



Boston West Academy
KS2 Modern Foreign Languages (MFL)



Our curriculum key drivers

Learning beyond the classroom (outdoor learning)

The arts

Physical development and wellbeing

Language development and vocabulary

MFL Curriculum Content in KS2

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences

Conscious connections

Geography, maths, PE, Art, music, history, PSHE

Continuous provision ideas

Once confident counting-use numbers to group, chant sequences, times tables.

Spelling draw attention to words of French origin eg. Moustache, chef, chalet, technology, etc.

Investigate words which we use that are French - pain au chocolat, café, cul-de-sac, de-tour, gran prix, etc.

Posters and signs in chosen language.

Fruit names at tuckshop in French and English.

Greetings for register, thank you, goodbye.

Listen to French music, watch film/cartoon clips in French of familiar stories, the national anthem, French Christmas carols and traditions, how do they celebrate festivals and traditions in France

Games - 21, songs, keep a French to English dictionary in reading corners for children to explore, display French and English story books alongside each other, French artefacts eg. Train tickets, food wrappers, letters from a French school with pictures (all in the French resources cupboard)

Investigate French celebrations such as Carnival and Bastille day.

Display pictures of French landmarks, landscapes, maps, influential French historical figures, artists, political figures, composers, celebrities.

Birthday displays with months of the year in French.

Grammar points to be covered (a)

KS2 MFL

	Examples
<p><u>Gender</u></p> <p>Awareness of gender as a concept which will be new to most pupils as well as explicit teaching of definite and indefinite articles. (Definite article (the) Indefinite article (a/ an)</p>	<p>le (m), la (f), les (plural), L' (before a vowel).</p> <p>un (m), une (f), des (some)</p>
<p><u>Nouns</u></p> <p>Recognition of nouns in the target language.</p>	<p>Link to coverage of specific year group.</p>
<p><u>Plurals</u></p> <p>An ability to recognise nouns in the plural, both by the article and the noun ending.</p>	<p>Most plurals are formed by adding an –s. For example, une vache >des vaches "cows"</p> <p>However, the final –s in French plural nouns is not usually pronounced.</p>
<p><u>Adjectives</u></p> <p>Awareness of the different position of adjectives in a sentence.</p> <p>Awareness of agreement of adjectives (i.e the ending of the adjective changes depending on the gender of the noun that is being described).</p>	<p>The adjective mostly comes after the noun in French*</p> <p>un livre bleu (A blue book)</p> <p>la règle bleue (A blue ruler)</p> <p>des livres bleus (Blue books)</p> <p>des règles bleues (Blue rulers)</p> <p>*la belle maison (The beautiful house)</p> <p>Predicate adjectives are separated from nouns altogether, but still agree with them.</p> <p>e.g. La maison est belle. (The house is beautiful)</p>

Grammar points to be covered (b)

	Examples
<p><u>Subject pronouns</u></p> <p>Pupils should learn the forms of these, especially: I, You, He/ She/ One.</p>	<p>je – I</p> <p>tu – you (singular informal)</p> <p>il/ elle/ on – he/ she/ one</p> <p>nous - we</p> <p>vous – you (plural/ formal)</p> <p>ils – they (m)</p> <p>elles – they (f)</p> <p>Pupils should be aware there are two words for you in French and know when they are used.</p>
<p><u>There is / there are.</u></p>	<p>Il y a</p>
<p><u>Regular Verbs</u></p> <p>Structure of regular present tense verbs and associated pronouns.</p> <p>Pupils should learn the pronouns and endings of the most frequently used regular verbs, especially: I, You, He / She / One.</p> <p>Pupils will encounter other parts of the verb receptively and learn to recognise their meaning. Pupils should also learn the associated pronunciation rules.</p>	<p>Structure of –er verbs.</p> <p>jouer = to play</p> <p>je joue</p> <p>tu joues</p> <p>il / elle / on joue</p> <p>nous jouons</p> <p>vous jouez</p> <p>ils jouent</p> <p>elles jouent</p>

Grammar points to be covered (c)

<u>Irregular Verbs</u>	<u>Opinion verbs</u>	<u>Question words</u>	<u>What? (Which)</u>	<u>Why?</u>
The common verbs	J'adore...	<u>How?</u>	Qu'est-ce que... ?	Pourquoi...?
To be and to have.	J'aime...	Comment...?	Qu'est-ce que c'est ?	A) J'aime les
Avoir = to have	Je n'aime pas...	Comment t'appelles-	What is it ?	maths
J'ai	Je déteste...	tu?	Qu'est-ce que tu	B) Pourquoi?
Tu as		(Literally: How are you	fais?	A) I like maths
Il/ Elle/ On a	<u>Opinion adjectives</u>	called)	What are you doing?	B) Why?
Nous avons	excellent	<u>Who?</u>	Quel / quelle (What –	
Vous avez	fantastique	Qui...?	in the sense of which	
Ils/ Elles ont	génial	Qui a un chien ?	and is followed by a	
Être = to be	intéressant	Who has a dog?	noun)	
Je suis	amusant	<u>When?</u>	Quel animal vois-tu?	
Tu es	facile / difficile	Quand...?	Which animal do you	
Il/elle/ On est	ennuyeux	C'est quand ton	see?	
Nous sommes		anniversaire?	(or followed by the	
Vous êtes		When is your birthday?	verb être)	
Ils/elles sont		<u>Where?</u>	Quelle est ta matière	
		Où,,,?	préférée ?	
		Où habites-tu?	Which is your	
		Where do you live ?	favourite subject?	
<u>Imperatives</u> (learnt & used predominantly in the context of classroom instructions)	<u>Co-ordinating conjunctions</u>	<u>Subordinating conjunctions</u>		
Répétez! (Formal/plural)	Et	Quand		
Répète ! (informal singular)	Aussi	Si		
	Ou	Parce que/ Car		



Skills

Literacy – Recognising sounds and letters leading to reading and building sentences of their own.

I can recognise and read out a few French familiar words and phrases.

I can write or copy simple French words and symbols.

Oracy – Listening and spoken interaction

I can understand a few familiar spoken French words and phrases.

I can say/ repeat a few French words and short simple phrases.

Coverage

Language purposes and functions:

Greeting and responding to greetings

Giving personal details-name, age

Counting and using numbers

To ask and answer simple questions.

Saying what day or month it is

Topic areas—see scheme of work Salut! Main units.

Ask and answer simple questions (Core Unit 1)

Greetings

Name, age

Numbers

Time



Y4 MFL

Skills

Literacy – Recognising sounds and letters leading to reading and building sentences of their own.

I can recognise and read out a few French familiar words and phrases.

I can write or copy simple French words and symbols.

Oracy – Listening and spoken interaction

I can understand a few familiar spoken French words and phrases.

I can say/ repeat a few French words and short simple phrases.

Coverage

Language purposes and functions:

Counting and using numbers

Expressing Likes/Dislikes

Expressing opinions.

To ask and answer simple questions.

To talk and describe people in your family.

Topic areas – see scheme of work Salut! Main units.

At School

Family (Core Unit 1 lesson 5 and 6)

Food & drink

My Home

Numbers

The Body

Time continued

Sport



Skills

Literacy – Recognising sounds and letters leading to reading and building sentences of their own.

I can understand familiar French written phrases.

I can write one or two short French sentences and fill in the words on a simple form.

Oracy – Listening and spoken interaction

I can understand a range of familiar French spoken phrases.

I can answer simple questions in French and give basic information

Coverage

Language purposes and functions:

Counting and using numbers

Express your opinion.

List and express your opinions (food and drink topic)

Following and giving simple instructions

Saying what day or month it is and the season.

Expressing likes/dislikes

Giving information about an everyday activity (school/ hobby topic)

Use adjectives to describe people. (family unit)

Topic areas – see scheme of work Salut! Main units.

At School

Common adjectives

Food and drink

Hobbies (sports etc).

My Town.

Time, including months, days and seasons. (season)



Skills

Literacy – Recognising sounds and letters leading to reading and building sentences of their own.

I can read and understand short written messages.

I can write two or three sentences using reference materials with support.

I can understand the main points from a short written passage.

Oracy – Listening and spoken interaction

I can ask and answer simple questions

I can talk about my interests.

Coverage

Language purposes and functions:

Recap prior learning

Following and giving simple instructions

Expressing likes and dislikes

Giving information about an activity

Expressing opinions

To ask and answer simple questions.

Future tense

Topic areas – see scheme of work Salut! Main units.

At School

Common adjectives

Food and drink

Hobbies (sports etc).

My Town.

Time, including months, days and seasons. (season)

The Future

On Holiday

A Weekend with Friends

Lower KS2 Longitudinal learning—to revisit ideas and concepts to enable deeper learning . It is expected that by the end of Y4 the vast majority of students have an advancing understanding and some will have a deeper understanding.

Basic	Advancing	Deep
<p>repeats words following a teacher model joins in with some of the actions in songs, stories and rhymes</p> <p>recognises some familiar written words from their sound</p> <p>joins in with the words of short, simple rhymes, songs or stories listens and recognises the key vocabulary of a simple sentence</p> <p>matches sound to written word with some familiar language</p> <p>can answer a few simple questions (e.g. name, how you are)</p> <p>answers a few familiar questions uses scaffolds to ask a few simple questions</p> <p>says one or two simple sentences</p> <p>reads and recognises some vocabulary that has been practised frequently</p> <p>repeats new words modelled by the teacher, and can spot patterns in pronunciation with support</p> <p>reads and recognises the key vocabulary of a simple sentence</p>	<p>joins in confidently with most of the actions in songs, stories and rhymes</p> <p>recognises some familiar written words from their sound</p> <p>Joins in with the words of short, simple rhymes, songs or stories listens and recognises the key vocabulary of a simple sentence</p> <p>matches sound to written text and recognises the meaning of familiar language</p> <p>can answer most questions confidently (e.g. greetings, name, age, how you are today, favourite colour / animal)</p> <p>asks and answers a few familiar questions with little support</p> <p>speaks in simple sentences, including nouns and adjectives</p> <p>reads and recognises most familiar vocabulary</p> <p>can make links to phonics and pronounce familiar words well, and some unfamiliar words, when prompted by the teacher</p> <p>reads and understands simple sentences, including noun and adjectives</p>	<p>produces words from memory with reasonably accurate pronunciation joins in confidently and readily with all of the actions in songs, stories and rhymes and most of the words</p> <p>applies phonics knowledge with confidence and reasonable accuracy when pronouncing words from text, and knows the meaning of all learnt words</p> <p>joins in confidently (at first or second reading) the words of longer songs and stories listens and recognises the detail of simple sentences.</p> <p>can understand and produce orally familiar language in written form.</p> <p>can answer all questions learnt with confidence and can ask a few questions</p> <p>produces confidently familiar questions as well as answers them and demonstrates understanding of their construction.</p> <p>confidently produces sentences with a noun and puts an adjective in the correct place</p> <p>decodes meaning naturally and confidently, (even when not always correctly)</p> <p>applies phonics knowledge with some confidence when reading new words aloud</p> <p>reads and understands simple and compound sentences with coordinating conjunctions</p>

Upper KS2 Longitudinal learning—to revisit ideas and concepts to enable deeper learning . It is expected that by the end of Y6 the vast majority of students have an advancing understanding and some will have a deeper understanding.

Basic	Advancing	Deep
<p>Listens to and understands a few complex sentences with support</p> <p>Follows the simple text of a familiar song/story & sings or reads aloud most words.</p> <p>Asks and answers a number of basic questions with and without support.</p> <p>Expresses likes and dislikes and can ask ‘do you like?’</p> <p>Signals a problem and asks for help.</p> <p>Says a few complex sentences with support.</p> <p>Speaks using a few complex sentences using a language scaffold with support if necessary.</p> <p>Reads and understands more complex sentences with support</p> <p>Understands some new words in familiar sentences, by using logic and/or a dictionary.</p> <p>Writes simple sentences from memory, with understandable spelling.</p> <p>Writes some complex sentences using a language scaffold with support if necessary.</p> <p>Knows rules of gender & article use and applies them, when prompted to notice.</p> <p>Recognises plural and singular nouns and often uses them correctly, often generalising their formation to the addition of –s.</p>	<p>Listens to and understands complex sentences, answering questions or identifying key information.</p> <p>Follows and understands a song or story with more complex language.</p> <p>Engages in short conversations using familiar language. Expresses likes and dislikes, some opinions and reasons and asks ‘do you like’ and ‘why do you / don’t you like?’</p> <p>Says complex sentences, using ‘because’ and other subordinating conjunctions</p> <p>Reads and understands some complex sentences e.g. with a subordinate clause.</p> <p>Understands new words in short, familiar texts, using a range of strategies.</p> <p>Writes simple and some complex familiar sentences from memory with understandable accuracy.</p> <p>Writes some complex sentences e.g. with a subordinate clause by manipulating language using a language scaffold or a bi-lingual dictionary, with some success.</p> <p>Demonstrates a good grasp of the basic grammatical concepts encountered and applies them.</p>	<p>Listens to and understands complex sentences in passages of a few sentences, answering questions or identifying key information</p> <p>Follows and understands with confidence a song or story with more complex language.</p> <p>Can engage in short conversations without support.</p> <p>Expresses a range of opinions and reasons and asks questions to elicit those from others.</p> <p>Uses complex sentences in speaking, manipulating familiar language.</p> <p>Reads and understands a variety of complex sentences. Understands the gist of a simple unfamiliar text; maybe using a Dictionary.</p> <p>Uses a dictionary to research new language, including some verbs, and uses it in his/her own work.</p> <p>Writes complex sentences by manipulating familiar language with a high degree of accuracy.</p> <p>Demonstrates an excellent understanding of the grammatical concepts encountered and applies them confidently in speaking and writing</p>