Ordering a drink ( <b>vouloir</b> )	R.2 Family members /descriptions
4	N.4 Dates	A.3. Describing a pet	K.1. Ordering a drink	R.2 Family members /descriptions
5	Core 3.5 Birthdays	A.3. Describing a pet	K.2. Ordering an ice-cream	R.4 Family and weekend
6	D.4. Playground games ( <b>jouer</b> )	Likes/dislikes of animals (Durham Unit 4)	K.2. Ordering an ice-cream	C.5. School subjects
7	D.4. Playground games	Likes/dislikes of animals (Durham Unit 4)	K.4. At the restaurant(numbers/prices SR)	C.5. School subjects
8	D.1. Farmers in his den	O.1. Weather ( <b>faire</b> )	K.4. At the restaurant	School timetable
9	D.1. Farmers in his den	O.1. Weather	K.5. Ordering at the restaurant	C.2. Rooms in school
10	C.3 Pencil case	N.1. Seasons	K.5. Ordering at the restaurant	C.2. Rooms in school
11	C.3 Pencil case	Numbers 1-70	Café theatre (Durham Unit 21) **	Plan of school
12	Assessment	Assessment	Assessment	Assessment
13				
14				

## S.E.N.D. Provision in MFL

- Differentiated work through activity, questioning and outcome
- Adult support
- Peer support – mixed ability groupings and pairs
- Visual, Auditory and Kinesthetic resources
- Rest opportunities
- Opportunities for alternative recording e.g. scribes, digital images and video recording
- Enlarged writing
- Coloured backgrounds/papers
- Seating and positioning to board/teacher
- Extra timing available

Pupils working towards expected:

Skills covered:

Pupils working at greater depth:

## Listening:

- I can understand some simple words and phrases.
- I can understand some simple instructions and follow them.
- I can identify phonemes which are the same as, or different from, English phonemes.
- I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.
- I can recognise a question.
- I can recognise negatives.
- I can understand simple questions and respond to them, e.g. by picking up an item.
- I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.
- I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'.
- I can recognise some basic French adjectives.

## Speaking:

- I can repeat simple words and phrases.
- I can join in with simple songs and rhymes.
- I can answer questions to give basic information using simple words and phrases.
- I can say that I don't understand, or ask for a question to be repeated.
- I can ask for help using polite language.
- I can ask and answer simple questions using short sentences.
- I can repeat some simple sentences from memory.
- I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.
- I can prepare and recite a few familiar sentences to my teacher
- I can give a spoken response to a simple written question.
- I can pronounce le/la and un/une clearly and accurately.
- I can talk about myself using some common verbs in the first person singular form.

Pupils working towards expected:	Skills covered:			Pupils working at greater depth:
	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• I can read and pronounce the most common letters and letter strings in French.</li> <li>• I can read and pronounce familiar written words accurately, using my knowledge of French phonics.</li> <li>• I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.</li> <li>• I can recognise and understand some individual written words, and match them to pictures.</li> <li>• I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.</li> <li>• I can read a simple rhyme or poem, in chorus.</li> <li>• I can recognise whether nouns are singular or plural.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• I can write short, simple responses to spoken language using familiar words.</li> <li>• I can give a written response to a simple written question.</li> <li>• I can write some familiar words from memory.</li> <li>• I can write some singular nouns with the correct article.</li> </ul>			
<b>% on track</b>				

Pupils working towards expected:

**Skills covered:**

Pupils working at greater depth:

**Listening:**

- I can pick out familiar words and phrases from spoken sentences.
- I can recognise familiar words and phrases in a spoken story or poem.
- I can identify the gender of a noun from its article in spoken French.
- I can recognise who is being talked about in a sentence from the pronoun.
- I can recognise that the structure of some French sentences differs from English.

**Speaking:**

- I can ask for simple opinions, and give my own, e.g. likes and dislikes.
- I can say several sentences from memory.
- I can say full sentences from memory, with accurate pronunciation, so that others can understand me.
- I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions.
- I can recite a simple finger rhyme or song from memory.
- I can say a few sentences to describe where I live.
- I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.
- I can give short descriptions of other people, including my family and friends.
- I can use the correct article most of the time to match the gender of the noun.
- I can use either 'les' or 'des' with plural nouns.
- I can describe things using simple adjectives.
- I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives.

Pupils working towards expected:	Skills covered:	Pupils working at greater depth:
	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• I can follow and understand a familiar written text, reading and listening at the same time.</li> <li>• I can read a simple rhyme, song or story aloud to my class.</li> <li>• I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.</li> <li>• I can use a bilingual dictionary to find the French translation of English words.</li> <li>• I can identify the gender of a French noun from its article.</li> <li>• I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'.</li> <li>• I can recognise the first, second and third person singular forms of some common verbs in the present tense.</li> <li>• I can recognise common sentence and word order patterns in French.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• I can write responses to spoken language using short phrases and simple sentences.</li> <li>• I can use my knowledge of French phonics to help me spell familiar words.</li> <li>• I can express my opinions using simple sentences.</li> <li>• I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.</li> <li>• I can write some phrases and simple sentences from memory.</li> <li>• I can complete a written sentence by adding letters, words and phrases.</li> <li>• I can write a few simple sentences about myself, including my name and age, from memory.</li> <li>• I can write a few simple sentences about other people, including my family and friends, from memory.</li> <li>• I can use the correct article most of the time to match the gender of the noun.</li> <li>• I can use a model to write sentences in the first person.</li> <li>• I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.</li> </ul>	
<b>% on track</b>		

Pupils working towards expected:

Skills covered:

Pupils working at greater depth:

**Listening:**

- I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.
- I can understand the main points from a spoken story or poem, which contains some unfamiliar language.
- I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French.
- I can recognise and understand the difference between 'mon'/'ma'/'mes'.

**Speaking:**

- I can join in with a short, continuous conversation, including giving simple opinions.
- I can adapt familiar sentences by changing a few words.
- I can prepare a short talk on a familiar subject and present it clearly and confidently.
- I can sing familiar songs clearly and confidently, with accurate pronunciation.
- I can describe what other people do, or like doing.
- I can prepare and present a short talk about a place, person or thing.
- I can use either 'le'/'la' or 'un'/'une' appropriately.
- I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'.
- I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'
- I can use what I have learnt about the structure of French sentences to build new ones using the same model.

Pupils working towards expected:	Skills covered:	Pupils working at greater depth:
	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.</li> <li>• I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.</li> <li>• I can understand the main points from a short written text, which contains some unfamiliar language.</li> <li>• I can read aloud a short story containing familiar language, clearly and with expression.</li> <li>• I can understand the difference between 'le'/'la' and 'un'/'une'.</li> <li>• I can recognise the meaning of 'mon'/'ma'/'mes'.</li> <li>• I can recognise that some nouns have irregular plurals</li> <li>• I can recognise that adjectives' endings often change to match the noun they're describing.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• I can express my opinions using complex sentences.</li> <li>• I can write several sentences from memory.</li> <li>• I can adapt familiar written sentences by changing a few words.</li> <li>• I can write several sentences from memory to describe what other people do, or like doing.</li> <li>• I can write a few simple sentences to describe where I live, from memory.</li> <li>• I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.</li> <li>• I can write several sentences from memory to describe a place, person or thing.</li> <li>• I can use the correct article to match the gender of a noun.</li> <li>• I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'.</li> <li>• I can use some simple sentence structures that differ from English in my writing.</li> </ul>	
<p><b>% on track</b></p>		



Pupils working towards expected:

Skills covered:

Pupils working at greater depth:

**Listening:**

- I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.
- I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.

**Speaking:**

- I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.
- I can use familiar words and sentence structures to construct new sentences.
- I can use a range of spoken language confidently, using accurate pronunciation and intonation.
- I can develop a simple sketch or role-play and perform it to my class or an assembly.
- I can use French articles confidently and accurately.
- I can recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations.
- I can talk about what I am going to do, using the future tense.
- I can talk about what I have done, using the past tense.

Pupils working towards expected:	Skills covered:			Pupils working at greater depth:
	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.</li> <li>• I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.</li> <li>• I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense.</li> <li>• I can recognise that some verbs are irregular.</li> <li>• I can understand the basic meanings of 'on' in French.</li> <li>• I can identify the future tense</li> <li>• I can recognise the past tense of some common verbs.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• I can use familiar words and sentence structures to write new sentences.</li> <li>• I can write a short passage from memory, including longer or more complex sentences.</li> <li>• I can construct a short text to describe a place, person or thing, using more complex sentences.</li> <li>• I can use French articles confidently and accurately</li> <li>• I can write some regular French nouns in the singular and plural form.</li> <li>• I can write the correct forms of some simple adjectives with a noun, using an example sentence.</li> <li>• I can write the correct form of some irregular verbs in the first and third person singular.</li> <li>• I can write simple sentences using the future tense, with help.</li> <li>• I can write simple sentences using the past tense, with help.</li> <li>• I can use the rules I know about building sentences in French to create new sentences using different vocabulary.</li> </ul>			
% on track				

## Colour coded PoS statements:

- 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

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

- feminine and masculine forms
- singular and plural forms
- adjectives
- pronouns and the conjugation of high-frequency verbs
- word order and patterns in the language