

## Our Languages Curriculum

### Intention:

Our vision for languages is: For all our pupils to be able to speak, listen, read and write in French at an appropriate level for a Primary pupil, which can be developed in their future education. We offer a curriculum that will develop an interest and love of learning about other languages and cultures, including how these relate to our own history, language and culture in a contemporary sense. We foster the values of tolerance and respect when introducing cultural concepts or practices so that our children develop a **caring** attitude to diversity and cultural difference.

We develop speaking and listening skills by providing plentiful oral rehearsal and practice of new vocabulary and phrases. As new vocabulary is secured, we introduce reading and writing activities that embed vocabulary further and offer children the opportunity to begin developing their own novel ideas or sentences. Rather than simply learning stock phrases by heart, we want our pupils to have opportunities to be **creative** with language and explore how sentences can be created or added to with emerging vocabulary.

We offer an ambitious curriculum that will allow pupils to develop an understanding of vocabulary

### Implementation:

We teach French at Brook. In lower KS2, the focus is on speaking and listening and learning instructions, numbers and greetings which are used throughout the school day. Reading and Writing begins on a basic level towards the end of lower KS2. In upper KS2 aspects of grammar are taught too.

Our Language curriculum has a topic for each term but teachers will continually rehearse previously taught vocabulary - this ensures repetition and over-learning –an important aspect of learning a language successfully. The Language curriculum focusses on building knowledge and skills within the language as well as for life.

We do not have a set scheme for French. We use trusted and well-designed sources to support the teaching, such as Twinkl and BBC. Objectives in French repeat over the course of a year therefore the objectives are not placed within specific terms.

Each French lesson compromises of a quick warm up to revisit prior learning from the week or term before. Over a term, new vocabulary is taught, rehearsed and practised in a variety of ways. For the first couple of week this is limited to verbal. After this reading is introduced and finally writing. Articles of la, le and l' are taught with every new word.

Vocabulary is continually rehearsed implicitly throughout the day and week.

### Impact:



Our pupils have dedicated time for their French lesson each week, giving it an equally high profile as other curriculum subject. The curriculum is carefully designed to build skills using research into effective Language teaching – starting with speaking and listening first. Pupils therefore have the opportunity to build their learning over time, which supports the successful acquisition of learning French.

## Languages Curriculum Map

Year	Cycle	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YOUNG OAKS – Yr3/4	Odd	<b>Numbers 0-20</b> <b>Classroom instructions</b>	<b>Greetings</b>	<b>Dates and days</b> <b>Numbers 21-31</b>	<b>All about me</b>	<b>Names and family</b>	<b>French foods</b>
		Stand up, Sit down Quiet, Listen, Line up, tidy up	Hello, Hi, Goodbye Good morning/ afternoon/ evening  How are you? I am well/not well/bad/ok, And you?	Days of the week, months Today, tomorrow	<b>I am...</b> <b>How old are you?</b> My name, age My hair and eyes My school Siblings What is your name? My name is... And you?	Mother, Father Sister, Brother Grandparents Aunts, Uncles, Cousins, Friends, baby	common foods, feeling hungry, I like..., I dislike... Please can I have...
	Even	<b>Questions and manners</b>	<b>Colours and weather</b>	<b>Parts of the body/monster</b>	<b>Where in the world is French spoken?</b>	<b>All about me - Feelings</b>	<b>All about me - actions and adjectives</b>
		Please, thank you, sorry, excuse me, Yes, no	rain, sun, snow, wind, hot, cold Red, Blue, Yellow, Green, Pink, Brown	Head, eyes, ears, mouth, nose, hair, arms, legs, toes, fingers, belly, hand, feet	Holidays destinations around the Europe/World  All about France	Describe yourself Feelings and emotions, explaining who you are.	Drawing, writing, gaming, crafts, reading, cooking Sports – football, tennis, dance, gymnastics,
MIGHTY OAKS – Yr5/6	Odd	<b>Seasons and weather</b> <b>Revise prior learning</b>	<b>Cafes, food and preferences</b>	<b>Places around school</b>	<b>Shopping and going out</b>	<b>Places around town</b>	<b>Prepositions and consolidation</b>
		Seasons, it is... Today, tomorrow,	Fruits and veg Common foods Favourite foods Menus	Describe things you do at school, Classes, Teachers, Lessons	Directions, tickets, Clothes and groceries, supermarket, shopping centres Beach, park, castles, transport	Church, School, Road, Park, Playground, field, Houses, Farms Kent,	
	Even	<b>Numbers 32-100</b> <b>Revise prior learning</b>	<b>What's the time? Telling time to 1 minute intervals</b>	<b>What's the time? School subjects and timetables</b>	<b>C'est combien? Money and toys</b>	<b>Animals and habitats</b>	<b>Adjectives to describe and compare</b>



			Telling the time, hours, minutes	What time is English? Playtime, lunchtime	Favourite things to do How much..	Dog, cat, rabbit, chicken, mouse, hamster, goldfish, Guinea pig, horse Donkey, sheep, cow, pig etc	Describing yourself, describing an object
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## Skills and Knowledge Progression Sequence

	Year 3 and 4 (over 2-years)	Year 5 and 6 (over 2-years)
<b>Listening</b>	<ul style="list-style-type: none"> <li>➤ I can recognise and respond to words and phrases I hear.</li> <li>➤ I can understand a simple instruction, such as 'stand up'.</li> <li>➤ I can recognise familiar phrases and sentences in stories.</li> <li>➤ I can link some of the sounds of the language to my spellings.</li> <li>➤ I can repeat the sounds that I hear in songs and rhymes</li> <li>➤ I can ask and answer simple questions about personal information.</li> <li>➤ I can join in with a story or song.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can understand the main points from a spoken passage</li> <li>➤ I can match the spoken version of most words I know to the correct spelling.</li> <li>➤ I can understand the main points and some details from spoken passages on a range of subjects</li> <li>➤ I can use my I knowledge of spelling to help me read unfamiliar words.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>➤ I can use some simple adjectives to describe a picture or object.</li> <li>➤ I can speak clearly to an audience using good pronunciation.</li> <li>➤ I can read aloud with good pronunciation.</li> <li>➤ I can change simple sentences I have heard in different ways to make new sentences.</li> <li>➤ I can talk about likes and dislikes giving reasons</li> <li>➤ I can ask and answer questions about different topics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can make changes to a complex sentence I have heard to create a new sentence with a different meaning</li> <li>➤ I can change my voice to show whether I am asking a question or making a statement.</li> <li>➤ I can prepare a short speech to say in front of an audience.</li> <li>➤ I can discuss a topic with others giving my own ideas and asking for help when I need it.</li> <li>➤ I can create my own extended sentences.</li> <li>➤ I can use the way I speak to make my meaning clear and keep my audience interested.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>➤ I can match written words and phrases to pictures or symbols.</li> <li>➤ I can read some familiar words aloud.</li> <li>➤ I can learn and remember new words from my reading.</li> <li>➤ I can understand and read out several familiar phrases and sentences.</li> <li>➤ I can learn a song or poem using the written words to help me.</li> <li>➤ I can follow the words of a text when it is being read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can understand the main points from a short written text</li> <li>➤ I can use a dictionary to find new words linked to a topic.</li> <li>➤ I can understand the main points and some details from a text which includes unfamiliar language.</li> <li>➤ I can try to read and understand a range of different texts using clues to help me.</li> <li>➤ I can use words and phrases I have learnt from reading and from dictionaries</li> </ul>



<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>➤ I can work out the meaning of some new words when I am reading.</li> <li>➤ I can write a range of words and some short phrases from memory.</li> <li>➤ I can use different adjectives to describe people or a detailed picture.</li> <li>➤ I can write a sentence to describe a picture or object using a word bank to help me.</li> <li>➤ I can remember how to write some words on my own</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can write sentences to describe something, using some words I've remembered and an example sentence to help me.</li> <li>➤ I can write phrases and some simple sentences from memory.</li> <li>➤ I can describe people and things using different adjectives and I can use some verbs to say what people are doing.</li> <li>➤ I can write several phrases and sentences from memory and I can change them to express my own ideas.</li> <li>➤ I can choose the best adjectives to describe people, places and things and the right verb to describe an action.</li> <li>➤ I am beginning to use some adverbs.</li> </ul>
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>➤ I can tell whether words are nouns, adjectives or verbs.</li> <li>➤ I know that nouns may be masculine or feminine (or neuter).</li> <li>➤ I know the order of words in sentences.</li> <li>➤ I understand that adjectives sometimes change because of the noun they describe.</li> <li>➤ I can recognise a question and a negative sentence.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can use pronouns and articles correctly.</li> <li>➤ I know the different forms of some common verbs and when to use each form.</li> <li>➤ I know how to change an adjective to the correct form if necessary, according to the noun it is linked to.</li> <li>➤ I can change a sentence into a question or a negative sentence.</li> <li>➤ I know the different forms of a variety of verbs and when to use each form</li> <li>➤ understand how to use some adverbs in sentences.</li> <li>➤ I know that different languages have different rules about grammar.</li> </ul>
<p><b>End of Key Stage NC end points (Key Stage 2)</b></p>	<ul style="list-style-type: none"> <li>➤ <b>listen attentively to spoken language and show understanding by joining in and responding</b></li> <li>➤ <b>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</b></li> <li>➤ <b>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</b></li> <li>➤ <b>speak in sentences, using familiar vocabulary, phrases and basic language structures</b></li> <li>➤ <b>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</b></li> <li>➤ <b>present ideas and information orally to a range of audiences*</b></li> <li>➤ <b>read carefully and show understanding of words, phrases and simple writing</b></li> <li>➤ <b>appreciate stories, songs, poems and rhymes in the language</b></li> <li>➤ <b>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</b></li> <li>➤ <b>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</b></li> <li>➤ <b>describe people, places, things and actions orally* and in writing</b></li> <li>➤ <b>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</b></li> </ul>	

Languages

