Languages Intent at Barnby Road

At Barnby Road, our curriculum map for French has been developed with a former secondary French specialist who is a native French speaker. Our French curriculum has been constructed so that each year group in Key Stage 2 studies one aspect of French per half term where possible, cross curricular links are made. Topics are selected to provide a broad range of focuses, and skills are taught progressively within topics and across the key stage.

Our French content across Key Stage 2 aims to provide an enjoyable and stimulating curriculum that develops an interest and curiosity in learning French. In addition to the content of learning another language we also actively plan to encourage children to be culturally sensitive. We make use of French speakers in our community wherever possible, learning about customs and everyday life, and making comparisons with our own experiences. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

Languages at Barnby Road will ensure that pupils make progress through each year group, acquiring and applying key knowledge, so that they at least meet the agreed age expectations in a subject and develop a lifelong passion about acquiring new languages.

French Curriculum Progression

Aspect	Year 3	Year 4	Year 5	Year 6
Listening Listen attentively to spoken language and show understanding by joining in and responding.	Know and respond to a few familiar spoken words and short phrases. Understand and note the main points and give a personal response to words and short phrases.	Understand and respond to a range of familiar spoken short phrases and sentences. Understand the main points and give a personal response on short phrases and sentences.	Understand the main points of a short-spoken passage made up of a few familiar words and phrases. Understand the main points and some details and give a personal response.	Understand a longer spoken passage made up of familiar words and phrases. Understand the main points and most details and give a personal response.
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Know how to listen and identify words in songs and rhymes and demonstrate understanding.	Know how to listen and identify phrases in songs and rhymes and demonstrate understanding.	Know how to listen and identify words and specific sounds in songs and rhymes and demonstrate understanding.	Know how to follow the text of songs and rhymes and identify the meaning of words.
Appreciate stories, songs, poems and rhymes in the language.	Know how to follow along and repeat key words from a story, song, rhyme or poem.	Know how to join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	Know how to join in with familiar short songs, rhymes or poems, or parts of them.	Know, from memory, familiar parts of known stories, songs, rhymes and poems when listening to the source material.
Speaking	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Engage in conversations.	Know how to have a short conversation where they are saying at least 2 things.	Know how to have a short conversation where they are saying at least 3 things.	Know how to hold a simple conversation with at least 3 exchanges.	Know how to hold a simple conversation with at least 4 exchanges.
Ask and answer questions. Express opinions and respond to those of others.	Know how to ask and answer simple pre-learned questions with a response. Know how to express simple opinions such as likes and dislikes.	Know how to ask and answer simple questions on the current topic with a response. Know how to express simple opinions such as likes, dislikes and preferences.	Know how to ask and answer questions on a few familiar topic areas with a response. Know how to express a range of opinions and begin to provide simple justification.	Know how to ask and answer a range of questions on different topic areas with a response. Know how to express a range of opinions and begin to provide justification.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Know how to repeat and say familiar words and short simple phrases.	Know how to say a short sentence on a familiar topic.	Know how to say sentences independently within a familiar topic.	Know how to say longer sentences independently within a familiar topic.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Know how to read aloud some familiar words and short phrases with accurate pronunciation. Begin to identify individual sounds and some letter strings in words and pronounce accurately when modelled.	Know how to match sound to print, by reading aloud familiar words and simple texts. Begin to adapt intonation to differentiate between sentence types. Begin to show an awareness of accents and silent letters.	Know how to read aloud short phrases and sentences accurately that contain mostly familiar language. Know how to use intonation to differentiate between sentence types. Use knowledge of accents and silent letters to pronounce familiar words accurately.	Know how to read phrases and sentences aloud with understandable pronunciation, applying phonics knowledge. Know how to use pronunciation and intonation effectively to express meaning. Begin to predict the pronunciation of unfamiliar words using knowledge of letter string and silent letters.
Present ideas and information orally to a range of audiences.	Present simple rehearsed statements about themselves, objects and people to a partner.	Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.	Present a range of ideas and information, using prompts, to a partner or a small group of people.	Present a range of ideas and information, without prompts, to a partner or small group of people.
Describe people, places, things and actions orally.	Know how to say simple familiar words and phrases that may contain an adjective to describe people, places, things and actions using a model or language scaffold.	Know how to say one or two short sentences that may contain an adjective to describe people, places, things and actions.	Know how to say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold.	Know how to use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Read carefully and show understanding of words, phrases and simple writing.	Read and show understanding of a range of words and simple phrases using familiar language.	Read and show understanding of simple phrases and sentences using familiar language.	Read and show understanding of sentences containing familiar and unfamiliar language and note some of the main points.	Read and show understanding of short, written material and note the main points and some detail.

Broaden their vocabulary and deepen their ability to understand new words that are introduced into familiar written material.	Know how to use visual clues and context to follow the gist of a short text. Begin to use understanding of cognates to make sense of less familiar words, with support.	Know how identify the overall type of text from its lay-out, contextual cues and a few familiar words. Begin to use understanding of cognates to make sense of less familiar words.	Understand the use of context to work out unfamiliar words. Know how to use understanding of cognates to make sense of less familiar words.	Know how to use context to work out unfamiliar words. Know how to use understanding of cognates to make sense of less familiar words.
Use a dictionary.	Begin to use a bilingual dictionary or glossary to look up new words.	Know how to use a bilingual dictionary or glossary to look up new words.	Know how to use a dictionary to check the words they have learnt and find the meaning of unfamiliar words.	Know how to use a dictionary to check the words they have learnt and find the meaning of unfamiliar words and phrases.
Writing	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Know how to write words and phrases on a familiar topic with support, or from memory with plausible spelling. Know how to, with support, replace one element in a simple phrase to create a new phrase.	Know how to write a short sentence on a familiar topic, with support or from memory with understandable spelling. Know how to replace one element in a sentence to create a new sentence.	Know how to begin to write longer sentences on a familiar topic from memory with understandable spelling. Know how to change a range of singe elements in sentences to create new sentences.	Know how to write several sentences on a familiar topic from memory with reasonable spelling. Know how to adapt and substitute words and phrases in sentences to create new sentences.
Describe people, places, things and actions in writing.	Know how to write simple familiar words or phrases that may contain an adjective to describe people, places, things and actions using a model or language scaffold.	Know how to write one or two short sentences that may contain an adjective to describe people, places, things and actions.	Know how to write several sentences containing adjectives and conjunctions to describe people, places, things and actions using a language scaffold.	Know how to use a wider range of descriptive language in their descriptions of people, places, things and actions.

Grammar	Year 3	Year 4	Year 5	Year 6
Gender of nouns - definite and indefinite articles	Know that nouns are divided into 2 groups (although the terms “masculine” and “feminine” might not be used) Know the difference between the masculine and feminine versions of the indefinite (un/une) and the definite (le/la) articles Understand that l’ is used with singular nouns that begin with a vowel	Know how to apply masculine and feminine articles, with a degree of accuracy, to known nouns	Know how to apply masculine, feminine and plural articles, with increased accuracy, to both known and new nouns	Know how to apply knowledge of gender to other parts of speech – e.g. prepositions, partitive article (du/de la/de l’/des)
Singular and plural forms of nouns	Understand that a plural noun will normally add an ‘s’ but that this does not affect the pronunciation of the word	Understand that there is a plural version of the definite article (les) and the indefinite article (des) Know apply understanding of regular plural nouns with a degree of accuracy	Know that some nouns will have a different plural form	Know how to Apply knowledge of the variations in plural nouns with a degree of accuracy
Adjectives (place and agreement)	Know that most adjectives will follow the noun	Use an adjective with ‘c’est’ Know that many adjectives will need to add an ‘e’ in the feminine form and begin to apply this to known nouns Know that some adjectives have alternative ways of forming the feminine agreement	Know that many adjectives have either a masculine or feminine form and this may affect the pronunciation of the word Know that gender impacts on other parts of speech – e.g. , possessive pronouns	Know how to apply the conventions of word order to nouns and adjectives with a degree of accuracy Know that adjectives also have a plural form and begin to apply to known language

Verbs and adverbs	Know the need for a verb to form a sentence Know that J' is the same as Je Begin to know the pronoun and verb in simple first person sentences Know the negative form (ne … pas)	Know how to substitute verbs in the first person and select the correct form of the first person pronoun Know how to build sentences using the verbal phrases 'c'est' and/or 'il y a' Know how to identify the negative form (ne … pas) in simple sentences and use in set phrases (e.g. je n'aime pas)	Know the use of the third person singular pronouns (il/elle) to mean he, she and it Know how to apply the negative form (ne … pas) to simple sentences Begin to know how to use adverbs to modify a verb	Know how to use an additional negative form (e.g. ne … jamais, ne … rien) Know that a range of tenses are used in French but they don't always correspond to those found in English