



MFL

Subject Leader Overview

The curriculum INTENT

Stimulating enquiring minds

High expectations

Inclusion

Nurturing lifelong learners

Encompass whole child health and wellbeing

Curriculum - Scope (Coverage and Challenge – why this?)

MFL

At Longton Primary School we follow the National Curriculum for MFL. We teach the objectives as outlined on our foundation tracker. MFL is taught as a discrete subject weekly by a specialist teacher in Years 3 to 6. The MFL curriculum at Longton Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught. This is supported by the KAPOW French curriculum. This curriculum supports the specialist teacher whilst also allowing class teachers access to the curriculum through lesson plans, resources and video tutorials to develop pronunciation. Teachers plan lessons for their class using our progression of knowledge and skills document. The curriculum develops listening, speaking, reading, writing, grammar and intercultural understanding. When teaching MFL, teachers should follow the children’s interests and real-life experiences to ensure their learning is engaging, broad and balanced. Before planning a unit of work, teachers should assess children’s prior knowledge and understanding to ensure the work planned is pitched at the correct level. A variety of teaching approaches are used based on the teacher’s judgement. These include active learning, singing, games as well as reading, writing, speaking and listening.

Curriculum - Disciplinary knowledge (methods, conventions, rules and practices. How the subject discipline builds new knowledge)

Lessons are delivered weekly in Years 3 to 6 by a specialist teacher. In MFL, skills in speaking, reading and writing another language are developed through a multi-sensory approach such as rhymes, songs, stories and repetition. In Upper Key Stage Two, children begin to develop their understanding of grammar in French.

Curriculum - Assessment (Timely feedback on component learning)

Assessment takes place in a variety of forms. Pre learning task, knowledge harvest, quiz might recap previous knowledge the children should know. Key Stage 2 Staff can access this via the pre and post learning grids for each unit they are teaching. Observations of children working during lessons and engaging with them in conversation during lessons and pupil interviews such as snack and chat. All written work is marked in line with the school feedback and marking policy. . The Foundation subject assessment tracker is progressive from Year 3 to Year 6 allowing all staff to see each child's attainment and progress. The tracker along with the specialist teachers marking and observations ensures that teaching is pitched at the correct level for each child.

Curriculum - Knowing more, remembering more (Do pupils remember, long term, crucial content needed for subsequent learning?)

At the start of lessons previous knowledge is recapped . During lessons teachers may refer back to learning in other units of work to make links show similarities and difference to consolidate and extend thinking and learning. The curriculum includes cross curricular links -intercultural understanding links with Geography learning about another country and different cultures feeds into children’s understanding of the world they live in. English- the study of another language helps children to form a clearer idea of how English works, it develops understanding of grammar looking at different sentence structures and word classes also develops meaning of new vocabulary. Science – scientific vocabulary has a high number of words that are similar in both French and English. Computing –pattern recognition in sentence structure, understanding of word classes, ability to spot graphemes. History – how different languages began, historical events and figures.

Curriculum - Pedagogy (How teaching decisions achieve curricular intent?)

In MFL French vocabulary, facts about France, grammar, reading and writing are areas that are planned for and taught.
Activities are planned to consolidate and develop learning, understanding and application of skills and knowledge.
Careful assessments throughout lessons enable teachers to plan and guide learning at a pace suitable for the class, providing support and challenge where necessary.
SEN children can access through the different ways of teaching – supported by an assistant teacher

Curriculum - Sequencing (Why now?)

Our curriculum is designed with a clear understanding of progression within each Key Stage and across the whole school. Progression grids clearly state what the children should already know and where future learning will take them. This ensures lessons are pitched at the right level. Knowledge, skills and vocabulary all have clear progression documents for staff to refer to. This is also evident on our Assessment tracker which shows data for each objective for each child.
End of key stage statements for KS2 are broken down to show progression across the 2 year groups.
Gaps in learning can be picked up and addressed in future years. The subject leader analysis of end of year data is produced and passed on to the next teacher to inform of any gaps and how they might be addressed.

Curriculum - Culture (What is the climate of high expectations where pupils' love of subject can flourish?)

MFL is a subject children enjoy. We know this through snack and chat, questionnaires and speaking with children.
They learn vocabulary, singing in French and learning about different aspects of French culture.

Curriculum - Systems (Key Stage processes and staff support)

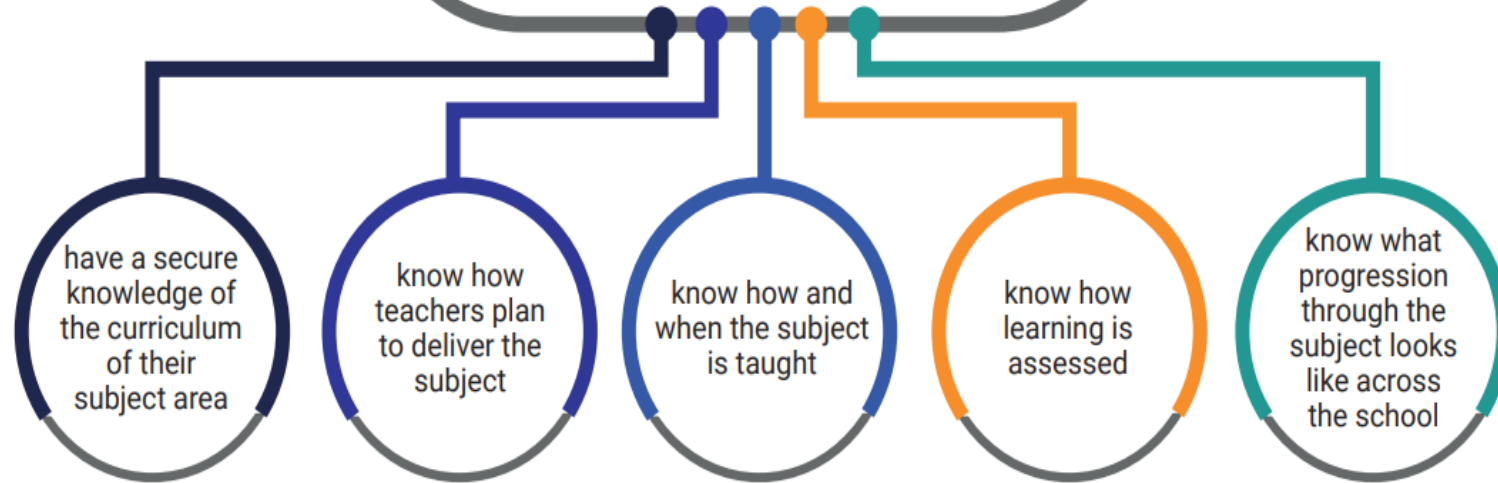
- We use TEAMS as a central source of all resources available to staff which can be assessed by all school staff.
- All staff have a login for any KAPOW materials.
- Specialist teacher feeds back to subject leader weekly.

Curriculum - Policy (What is the impact of school-wide policies on subject delivery?)

The curriculum policy is up to date and sets out our intent, implementation and impact for the MFL curriculum
The whole school marking policy is consistent across MFL.
Following an annual audit an MFL action plan is created each year to provide opportunities to focus on key areas to further develop the subject.
We teach MFL to develop cultural capital to prepare children for the world of work, opportunities to develop skills that are transferable to learning other languages in key stage 3 and beyond.

The Subject Leader's Role

In the broadest sense, the role of the subject leader is to champion their subject in all year groups and key stages of their school. In order to achieve this, the subject leader is required to:



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Cultural Capital

The study of a foreign language study can open up many opportunities in government, business, medicine, law, technology, military, industry, marketing, and more.

Cultural capital

The teaching of cultural capital through MFL encourages children to have a global and outward thinking view of the world. At Longton Primary School, we want children to develop understanding, tolerance and an appreciation of the rich culture of France. Children learn about food, festivals as part of the MFL curriculum.

Cross Curricular Links

Through the units of work and the way in which French is taught there are links with Maths, English, Geography, Art, Music and PE

By following the Kapow curriculum the children will have developed the following skills.

- Language comprehension: Listening and reading
- Language production: Speaking and writing
- Pronunciation
- Language-learning strategies
- Cultural awareness



Policy

Modern Foreign Languages

How do we teach Modern Foreign Languages (MFL)

Intent:

At Longton Primary School, MFL should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for MFL, which 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.

The aims of teaching Modern Foreign Languages in our school are to:

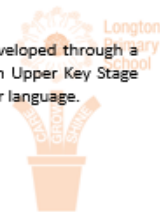
- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their 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.

Implementation:

To ensure high standards of teaching and learning in MFL, we implement a curriculum that is progressive throughout Key Stage Two. MFL is taught in discrete lessons by a specialist teacher.

The MFL curriculum at Longton Primary School is based upon the Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught. Teachers plan lessons for their class using our progression of knowledge and skills document. When teaching MFL, teachers should follow the children's interests and real-life experiences to ensure their learning is engaging, broad and balanced. Before planning a unit of work, teachers should assess children's prior knowledge and understanding to ensure the work planned is pitched at the correct level. A variety of teaching approaches are used based on the teacher's judgement.

In MFL, skills in speaking, reading and writing another language are developed through a multi-sensory approach such as rhymes, songs, stories and repetition. In Upper Key Stage Two, children begin to develop their understanding of grammar in another language.



Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Impact:

Our MFL curriculum is high quality, well thought out and is planned to demonstrate progression.

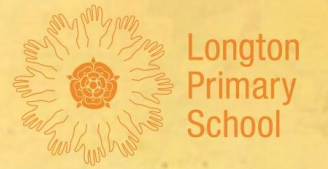
We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in another language.
- Marking of written work in.
- Images and videos of children completing speaking and listening activities.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's work is scrutinised, and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum to parents.
- Learning walks.
- Subject tracking.

The MFL subject leader will continually monitor the impact MFL teaching is having on the children's learning through work scrutinies to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning.





- WRIST Subject Leader update November 2021

CPD

Subject Vision and Action Planning

Raising Aspirations Plan Autumn

1. Leadership and Management including safeguarding

- To ensure coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school and whoever is delivering the MFL curriculum.

Key lines of Enquiry:

(Questions *goys* should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)

- What data is available?
- Are high expectations evident in lessons and books?
- Are all staff aware of the progression of the MFL curriculum?

Half-termly Milestones to Achieve Annual Targets [pupil chats](#), [Primary PPA cover assessment tracker](#), [pupils working towards the expected standard](#)

Actions for each half term

- Analyse data
- Look at books

Timescale
Term Week
No 3sessions

Lead

RAG rating
G=Complete
A= Partly
R = No

RAG rating
against
annual
target

AUTUMN 2022 14 Weeks

Create data report for Y2 to Y6 looking at summer 2022 data

17/9

SF

Week

Week

Raising Aspirations Plan Autumn Term Evaluation

Subject: MFL

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	Data from summer 2022 has been analysed and the areas of weakness in skills and or knowledge have been identified and shared with specialist teacher. Meeting held with specialist teacher to discuss coverage has been held. There is a need for teachers in KS2 to use the KAPOW curriculum to deliver sessions as French is no longer delivered every week in each class.		Check attainment for all year groups. Check coverage
The Quality of Education Teaching, learning and assessment.	The MFL objectives for each year group have been cross referenced with KAPOW and a document to track coverage through pupil chats, book looks and lesson observations has been created.		Along with specialist teacher objectives checklist to be updated termly
Behaviour and Attitudes and Personal development	Lessons have been observed in Year 5 and Year 3 attitudes to learning were good and teaching was strong.		Pupil chats



INTENT

Longton Primary Curriculum

At Longton Primary School we aim to develop the heart and mind of every child.

Every child in our school is recognised as individual and unique. The ability to learn is underpinned in the LPS curriculum subject areas by the teaching of basic skills, knowledge, concepts and vocabulary. There are clear, identified end points in each phase of learning which build upon what has been taught before and gives pupils the required knowledge and skills for their next stage of learning. Our LPS curriculum at Longton is not solely focused on academic subjects and achievement. We provide pupils with LPS+ curriculum - rich learning experiences, educational visits, residential, extra-curricular activities and enrichment opportunities. We want children to have fun at school and talk about their primary school years as being full of great memories.

Our vision is to provide an overall education which prepares each pupil with the tools and strategies needed to cope with the challenges currently posed in modern day Britain e.g. social media, health and relationships and finance. We also aim to ensure that our pupils know how to make a positive contribution to their community and wider society. Longton has a very close community and we want our pupils to recognise this and play an active part in contributing to the character of the village.

Alongside the teaching of knowledge, skills and vocabulary, here at Longton Primary School, we aim to promote positive mental health for every member of our school community including, staff, pupils and families. We pursue this aim using both universal and whole school approaches as well as specialised, targeted approaches aimed at vulnerable pupils. A bespoke emotional health, well-being and resilience programme is embedded in our curriculum alongside the teaching of knowledge, skills and understanding in all other curriculum subjects. We have a dedicated member of staff in school who supports the emotional well-being of all our school community. Pupils are encouraged to talk openly about their mental well-being and access support as and when required. We aim to provide pupils with the tools and strategies needed to cope when faced with challenges within school or home life.

We are very fortunate at Longton to have extensive school grounds and are in walking distance to a nature reserve. We value the role that outdoor education has in a child's development and aim to incorporate as much outdoor learning as possible into our broad and balanced curriculum. We find that increasingly more pupils are spending a lot of time in the 'electronic' world. We intend to give pupils a love and excitement for being outdoors and playing in their outdoor environment.

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INTENT

Kapow Primary's French scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future. Kapow Primary's French scheme of work supports pupils to meet the national curriculum end of Key stage 2 attainment targets

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IMPLEMENTATION

The Kapow French scheme of work is designed with six strands that run throughout. These are:

- [Speaking and pronunciation](#)
- [Listening](#)
- [Reading and writing](#)
- [Grammar](#)
- [Intercultural understanding](#)
- [Language detective skills](#)

Our [National curriculum mapping](#) shows which of our units cover each of the National curriculum attainment targets as well as each of the strands.

Our [Progression of skills and knowledge](#) shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.

Through Kapow Primary's French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.



IMPLEMENTATION

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils, retain their French learning, we provide information about how to incorporate French into the classroom environment every day in our 'During the week' sections.

Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full languages curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression. Lessons include a section entitled, 'Teacher knowledge - language points' to explain key grammar and other details to the teacher before the lesson, together with a Key vocabulary and pronunciation presentation with sound files to demonstrate the correct pronunciation. Many of the other presentations included in the lessons also include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning.



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IMPACT

The impact of Kapow Primary's scheme can be monitored continuously through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is also available to record children's progress in each lesson to enable you to build a picture of their learning through each unit.

After the implementation of Kapow Primary French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

The expected impact of following the Kapow Primary French scheme of work is that children will:

- ✓ Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- ✓ Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- ✓ Speak and read aloud with confidence and accuracy in pronunciation.
- ✓ Demonstrate understanding of spoken language by listening and responding appropriately.
- ✓ Use a bilingual dictionary to support their language learning.
- ✓ Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- ✓ Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- ✓ Be able to construct short texts on familiar topics.
- ✓ Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.



Long Term Planning

Longton Primary School – MFL - French Long Term Plan (taught by specialist teacher)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>All about Me / French Greetings</p> <p>To greet someone and introduce yourself in French. To ask and answer questions about feelings in French. To perform a rhyme in French.</p>	<p>Colours and shapes</p> <p>To name colours in French To say shapes and sizes in French To make and describe a Christmas decoration in the style of <u>Matisse</u></p>	<p>Numbers</p> <p>To say numbers 1-20 in French To say your age To take part in some traditional French playground games</p>	<p>Our classroom</p> <p>To respond to instructions given in French To describe what is in my <u>classroom</u> To use 'as-tu' in a question</p>	<p>Me and My Family</p> <p>To say who is in my <u>family</u> To use adjectives to describe members of my <u>family</u> To say where I live and some rooms in my house</p>	<p>Animals</p> <p>To use a bilingual dictionary to determine the gender of an <u>animal</u> To build a sentence to say where an animal <u>lives</u> To listen to and help to take part in telling a French <u>story</u></p>
Year 4	<p>All about Me</p> <p>To describe hair and eye colour To describe someone's personality in <u>French</u> To write a description of my friend in French</p>	<p>Getting dressed</p> <p>To name different items of clothing To describe clothes using colours and adjectival agreement To express my opinion about different outfits</p>	<p>Numbers and birthdays</p> <p>To learn numbers 1-39 To learn days of the week To learn months of the year To ask when someone's birthday <u>is</u> To say when my birthday is To learn the differences between birthday celebrations in France and England</p>		<p>French Food</p> <p>To name some French food and drink To be able to order food and drink at a <u>café</u> To ask how much something is To design a French menu To make a French menu to use in a role <u>play</u> To perform our role plays in <u>groups</u></p>	



Long Term Planning

Longton Primary School – MFL - French Long Term Plan (taught by specialist teacher)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>All about Me</p> <p>To say who is in my <u>family</u></p> <p>To describe my family</p> <p>To write a description of me and my family</p>	<p>My school</p> <p>To listen for and say the definite article with nouns (school subjects)</p> <p>To give opinions about different school subjects</p> <p>To use 'parce que' in a sentence to explain my <u>opinion</u></p> <p>To complete a short assessment quiz</p>	<p>Food</p> <p>To learn the nouns for different fruit</p> <p>To ask for something politely, using the indefinite article – <u>un, une</u></p> <p>To take part in a role play at a <u>market</u></p> <p>To be able to join in with a short <u>story</u></p> <p>To express our opinions when tasting French food</p> <p>To complete a short quiz</p>	<p>Verbs in a French week</p> <p>To use <u>j'aime</u> + infinitive to say what I like to <u>do</u></p> <p>To learn the different endings of infinitives</p> <p>To learn the subject pronouns and endings for -er verbs</p> <p>To listen to a fairy tale to practice -er verbs</p> <p>To write a short creative piece about what a character does during a <u>week</u></p> <p>To share our creative writing through speaking</p>		
Year 6	<p>Sports and Hobbies</p> <p>To learn new nouns for sports</p> <p>To use <u>j'aime jouer</u> (infinitive) to say what sports I like to <u>play</u></p> <p>To recap the different endings of infinitives</p> <p>To read descriptions about French footballers</p> <p>To learn about a popular sport in France and a French athlete</p> <p>To learn the subject pronouns and see the formal layout of a verb table (<u>jouer</u>)</p>		<p>Where I live</p> <p>To name different places in my town/village</p> <p>To give directions to places</p> <p>To express my opinion about where I live</p> <p>To read about where other people live and answer <u>questions</u></p> <p>To learn about important landmarks in a French city</p> <p>To create a tourist leaflet about my local area</p>		<p>Travel and Holidays</p> <p>To say where I am going on holiday (countries)</p> <p>To say what I am going to do during the holidays using the future <u>tense</u></p> <p>To say what clothes I will wear on <u>holiday</u></p> <p>To create our own passport</p> <p>To role play buying a plane/train ticket</p> <p>To be able to order ice creams for me and my <u>family</u></p> <p>To perform a short role play at our own ice cream <u>parlour</u></p>	



Weekly Planning

Plans are uploaded onto Planboard by the specialist teacher



French adjectives of colour, size and shape > Year 3 > Lower Key Stage 2 > French > Lesson 2: Shapes and colours in French

Learning objective	Success criteria
<ul style="list-style-type: none"> To describe shapes by their colour. 	<ul style="list-style-type: none"> I can describe shapes using a colour adjective. I can notice differences in word order between English and French.
Before the lesson	
Watch and listen	
Teacher video: Les formes	
Have ready	
Print in advance	
Pupil phoneme practice	
e/œ/ø/œlour	
Lesson recap	
Using your collection of coloured balls, beanbags or other objects, hold each one up and ask the class:	
C'est de quelle couleur ? - What colour is it?	
The class should answer with the correct colour. You might encourage them to put, C'est - it is, before the colour. For example:	
C'est bleu - It's blue.	
Repeat a few times. You might want to invite the child who guessed the colour correctly to come to the front and 'be the teacher', choosing their own colour object and asking the class, C'est de quelle couleur ? - What colour is it?	
Questions	
<ul style="list-style-type: none"> What is the French word for blue? (Bleu.) What is the French word for red? (Rouge.) What is the French word for green? (Vert.) What is the French word for yellow? (Jaune.) 	
Attention grabber	
You will have printed and cut up the larger shapes from the Activity: Coloured shapes for your use in this lesson, and will also have prepared sets of the larger sized coloured shapes for the children to use in Wrapping up. Keep all the shapes as you will use them in the next lesson.	
Introduce the shape vocabulary	
Build up the children's vocabulary knowledge carefully. (For guidance, see Teacher video: Les formes).	
1. Hold up a two-dimensional circle and introduce the question, Qu'est-ce que c'est ? - What is it?	
Following the last lesson on colour, the children will probably suggest a colour word, and if so, do praise them.	

2. Trace the shape with your finger and say, **C'est un cercle** - It's a circle. (**Un cercle** is a good example of a near cognate, a word that is very similar but not identical in both English and French - see Teacher knowledge.)

3. Hold up a two-dimensional square and ask the following questions:

Qu'est-ce que c'est ? - What is it?

C'est un cercle ? - Is it a circle? Shake your head and say, **non** - no.

C'est un triangle ? - Is it a triangle? Shake your head and say, **non** - no.

C'est un rectangle ? - Is it a rectangle? Shake your head and say, **non** - no.

C'est un carré ? - Is it a square? Nod your head, and say, **oui, c'est un carré** ! - yes, it's a square!

This way, you have introduced all the shape vocabulary that the children are going to need and hopefully the children have identified the two cognates, **un triangle** and **un rectangle**.

Questions

- What is the French word for a circle? (**Un cercle**.)
- What is the French word for a triangle? (**Un triangle**.)
- What is the French word for rectangle? (**Un rectangle**.)
- What is the French word for a square? (**Un carré**.)
- Which words sound the same or very similar in French and English? (**Un triangle** and **un rectangle** sound the same and **un cercle** sounds very similar).
- What do we call words that look and sound the same in French and English (Cognates.)

Main event

In this next part of the lesson, you will combine the children's new knowledge of shapes with their learning from the previous lesson on colour adjectives. Resist explaining about adjectival position and see what the children work out for themselves (See the Teacher knowledge section on adjectival position.)

Using colour adjectives

1. Hold up a **yellow** circle and ask the class:

C'est un cercle bleu ? - Is it a blue circle?

Shake your head and say, **Non** - no. Continue with:

C'est un cercle rouge ? - Is it a red circle? Shake your head and say, **Non** - no.

C'est un cercle vert ? - Is it a green circle? Shake your head and say, **Non** - no.

C'est un cercle jaune ? - Is it a yellow circle? Nod your head and say, **Oui, c'est un cercle jaune** - Yes, it's a yellow circle.

2. Hold up a red two-dimensional triangle and ask:

Qu'est-ce que c'est ? - What is it?

Hopefully, the children will answer, **C'est un triangle** - It's a triangle.

Ask the class:

C'est un triangle bleu ? - Is it a blue triangle? Shake your head and say, **Non** - no.

C'est un triangle vert ? - Is it a green triangle? Shake your head and say, **Non** - no.

C'est un triangle jaune ? - Is it a yellow triangle? Shake your head and say, **Non** - no.

C'est un triangle rouge ? - Is it a red triangle? Nod your head and say, **Oui, c'est un cercle jaune** - Yes, it's a red triangle.

3. Now hold up a blue rectangle and ask:

Qu'est-ce que c'est ? - What is it?

You may have a particularly confident child who has worked out the pattern and will give you the answer:

C'est un carré bleu - It is a blue square.

If you do, make a big fuss, using lots of praise words (**super ! bravo !**).

It is more likely that you will get the more simple response:

C'est un carré - It is a square.

Again give praise - **Bien !** - good! **Très bien !** - Very good!

Then ask:

C'est de quelle couleur ? - What colour is it?

The children should answer with **C'est bleu** - It is blue.

Respond with:

Oui, c'est un carré bleu.

Ask the question again:

Qu'est-ce que c'est ? - What is it?

This time if the class give you the shape answer only, nod your head but roll your finger to show them that you want more, encouraging them to give you the answer:

C'est un carré bleu.

Repeat this exercise several times with different shapes (rectangles, triangles, squares and circles) in different colours until the children have established both the shape word, the colour word and the position of the colour word. Let the children notice the colour adjective position for themselves - they will!

Wrapping up

- Continue practising your greetings and feelings vocabulary from *French Year 3 French greetings with puppets*; as you take the register at each end of the day.
- Go outdoors - take water and brushes or chalk out to the playground and call out different shapes for the children to draw, or get them to make human shapes by holding hands in groups.
- Make your Maths or Early Morning Starter a French shape challenge.

- Use the Pupil videos: *Phonemes - Mouth Mechanics* accompanying this lesson to practise pronunciation of phonics with the children.

Vocabulary

Un cercle
a circle

Un triangle
a triangle

Un rectangle
a rectangle

Un carré
a square

Rouge
red

Bleu
blue

Vert
green

Jaune
yellow

Orange
orange

Violet
violet

C'est
it is

Assessing progress and understanding	Differentiation
<p>Pupils with secure understanding indicated by: being able to show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.</p> <p>Pupils working at greater depth indicated by: extending their use of vocabulary to include a range of colours and shapes; self-correcting and experimenting with different structures orally.</p>	<p>Pupils needing extra support May need to focus on one shape and describe using different colours. This will reduce the cognitive load for too much vocabulary. May need repeated actions to accompany vocabulary and to aid recall. May need word mats with images to support in recognising vocabulary.</p> <p>Pupils working at greater depth: Children will use a range of colours and shapes confidently.</p>



Learning objective	Success criteria
<ul style="list-style-type: none"> To apply their understanding of noun and adjective agreement in French. 	<ul style="list-style-type: none"> I know that I need to add an "e" to the adjective if it is describing a feminine (la/une) word. I know to put the colour adjective after the noun (object). I can recognise the written form of new words.
Before the lesson	
Watch and listen	
Teacher video: Clothes and colours	
Have ready	
Print in advance	
Pupil phoneme practice	
unuan/am/en/emt/tt/h	
Lesson recap	
Display the <i>Presentation: un or une, le or la or des?</i>	
Slide 1 asks some questions about when to use un and une , le and la and les and des . Slides 2 - 7 test the children's knowledge.	
Slide 7 is more tricky as the children may need to be prompted that les chaussettes - socks is a plural word.	
Work through the slides as a class - the slides take each word in turn:	
une/la chemise - a/the shirt	
un/le short - shorts (discuss how in English we say shorts or a pair of shorts, but that in French the word is singular).	
un/le pantalon - trousers (discuss how in English we say trousers or a pair of trousers, but that in French the word is singular).	
une/la veste - a jacket	
des/les chaussettes - socks	
The children need to understand that:	
<ul style="list-style-type: none"> The indirect article in English is a or an and this is either un or une in French, depending on whether the noun is masculine or feminine. The direct article in English is the (used if the intention is to be more specific) and is either le or la in French, depending on whether the noun is masculine or feminine. In French, if the noun is plural, then (regardless of gender) les is used if the intention is to be specific and use the direct article. If the intention is not to be specific, an article must still be used and so des is used, whether the noun is masculine or feminine. Des translates roughly to some. 	
Presentation: un or une, le or la or des?1	

Weekly Planning

Attention grabber
Fruit salad game - listening/reading
Begin the lesson with this game to begin to consolidate the children's memory of the clothes vocabulary introduced in lesson 1 link and to encourage the children to read the words and to pronounce them.
Arrange the children in a circle and give each child a card from the Activity: Clothes cards. As there are only six different types of card, there will be more than one child with the same card. The cards are:
un pantalon - a [pair of] trousers
un short - a [pair of] shorts
une chemise - a shirt
une veste - a jacket
des baskets - some trainers
des chaussettes - some socks
1. Call out a word from one of the cards, for example, une chemise - a shirt.
2. The children check their cards and any child with that card must get up, say the word on their card, and, if space allows, swap places.
3. All the children now pass their card to the child on their right so that everyone has a new card and can see a new piece of vocabulary written down.
4. Repeat the process with a different word each time until all the words have been read out.
Recap the colours with the Presentation: <i>Les couleurs</i> .
Presentation: Les couleurs2
Slide 1 shows colour splats with a space for the French colour word. Go through in order, asking the children what the French word for the colour is:
C'est de quelle couleur ? - What colour is it?
Confirm each answer on the following slide. Make sure the children practice the pronunciation for each of the colour words.
Main event
Clothes vocabulary
Dans ma valise il y a... (In my suitcase there is ...) is another game to consolidate memory of the clothes vocabulary and to practise pronunciation. This is a memory game that the children may know as, 'I went to market', 'I went out to dinner' or 'In Grandma's basket'.
Each child repeats what the previous person said and then adds a new item:
Dans ma valise il y a... une chemise - In my suitcase there is a shirt
Dans ma valise il y a...une chemise et un maillot de bain - In my suitcase there is a shirt and a swimming costume
Play this as a whole class, and use a ball to select the next person so that everyone has to listen and be ready. Use the

vocabulary that was introduced in French, Year 4, Clothes -getting dressed in France, Lesson 1: Clothes in French with the addition of the words. If your class is struggling to remember their clothes vocabulary, you could display slide 1 of the Presentation: Clothes but it would be much better if the children can recall the words for themselves.

Presentation: Clothes3

Use slide 2 of the Presentation: Clothes to introduce two new pieces of clothes vocabulary:

un pull - a jumper

un maillot de foot - a football shirt - notice that this is very similar to swimming costume - **un maillot de bain**

Reading and writing

Give each child a copy of page 1 of the Activity: *Coloriez les vêtements*. The children need to colour the items to match the statements. For example, **une chemise rouge** - a red shirt.

Those children requiring further challenge can use page 2 of the Activity: *Coloriez les vêtements*, colouring the clothing as they choose and writing the phrase to match.

Go over the answers in class and for each one ask the children to explain how the colour adjective agrees with the noun. You could use this formula, which with repetition will help embed the thinking and memory process:

- Where does the adjective go? (After the noun.)
- In what way must adjectives agree with the noun? (In number and gender.)
- Is the noun singular or plural.
- Is the noun masculine or feminine.

une chemise rouge - a red shirt - **chemise** is singular and feminine but **rouge** ends with an e and so does not take an extra e for the feminine form.

un chapeau bleu - a blue hat - **chapeau** is singular and masculine and so **bleu** does not need anything added

une veste verte - a green jacket - **veste** is singular and feminine and so **vert** - green takes an extra e at the end to become **verte**

un short jaune - yellow shorts - short is singular and masculine. Note that **jaune** ends with an e so no changes would have been required even the noun had been feminine

des chaussettes roses - pink socks - **chaussettes** is plural and feminine - **rose** (the masculine singular form) ends in an e so does not take an extra e to be feminine but does take an s at the end to be plural.

des baskets noires - black trainers - **baskets** is plural and feminine - **noir** (the masculine singular form) takes an e to be feminine and an s to be plural: **noires**.

un maillot de foot bleu et blanc - a blue and white football shirt - **un maillot de foot** is singular and masculine so each adjective remains in the masculine singular form

des lunettes orange - orange glasses - **lunettes** is plural and feminine but orange is an invariable adjective so does not change.

un pull vert - a green jumper - **un pull** is singular and masculine so **vert** remains in the masculine singular form

If you have time, play the **Dans ma valise** game again, but this time challenge the children to add colour words to make it even trickier. Remind pupils that the colour adjective goes after the item of clothing (the noun).

For example:

Dans ma valise il y a... un pull bleu - in my suitcase there is a blue jumper

Dans ma valise il y a...un pull bleu et une veste rouge - In my suitcase there is a blue jumper and a red jacket

Dans ma valise il y a ... un pull bleu, une veste rouge et des chaussettes jaunes - In my suitcase there is a blue jumper, a red jacket and yellow socks

If you have a teaching assistant in the class, you may want to divide the class and play in groups.

If you have time, play the **Dans ma valise** game again, but this time challenge the children to add colour words to make it even trickier.

If you have a teaching assistant in the class, you may want to divide the class and play in groups.

Wrapping up

Play **La Tour Eiffel** as a whole class using the clothing words. This game is broadly the same as the traditional game of hangman, but which, because of its name and symbolism, may be unacceptable in some schools.

- Choose a clothing word including either the indefinite article or the definite article (for example, **une veste**). Keep the word to yourself.
- On the board, put dashes for each letter in each word, separating each word with a forward slash (for example, - - - / - - - -).
- The children call out letters to try and guess the word.

- If a letter is in the chosen word, write it on the board in its correct position in place of the relevant dash.
- If a letter is not in the chosen word, you draw a block at the base of the Eiffel tower and number it (1-10)

4. If you reach ten blocks of the Eiffel tower, the children have lost.

You may want to insist that the children guess a minimum number of letters before just guessing the word, and you may want to make the game more challenging by using a noun and a colour, such as **un short vert** - green shorts.

Vocabulary

Un T-shirt

a T-shirt

Un short

shorts

Un pantalon

trousers

Un chapeau

a hat

Un maillot de bain

a swimsuit

Une culotte

pants

Une chemise

a shirt



Weekly Planning



French - Upper Key Stage 2 - Verbs in a French week - Lesson 2: Who is doing what in French?

Learning Objectives	Before the lesson
<ul style="list-style-type: none"> To begin to recognise some regular verbs in the present tense I can recognise and use different subject pronouns in French I know that a verb ending changes depending upon the person it is referring to 	<p>Watch</p> <ul style="list-style-type: none"> Teacher video: Who's doing that? <p>Pupil videos: Phonemes - Mouth Mechanics</p> <p>Listen</p> <ul style="list-style-type: none"> Presentation: Key vocabulary and pronunciation <p>Presentation: Key vocabulary and pronunciation</p> <p>Have ready</p> <ul style="list-style-type: none"> Presentation: Cartoon Presentation: Subject pronouns
Attention grabber	
<p>Qui chante ? - Who is singing?</p> <p>Display the <i>Presentation: Cartoon</i>.</p> <p>Show on your interactive whiteboard</p> <p>Go through each of the slides as a class, reading or playing the audio files.</p> <p>The following is a transcript if needed:</p> <p>Slide 2: Who is singing?</p> <p>Slide 3: Are you singing? (singular you). No.</p> <p>Slide 4: It's my brother. He is singing.</p> <p>Slide 5: No. I'm not singing.</p> <p>Slide 6: It's my little sister. She's singing. No it's not me!</p> <p>Slide 7: We are singing! You are singing! (you plural).</p> <p>Slide 8: They are singing (they masculine)</p> <p>Slide 9: They are singing! (they feminine)</p> <p>Slide 10: The end</p>	

Ask pupils:

- If they can spot the verbs?
- How they recognise the verbs?
- What changes with the verbs and why?

The children should notice that the verb used is **chanter** - to sing, which they came across in the last lesson. They should also notice that the endings of **chanter** are different.

Hopefully, the children will also hopefully spot a change in the subject pronoun (you, he, she, we, they).

Main event
<p>Subject pronouns</p> <p>Display the <i>Presentation: Subject pronouns</i>.</p> <p>Show on your interactive whiteboard</p> <p>Using slides 2 and 3, explain the subject pronouns:</p> <p>Je - I</p> <p>Tu - You (singular and informal)</p> <p>Il - He (masculine singular - not just he but is also 'it' in English, where the French noun is masculine)</p> <p>Elle - She (feminine singular - not just she but is 'it' in English, where the French noun is feminine)</p> <p>Nous - we</p> <p>Vous - you (plural and also singular in a formal situation)</p> <p>Ils - they (masculine plural - make sure the children understand that it does not refer just to boys but also they where the French noun is masculine and plural)</p> <p>Elles - they feminine plural - make sure the children understand that it does not refer just girls but is also they where the French noun is feminine and plural)</p> <p>Practise these with words and actions (see <i>Teacher video: Who's doing that?</i>).</p> <p>Verb endings</p> <p>Display slide 3 showing the verb chanter - to sing, and show how it changes:</p> <ul style="list-style-type: none"> Chop off the -er ending Add new endings to the stem

<p>Je chante Nous chantons</p> <p>Tu chantes Vous chantez</p> <p>Il chante Ils chantent</p> <p>Elle chante Elles chantent</p> <p>Point out that:</p> <ul style="list-style-type: none"> Although they look different, the sound of the words is the same for all forms of the verb except chantez and chantons. The 's' and 'ent' endings are silent. <p>Display <i>Presentation: Cartoon</i> again and get the children to spot how the word chanter changes in the cartoon.</p> <p>Show on your interactive whiteboard</p> <p>The children will need to practise their subject pronouns and the endings of the verbs but once they have grasped this, they will be confident with verb conjugations.</p>
Wrapping Up
<p>Divide the class into eight groups. Allocate one part of the verb chanter - to sing to each group so that:</p> <p>Group 1 will be 1st person singular - Je</p> <p>Group 2 will be 2nd person singular - Tu</p> <p>Group 3 will be 3rd person singular, masculine - Il</p> <p>Group 4 will be 3rd person singular, feminine - Elle</p> <p>Group 5 will be 1st person plural - Nous</p> <p>Group 6 will be 2nd person plural - Vous</p> <p>Group 7 will be 3rd person plural, masculine - Ils</p> <p>Group 8 will be 3rd person plural, masculine - Elles</p> <p>Go through the cartoon slides again from the <i>Presentation: Cartoon</i> and get each group to be ready to stand up and say the correct form of chanter:</p> <p>Slide 2: Teacher/Class reads out the text.</p> <p>Slide 3: Group 2 says Tu chante ? - Are you singing? and the Teacher or class says Non.</p> <p>Slide 4: Group 3 says C'est mon frère. Il chante. - It's my brother, He's singing.</p>

<p>Slide 5: Group 1 says Non. Je ne chante pas. - No. I'm not singing.</p> <p>Slide 6: Group 4 says C'est ma petite sœur. Elle chante. - It's my little sister. She's singing. Teacher/class says, Non, ce n'est pas moi ! - No, it's not me!</p> <p>Slide 7: Group 5 says Nous chantons ! - We are singing! and Group 6 says Vous chantez ! - You are singing!</p> <p>Slide 8: Group 7 says Ils chantent and Group 8 says Elles chantent !</p> <p>Depending on time available and the confidence of the class, challenge the children to work out how other er verbs would work. Do this orally rather than trying to write anything as there are some irregularities with manger - to eat and nager - to swim.</p>
Glossary
<ul style="list-style-type: none"> Je - I il - he nous - we ils - they (masculine plural) chanter - to sing Tu chante - you sing (singular, informal) Vous chantez - you sing (plural and singular formal) Elles chantent - they sing (feminine plural) tu - you (singular and informal) elle - she vous - you (plural/formal) elles - they (feminine plural) Je chante - I sing Nous chantons - we sing Ils chantent - they sing (masculine plural)
Assessing pupils' understanding and progress
<p>Pupils with secure understanding indicated by: working together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.</p> <p>Pupils working at greater depth indicated by: performing confidently and creatively, showing clear understanding of the range of pronouns and endings.</p>
Differentiation
<p>Pupils needing extra support: can practise reciting the verb chanter - to sing, paying attention to the different pronunciation of endings.</p> <p>Pupils working at greater depth: challenge them to make up a role-play or cartoon to demonstrate the verb 'danser' or 'jouer' in all its forms.</p> <ul style="list-style-type: none"> The children could make their own cartoon drawings to illustrate the different parts of another er verb, such as danser - to dance or jouer - to play, and caption them. Create flashcards of the French subject pronouns and display around the classroom; you call one and the children have to point or go to the correct sign. When you call the register, get the children to answer with a subject pronoun of their choice, both in French and English to show understanding. Go round the classroom, with the first child calling out Je chante, the second child calling out Tu chantes and so on. Repeat with different -er verbs.



Progression

Year 3		French greetings with puppets ↕	French adjectives of colour, size and shape ↕*	French playground games ↕	In a French classroom ↕	French transport	A circle of life in French ↕*	Year 6		French sport and the Olympics ↕	French football champions	In my French house ↕	Planning a French holiday ↕	Visiting a town in France ↕	
Asking and/or answering simple questions	Speaking and pronunciation	✓	✓	✓	✓	✓	✓	Developing extended sentences, for example to justify a fact or opinion	Speaking and pronunciation	✓				✓	
Forming simple statements with information including the negative					✓			Planning, asking and answering extended questions						✓	✓
Practising speaking with a partner		✓	✓		✓	✓	✓	Engaging in conversation and transactional language						✓	✓
Using short phrases to give information		✓	✓	✓	✓	✓	✓	Planning and presenting a short descriptive text							✓
Beginning to adapt phrases from a rhyme/song					✓	✓		Modifying, expressing and comparing opinions							✓
Listening and repeating key phonemes with care			✓	✓	✓	✓	✓	Discussing strategies for remembering and applying pronunciation rules		✓		✓			
Repeating short phrases accurately, including liaison of final consonant before vowel		✓	✓	✓	✓	✓	✓	Speaking and reading aloud with increasing confidence and fluency		✓		✓			
Introducing self to a partner with simple phrases		✓		✓	✓	✓		Comparing and applying pronunciation rules or patterns from known vocabulary		✓	✓	✓	✓	✓	✓
Recognising and using adjectives			✓		✓	✓		Recognising and using a wide range of descriptive phrases				✓			
								Giving a presentation drawing upon learning from a number of previous topics						✓	



Progression

Year 3	French greetings with puppets †	French adjectives of colour, size and shape †*	French playground games †	In a French classroom †	French transport	A circle of life in French †*
Listening and responding to single words and short phrases	✓	✓	✓	✓	✓	✓
Following verbal instructions in French	✓	✓	✓	✓		✓
Responding to objects or images with a phrase or other verbal response	✓	✓	✓	✓	✓	✓
Listening and identifying key words in rhymes and songs and joining in	✓		✓	✓	✓	✓
Beginning to identify vowel sounds and combinations		✓	✓	✓	✓	✓
Listening and noticing rhyming words	✓		✓			

Year 6	French sport and the Olympics †	French football champions	In my French house †	Planning a French holiday †	Visiting a town in France †
Using prepositions to indicate the location of objects relative to something			✓		✓
Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school					✓
Recognising present and near future tense sentences (using aller + infinitive)				✓	
Recalling and performing an extended song or rhyme	✓			✓	
Listening to stories, songs or texts in French			✓	✓	✓
Making increasingly accurate attempts to read unfamiliar words and phrases		✓		✓	✓
Reading and using language detective skills to assess meaning including sentence structure	✓	✓	✓	✓	
Reading and responding to, an extract from a story, an e-mail message or song			✓	✓	
Reading short authentic texts for enjoyment or information				✓	✓



Longton
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Progression

Year 3	French greetings with puppets +	French adjectives of colour, size and shape + *	French playground games +	In a French classroom +	French transport	A circle of life in French + *
Recognising some familiar words in written form	Reading and writing	✓	✓	✓	✓	✓
Reading aloud some words from simple songs, stories and rhymes			✓			
Beginning to develop dictionary skills		✓				✓
Identifying cognates and near cognates		✓	✓		✓	✓
Recalling and writing simple words from memory			✓	✓	✓	
Experimenting with simple writing, copying with accuracy		✓	✓	✓	✓	✓
Recognising and using adjectives of colour and size			✓		✓	

Year 6	French sport and the Olympics +	French football champions	In my French house +	Planning a French holiday +	Visiting a town in France +	
Using prepositions to indicate the location of objects relative to something	Listening		✓		✓	
Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school					✓	
Recognising present and near future tense sentences (using aller + infinitive)				✓		
Recalling and performing an extended song or rhyme		✓		✓		
Listening to stories, songs or texts in French				✓	✓	✓
Making increasingly accurate attempts to read unfamiliar words and phrases	Reading and writing	✓		✓	✓	
Reading and using language detective skills to assess meaning including sentence structure		✓	✓	✓	✓	
Reading and responding to, an extract from a story, an e-mail message or song				✓	✓	
Reading short authentic texts for enjoyment or information				✓	✓	✓



Progression

Year 3		French greetings with puppets +	French adjectives of colour, size and shape +*	French playground games +	In a French classroom +	French transport	A circle of life in French +*	Year 6		French sport and the Olympics +	French football champions	In my French house +	Planning a French holiday +	Visiting a town in France +	
Beginning to recognise gender of nouns, definite and indefinite article	Grammar				✓	✓	✓	Reading and writing	Using a bilingual dictionary to select alternative vocabulary for sentence building					✓	
Identifying plurals of nouns				✓	✓	✓	✓		Choosing words, phrases and sentences and writing as a text or captions	✓		✓	✓	✓	
Recognising adjectives and placement relative to the noun		✓			✓	✓	✓		Constructing a short text on a familiar topic			✓	✓	✓	
Beginning to understand that verbs have patterns					✓	✓	✓		Using a wide range of descriptive phrases			✓			✓
Noticing the negative form					✓				Recognising and using verbs in different tenses	✓		✓	✓		
Beginning to use prepositions	Intercultural understanding					✓	✓	Grammar	Accurately applying placement and agreement rules for adjectives				✓	✓	
NB. This skill is not covered if following our condensed curriculum. Recognising that different languages are spoken in the community/world							✓								
NB. This skill is not covered if following our condensed curriculum. Showing awareness of the capital and identifying some key cultural landmarks		✓	✓	✓											
Recognising cultural similarities and differences between customs and traditions in France and England		✓	✓	✓	✓	✓								✓	✓

Year 6		French sport and the Olympics +	French football champions	In my French house +	Planning a French holiday +	Visiting a town in France +
Recognising and applying verb endings for present regular 'er' verbs	Grammar	✓		✓		
Learning and using some common irregular verbs, e.g. faire - 'to make/do'		✓	✓	✓	✓	✓
Understanding how word order differs between French and English						✓
Identifying word classes within a sentence						✓
Learning about France's sporting culture and events	Intercultural understanding	✓	✓			
Asking question and making insightful commentary on cultural differences, including some understanding of stereotype						✓



Progression

Progression of skills		Speaking and pronunciation				Progression of knowledge	Grammar
National Curriculum	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Asking and/or answering simple questions Forming simple statements with information including the negative Practising speaking with a partner	Recognising and answering simple questions which involve giving personal information Beginning to form opinion phrases Beginning to use conversational phrases for purposeful dialogue	Forming a question in order to ask for information Presenting factual information in extended sentences including justification	Developing extended sentences to justify a fact or opinion Planning, asking and answering extended questions Engaging in conversation and transactional language	Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)	To understand that every French noun is either masculine or feminine To know that the gender affects the form of the indefinite article un or une To know that feminine nouns often (but not always) end in e To know that when we turn the statement 'J'ai un/une' ('I have a...') into a negative 'je n'ai pas de' ('I don't have a...') then we change the article from un/une to de To know that if a word is plural, we cannot use un or une and instead use des (some) To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) (' (m./f. before a vowel) or les (m./f. plural) To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator	To know that countries have different names in French and that each country is either masculine or feminine To know that de becomes du (not de le) when followed by a masculine noun To know that the definite article is used in French when saying the country, e.g. la France, le Royaume-Uni, les Pays-Bas To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing
Speak in sentences, using familiar vocabulary, phrases (and simple writing).	Using short phrases to give information Beginning to adapt phrases from a rhyme/song	Using a model to form a spoken sentence Speaking in full sentences using known vocabulary	Rehearsing and recycling extended sentences orally Planning and presenting a short descriptive text	Planning and presenting a short text Modifying, expressing and comparing opinions	Feminine and masculine forms: Adjectives (position and agreement)	To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu	To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine To know that most adjectives go after the noun in French To know that if the noun in a sentence is plural then the adjective describing it also becomes plural To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte heureux/heureuse To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f.) and mes (pl.) To know that some adjectives do not change when describing a feminine noun (orange, marron, à pois) To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune / rose)
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Repeating short phrases accurately, including liaison of final consonant before vowel Listening and repeating key phonemes with care	Comparing sounds and spelling patterns with English Listening and repeating further key phonemes with care	Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new vocabulary Listening and repeating key phonemes with care applying pronunciation rules	Discussing strategies for remembering and applying pronunciation rules Speaking and reading aloud with increasing confidence and fluency Comparing and applying pronunciation rules or patterns from known vocabulary			
Present ideas and information orally to a range of audiences.	Introducing self to a partner with simple phrases	Rehearsing and performing a short presentation	Adapting a story and retelling to the class	Giving a presentation drawing upon learning from a number of previous topics			
Describe people, places and things and actions orally	Recognising and using adjectives	Choosing appropriate adjectives from a wider range of adjectives	Using adjectives with correct placement and agreement	Recognising and using a wide range of descriptive phrases			



Key Vocabulary



MFL (French) Curriculum – Key Vocabulary

Year 3	Year 4	Year 5	Year 6
<p>All About Me</p> <p>bonjour - hello/good morning (formal) salut - hi (informal) je m'appelle... - My name is... comment tu t'appelles? - what's your name? au revoir - goodbye et toi? - and you? bonsoir - good evening bonne nuit - good night ça va?/comment ça va? - how are you? ça va bien - I'm well, I'm fine ça va très bien - I'm very well - its going well ça va mal - it's not going well ça va très mal - it's going badly (not ill) ça va - I'm ok comme ci comme ça - so so/ok c'est... - it is... oui - yes non - no</p>	<p>All About Me</p> <p>heureux/heureuse - happy sérieux/sérieuse - serious le Musée du Louvre - the Louvre museum l'entrée - the entrance un tableau - a painting une statue - a statue il a - he has elle a - she has les cheveux - hair les cheveux châtain - brown hair les cheveux blonds - blond hair les cheveux noirs - black hair les cheveux roux - ginger hair les yeux - eyes les yeux bleus - blue eyes les yeux marron - brown eyes châtain - brown (for hair) blonds - blonde marron - brown noir(s)/noire(s) - black roux - ginger/red bleu(s)/bleue(s) - blue vert(s)/verte(s) - green rouge(s) - red (not with hair) jaune(s) - yellow blanc(s)/blanche(s) - white rose(s) - pink violet(s)/violette(s) - purple</p>	<p>All About Me</p> <p>j'ai un frère - I have a brother j'ai une sœur - I have a sister j'ai deux frères - I have two brothers j'ai deux sœurs - I have two sisters j'ai un frère et une sœur - I have a brother and a sister je n'ai pas de frère - I haven't got a brother je n'ai pas de sœur - I haven't got a sister je n'ai pas de frère ou de sœur - I haven't got a brother or a sister j'ai une sœur mais je n'ai pas de frère - I have a sister but I don't have a brother je suis fils unique - I am an only child (boy) je suis fille unique - I am an only child (girl) mon - my (and a masculine noun) ma - my (and a feminine noun) mes - my (and a plural noun) mon père - my father ma mère - my mother mes parents - my parents mon grand-père - my grandfather ma grand-mère - my grandmother mes grands-parents - my grandparents mon frère - my brother ma sœur - my sister le fils - the son la fille - the daughter mon oncle - my uncle ma tante - my aunt mon cousin - my cousin (boy) ma cousine - my cousin (girl)</p>	<p>Sports and Hobbies</p> <p>je joue - I play je fais - I do le basket - basketball le football/le foot - football le hockey - hockey le tennis - tennis le rugby - rugby le ski - skiing c'est quel sport? - what sport is it? c'est le... - it's... tu aimes le sport? - do you like sports? j'aime - I like j'adore - I love je n'aime pas - I don't like je déteste - I hate</p>



Key Knowledge

Year 3	<u>French greetings with puppets</u> †	<u>French adjectives of colour, size and shape</u> †*	<u>French playground games</u> †	<u>In a French classroom</u> †	<u>French transport</u>	<u>A circle of life in French</u> †*
Key knowledge from the unit	To know that in French there are formal and informal greetings and when it is appropriate to use each one	To know that a cognate is a word that is the same in both French and English e.g. un triangle	To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French	To know that, in French, a space is needed before and after ? and !	To know the phonemes oi, au, in and on	To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator
	To know that different greetings are used at different times of the day	To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle	To know that sentences are often structured differently in French and English	To understand some of the similarities and differences between school in France and schools in the UK	To know that I need to change my intonation to ask and answer questions	To know that a bilingual dictionary is a special dictionary to translate words from one language to another
	To know that tone of voice can indicate a question	To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle	To know the sounds the common phonemes eu, oi, ou and ui make in French	To understand that every French noun is either masculine or feminine	To know some French speaking countries around the world	To know that a bilingual dictionary is in two parts-one where the words are listed in French and the other where the words are listed in English
	To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound	To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu	To know the names of some Parisian landmarks	To know that the gender affects the form of the word un or une (the indefinite article)	To understand that I can use a model sentence as a guide for building other sentences	To know that placing ne and pas around a verb makes the verb negative
	To know that French words are pronounced differently to the way they are spelt		To know some French playground games	To know that when we turn the statement J'ai un/une (I have a..) into a negative Je n'ai pas de (I don't have a..) then we change the article from un/une to de	To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en train , whereas à is used when you are not getting into a form of transport e.g. à vélo (a bicycle)	To know that we use the definite article when describing something specific and that the one we use depends on the gender of the noun: le (m.), la (f.), les (m./f. plural) and l' (when followed by a vowel)



Key Knowledge

Year 4	Portraits - describing in French ↕	Clothes - getting dressed in France ↕	French numbers, calendars and birthdays ↕	French weather and the water cycle	French food - Miam, miam! ↕	French and the Eurovision song contest
Key knowledge from the unit	To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement	To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f) and mes (pl)	To know some similarities and differences between French and English schools	To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning	To know that some American and English words are borrowed by the French such as le hot-dog and le hamburger	To know that de becomes du (not de le) when followed by a masculine noun
	To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine	To know that some adjectives do not change when describing a feminine noun (orange, marron, à pois)	To know some French festivals that happen throughout the year	To know the names and locations of some of the cities in France	To know that the currency used in France is Euros and to recognise some of the notes and coins	To know that sentences can be extended using et or mais
	To know that most adjectives go after the noun in French	To know that je aime (I like) becomes J'aime and je ne aime pas becomes Je n'aime pas to help with pronunciation	To know some similarities and differences between French and English birthday celebrations		To know that I can use a bilingual dictionary to translate unknown words	To know that countries have different names in French and that each country is either masculine or feminine.
	To know that if the noun in a sentence is plural then the adjective describing it also becomes plural	To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune / rose)	To know that the abbreviation R.S.V.P. which is often used in English stands for Répondez s'il vous plait which translates as 'Reply, if you please'			To know that the definite article is used in French when saying the country, e.g. la France, le Royaume-Uni, les Pays-Bas
	To know that the Louvre is a famous French art gallery	To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing	To know that creating images to help remember pronunciation of new vocabulary is a good strategy, e.g. quatorze , (cat, oars)			

NB. Some units are more skills-based and may have fewer key knowledge statements



Key Knowledge

Year 5	French monster pets +	Space exploration- in French	Shopping in France +	French speaking world	Verbs in a French week +	Meet my French family +
Key knowledge from the unit	To know that bilingual dictionaries should not be used to look up every single word in a text	To know that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system	To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, e.g soixante-dix (70), soixante-onze , soixante-douze	To know that when using à (to) and then the direct article à+ le = au (eg. au nord)	To understand that French verbs take different forms	To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say Le père de ma mère (the father of my mother).
	To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine	To know that metaphors and similes are also used in French and that a metaphor is when we say an object is another object and that a simile is when we liken an object to another	To know that the word for 80 means 'four twenties' - quatre-vingts , and numbers up to 100 are built by continuing to count on from quatre-vingt , e.g quatre-vingt-neuf , (89) quatre-vingt-dix , (90) quatre-vingt-onze (91)	To know that there are many countries where French is spoken in the world and be able to name some of these	To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run')	To know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie)
	To revise that adjectives of size go before the noun and adjectives of colour go after the noun	To know that I can compare nouns by placing plus / moins and que around the adjective (e.g. Neptune est plus grande que Mercure)	To know that there are clues in the words for the multiples of 10, eg cinquante - 50	To know some 'treasures' that make up the national identity of France and some other French-speaking countries	To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re	To revise agreement and position of adjectives in French.
		To know that I can use parce que (because) to extend my sentence and give a justification	To know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les).	To know that I can use il y a to mean 'there is' or 'there are'	To know that the ending of regular -er verbs changes to go with the subject pronoun	To know that the word order is sometimes different in French compared to English
					To know that the French use guillemets << >> in the same way that the speech marks are used in English	
					To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be)	
					To know how to conjugate the verbs avoir and être	

NB. Some units are more skills-based and may have fewer key knowledge statements



Key Knowledge

Year 6	French sport and the Olympics ↕	French football champions	In my French house ↕	Planning a French holiday ↕	Visiting a town in France ↕
Key knowledge from the unit	To know that we use the verb jouer to play) with some sports and faire (to make) with other sports	To know that pronunciation is important when presenting in French	To understand that existing written sentences in French can be adapted	To know that the near future tense is formed by using the present tense of the verb aller + the infinitive, e.g. Je vais manger - I am going to eat	When using the prepositions à côté de, près de or loin de, the de may change if followed by le or les: de+le = du, de + les = des
	To know the French word for countries around the world	To know that there are different strategies to work out the meaning of new vocabulary	To know a range of prepositions to describe the position of objects	To know that, when saying you go to a country, the preposition used depends on the gender of the country name: en with feminine singular countries, au with the masculine singular countries, aux with countries that are plural	To recognise some modes of transport that are used in Paris
	To know that the way verbs change to match the pronoun is called conjugation			To understand that gisting a text involves getting an idea of what it is about and doesn't mean understanding every word	To know that when standalone adjectives are used, such as when saying c'est amusant , we always use the singular masculine
	To know each part of the verb aller - (to go), depending on the pronoun			To know different ways to travel to France	
	To know that different prepositions are used to say going to a country: en if the country is feminine singular (e.g. en France) au if the country is masculine singular (e.g. au Canada) aux if the country is plural (e.g. aux États-Unis d'Amérique)			To know how to distinguish between the present and the near future tense	
	To know that the Tour de France is a world famous cycling race that takes place in France each year				
	To know that pétanque is a popular French game sometimes known as boules				

NB. Some units are more skills-based and may have fewer key knowledge statements



SEND Adaptations

MFL classes lend themselves particularly well to SEN-friendly teaching strategies, such as the use of repetition and adopting a multisensory approach – for example, learning the alphabet and counting in a foreign language are activities that music and singing are used to enhance with SEND children as a way of boosting confidence and memory. Actions to accompany new vocabulary and kinaesthetic teaching styles are also used to boost SEN students' chances of success and enjoyment.



SMSC in MFL

Social

- Explore emotions through language
- Reflect on different uses of language / choice of vocabulary and purpose
- Explore creativity / imagination
- Use imagination in group work / pair work
- Promote self esteem

Spiritual

- Encourage a collaborative approach to learning in pair / group work activities
- Create a sense of community
- Promote independence and self-respect
- Celebrate success – both in and out of school

Moral

- Encourage respect for other students
- Encourage respect for other people, their language and culture
- Recognise and praise good behaviour choices

Cultural

- Display work that celebrates cultural aspects from other countries
- Take part in events such as Foreign food tasting



FBV in MFL

Individual Liberty

- Children will explore their own individual liberty by considering themselves as global citizens and beginning to explore possibilities for travelling to, or even working in, other parts of the world when they are older.

Rule of Law

- As part of learning about other cultures, laws of France will be mentioned, comparing them with British laws.

I REALLY DO MATTER

Democracy

- The MFL classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Children will consider what life is like for individuals living in France.

Mutual Respect and Tolerance

- Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to.
- Pupils are taught about historical, cultural and religious differences between the UK and France. Other cultures are always discussed in a respectful manner, emphasising that although things may be different, each culture is equally valuable and to be respected.

Stretching those that can

Adaptations that can be made :

- In French lessons when using Chromebooks, some programs such as 'Textivate', 'Educandy', 'Linguascope' and 'Languagesonline' enable the teacher to create games that are differentiated so that the more able children can practise writing vocabulary as well as understanding its meaning.
- Different worksheets used in classwork.
- Differentiation by questioning in oral activities.
- Orally, more able pupils shine in quality of pronunciation and intonation
- Thinking skills tasks develop language learning strategies for more able pupils. Reading comprehensions involve some unfamiliar vocabulary to be deduced from context and logical thinking.



Longton
Primary
School

Assessment for the teacher

Informal Assessment

- Using mini-whiteboards/post-it notes to capture ideas – These can be used to assess children’s ability to remember keywords or to record sentence structures when writing. Building these methods into each lesson allows children to feel comfortable with mistake making and makes sharing ideas normal practice.
- Video recording–Recording children speaking allows the teacher to assess pronunciation and spoken language without having to listen to every child within a lesson.
- Games –are a non-threatening method of informal assessment in French. While games within lessons can teach new vocabulary and structures, repeating these games throughout the week, the term or even the whole year can also be an effective way to review learning and assess understanding.
- Making cross-curricular links – Assessing children’s language skills in the context of another curriculum area is a useful way to assess how secure they are in their understanding. For example [Year 5 lesson](#) uses French action verbs during a PE warm-up lesson. Alternatively, the ‘During the week’ section of each lesson suggests different ways that learning can be built on in other curriculum areas.
- Use of exercise books – The recording of tasks such as children’s writing and reading in French is an effective way to assess understanding in line with the school’s marking and feedback policy.

French: Me and my family

To describe myself using ‘j’ai’

To use adjectives in sentences with je suis

To say who is in my family

To speak in sentences using il est and elle est with an adjective

To complete a short assessment

To learn about Christmas traditions in France

To learn a French Christmas carol



Assessment for the leader

Year 3						Year 4						Year 5						Year 6								
Speaking	Reading	Writing	Intercultural Understanding	Summary		Listening	Speaking	Reading	Writing	Intercultural understanding	Summary		Listening	Speaking	Reading	Writing	Intercultural understanding	Summary		Listening	Speaking	Reading	Writing	Intercultural Understanding	Summary	
Say and/or repeat a few words and short simple phrases – e.g. what the weather is like, classroom objects. Intiate correct pronunciation with some success.	Recognise and read out a few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects, the date.	Write or copy simple words and/or symbols correctly – e.g. personal information such as age, numbers, colours, objects	Understand and respect different people and places in the world. Understand that some people speak a different language to my own.	End of Year Expectations: ENG/COU/VEZ	Ethnic/Strata	Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school. Respond to a clear model of language.	Answer simple questions and give basic information – e.g. about the weather, brothers and sisters, pets. Show an awareness of sound patterns.	Understands some familiar written phrases – e.g. simple weather phrases, basic descriptions of objects	Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. shopping list, e-mail/postcard, holiday greetings by email/postcard	Identify similarities and differences in my culture to that of another	End of Year Expectations: ENG/COU/VEZ	Ethnic/Strata	Understand the main points from a spoken passage made up of familiar language – e.g. basic telephone message/weather forecast	Ask and answer simple questions – e.g. taking part in an interview/interview about pets/favourite food, talking to a friend about hobbies. Talk about personal interests. Know how to pronounce some letter strings.	Understands the main point(s) from a short written text – e.g. simple messages on a postcard/in an email. Use a book or glossary to find out the meanings of new words. Match sound to print by reading about familiar words and phrases.	Write a few short sentences with support using words already learnt – e.g. Spell words that are readily understandable, Postcard, simple note or message, identify card	Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country.	End of Year Expectations: ENG/COU/VEZ	Ethnic/Strata	Understand the main points and some of the detail from a short spoken passage – e.g. sentences describing what people are wearing, an announcement	Take part in a simple conversation. Express an opinion. Can substitute items of vocabulary to vary questions or statements. Pronunciation is becoming more accurate and intonation is being developed.	Understand the main points and some of the detail from a short written text. Begin to read independently. Use a bilingual dictionary to look up new words.	Write a short text on a familiar topic adapting language already learnt. Spell commonly used words correctly.	Talk about, discuss and present information about a particular country's culture	End of Year Expectations: ENG/COU/VEZ	Ethnic/Strata
3	3	3	3	5	5	3	3	3	3	3	5	5	2	2	2	2	2	5	5	3	3	2	3	5	5	
3	3	3	3	5	5	3	3	3	2	3	5	5	2	2	2	2	2	5	5	3	3	3	3	5	5	
2	2	2	2	D	4	3	3	3	3	3	5	5	3	3	3	3	3	5	5	3	3	3	3	5	5	
3	3	3	3	5	5	2	3	3	2	3	5	5	3	3	3	3	3	5	5	3	3	3	3	5	5	
3	3	3	3	5	5	3	3	3	2	3	5	5	3	3	2	2	2	5	5	3	3	3	3	5	5	
2	2	2	2	D	4	2	2	2	3	3	D	4	2	1	1	1	2	D	4	2	2	2	2	D	4	
3	3	3	3	5	5	3	3	3	2	3	5	5	3	3	2	2	2	5	5	3	3	3	3	5	5	
3	3	3	3	5	5	3	3	3	2	3	5	5	3	3	3	3	3	5	5	3	3	3	3	5	5	
2	2	2	2	D	4	2	2	2	1	2	D	4	2	1	1	1	2	D	4	2	2	2	2	D	4	
3	3	3	3	5	5	3	3	3	3	3	GDS	5	3	3	3	3	3	GDS	5	3	3	3	3	5	5	
3	3	3	3	5	5	3	3	3	2	3	5	5	3	3	2	2	2	5	5	3	3	3	3	5	5	
3	3	3	3	5	5	3	3	3	3	3	GDS	5	3	3	3	3	3	GDS	5	3	3	3	3	5	5	
3	3	3	3	5	5	3	3	3	3	3	5	5	3	3	3	3	3	5	5	3	3	3	3	5	5	
2	2	2	2	D	4	2	2	2	1	3	D	4	2	2	2	2	2	5	5	3	3	3	3	5	5	
3	3	3	3	5	5	3	3	3	2	3	5	5	3	3	2	2	2	D	4	2	2	2	3	5	5	
3	3	3	3	5	5	3	3	3	3	3	GDS	5	3	3	3	3	3	GDS	5	3	3	3	3	5	5	
3	3	3	3	5	5	3	3	3	3	3	5	5	3	3	3	3	3	5	5	3	3	3	3	5	5	
2	2	2	2	D	4	2	2	2	1	3	D	4	2	2	2	2	2	5	5	3	3	3	3	5	5	
3	3	3	3	5	5	3	3	3	2	3	5	5	3	3	2	2	2	D	4	2	2	2	3	5	5	
3	3	3	3	5	5	3	3	3	3	3	5	5	3	3	2	2	2	GDS	5	3	3	3	3	5	5	
3	3	3	3	5	5	3	3	3	3	3	D	4	2	2	2	2	2	5	5	3	3	3	3	5	5	
3	3	3	3	5	5	3	3	3	2	3	5	5	3	3	2	2	2	GDS	5	3	3	3	3	5	5	
3	3	3	3	5	5	3	3	3	3	3	D	4	2	2	2	2	2	5	5	3	3	3	3	5	5	

Speaking	Reading	Writing	Intercultural Understanding	Summary		Listening	Speaking	Reading	Writing	Intercultural understanding	Summary		Listening	Speaking	Reading	Writing	Intercultural understanding	Summary		Listening	Speaking	Reading	Writing	Intercultural Understanding	Summary	
0	0	0	0	WHS	0	1	1	0	5	0	WHS	0	2	4	5	2	0	0	0	0	0	0	0	0	WHS	0
13	13	12	13	E	0	11	11	10	14	3	E	0	10	10	17	15	22	0	0	0	0	0	0	E	0	
19	18	19	18	D	13	19	19	15	12	28	D	13	9	10	7	7	0	22	26	18	0	0	0	D	13	
				S	18						S	18												S	18	
				GDS	0						GDS	0													GDS	0

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Assessment for the leader

Data Analysis MFL from Summer 2022 data

Year 3 Koalas

BYG	3E	3D	3S	GDS
0	0	11	18	1

The following areas are the ones in which most children scored a 1 and need to be a focus in Year 4:

writing and reading

Year 4 Elephants

BYG	4E	4D	4S	GDS
0	0	8	18	1

The following areas are the ones in which most children scored a 1 and need to be a focus in Year 5:

Writing, reading and [speaking](#)

Year 5 Meerkats

BYG	5E	5D	5S	GDS
0	2	5	20	4

The following areas are the ones in which most children scored a 1 and need to be a focus in Year 5:

writing and speaking

Year 6 Penguins

BYG	6E	6D	6S	GDS
0	0	11	18	1

The following areas are the ones in which most children scored a 1 and need to be a focus in Year 7:

writing, listening and intercultural understanding.

Data Analysis MFL from Summer 2023 data

Year 3 Pandas

BYG	3E	3D	3S	GDS
0	0	3	24	0

Develop reading in Y4 and look at more [able](#)

Year 4 Koalas

BYG	4E	4D	4S	GDS
0	0	7	23	0

Continue to develop reading and look at more able. One child was more able in Y3 and not this year. Why?

Year 5 Elephants

BYG	5E	5D	5S	GDS
0		10	18	0

Writing and speaking have improved. Continue to monitor in Y6. Look at more able. One child was more able in Y4 and not in [Y5](#).

Year 6 Meerkats

BYG	6E	6D	6S	GDS
0	0	5	19	3

Develop cultural understanding in 2023 to 2024 |

Assessment for the leader

French December 2022

Name Scarlett and Ollie Year 3

Do you like French?

Scarlett I like French because I like learning new languages

Ollie it is really good because you get to learn different languages, lets you talk to people who speak different language

What is behaviour like in French?

Some people get excited and they get noisy, but it is fun to work with Madam Darby and the other children in our class

Can you tell me about anything recent in French that you have studied? How does this build on work from previous lessons / last year?

Greetings, questions, French Artist Henri Matisse, size and colours, shapes

Built on greetings and colours from last year in Year 2

How do your teachers help you know and remember more?

Sing songs

Repeat things over a few weeks

Games – how old we are

Not much reading – sometimes off the board

Some writing

Mostly speaking

French December 2022

Name Sadie and Max Year 6

Do you like French?

Sadie yes, I like learning the language and singing the songs

Max I like it a little bit because I like learning languages but sometimes it is hard and it gets annoying if you can't do it. I keep trying

What is behaviour like in French?

Normally behaviour is good but sometimes people can be a bit chatty and loud.

Can you tell me about anything recent in French that you have studied? How does this build on work from previous lessons / last year?

This year – difficult sentences in French – writing, reading, speaking. Builds on from last year as the sentences were simpler this year we are learning words to go between words and more complicated vocabulary.

How do your teachers help you know and remember more?

Worksheets

Repeat things over a few weeks yes as a starter and it really helps

Games

Songs

Not as much reading

Lots of writing of writing

Lots of speaking and listening speaking and listening

Writing and saying are what we do most

KS2 Lesson objectives linked to Kapow Units Condensed

Year 3 Lesson Objectives

Au 1 – All about Me / French Greetings (Unit 1 Kapow)

To greet someone and introduce yourself in French. (L1 K)

Lesson ob	Book Look	Pupil interview

To ask and answer questions about feelings in French. (L3 K)

Lesson ob	Book Look	Pupil interview

To perform a rhyme in French. (L4 K)

Lesson ob	Book Look	Pupil interview

Au 2 – Colours and shapes (Unit 2 Kapow)

To name colours in French (L1 K)

Lesson ob	Book Look	Pupil interview

To say shapes and sizes in French (L2 K)

Lesson ob	Book Look	Pupil interview

Photos of Subject in Action

