

### **Purpose of Study**

Bridge Schools aim to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

**Key areas of learning include: intercultural understanding, listening, speaking, reading, writing, grammar**

### **Through French our children will develop:-**

- the ability to understand and respond to spoken and written language
- the confidence to speak with good intonation and pronunciation, communicating what they want to say
- fluency in reading
- the ability to write for different audiences and purposes
- a strong awareness of the culture of the countries where the language is spoken
- a passion for languages and a commitment to the subject

## MFL skills, knowledge and vocabulary progress ladder

Key Knowledge/Breadth of Study			
Key Stage 2			
<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally and in writing</li> <li>• Understand basic grammar appropriate, including: 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</li> <li>• Understand elements of the culture of the countries where the language is spoken</li> </ul>			
Language Angels' Deliverable Classroom Realities			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Say, read and write numbers 1-10</li> <li>• Know the days of the week</li> <li>• Use simple greetings (e.g. saying hello and goodbye, saying how they are)</li> </ul>	<ul style="list-style-type: none"> <li>• Say, read and write numbers 1-100 including in dates</li> <li>• Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)</li> <li>• Understand and communicate using a</li> </ul>	<ul style="list-style-type: none"> <li>• Use the alphabet to assist in correct spelling and pronunciation</li> <li>• Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing)</li> <li>• Be able to say, read and write the date including the day, number and month of the year</li> <li>• Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what</li> </ul>	<ul style="list-style-type: none"> <li>• Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices)</li> <li>• Be able to identify and tell the time including all full hour times plus quarter past the hour, half past the hour, quarter to the hour</li> <li>• Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)</li> <li>• Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese)</li> </ul>

## MFL skills, knowledge and vocabulary progress ladder

<ul style="list-style-type: none"> <li>• Ask and answer simple questions about name and age</li> <li>• Understand and communicate familiar nouns (e.g. animals) including the correct article (dependent on gender)</li> <li>• Use simple adjectives (e.g. colours)</li> <li>• Use some simple verbs in the first person "I" form (e.g. I am and I play)</li> <li>• Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus</li> </ul>	<p>wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink)</p> <ul style="list-style-type: none"> <li>• Use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live)</li> <li>• Understand and use verbs in the first person "I" form (perhaps also have a look at a fully conjugated regular verb and show where the first person "I" form is)</li> <li>• Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article</li> </ul>	<p>they wear at different times of the year or on different occasions)</p> <ul style="list-style-type: none"> <li>• Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather)</li> <li>• Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions)</li> <li>• Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country)</li> <li>• Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). This can be done using familiar verbs such as "to wear" regarding clothes and they can then build sentences about what they and their friends are wearing).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.)</li> <li>• Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective</li> <li>• Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.)</li> <li>• Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are)</li> <li>• Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they").</li> <li>• Identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.</li> </ul>
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## MFL skills, knowledge and vocabulary progress ladder

MFL skills, knowledge and vocabulary progress ladder		
Topic	Year Group	Content
<b>Intercultural Understanding</b>	Year 3	<ul style="list-style-type: none"> <li>Understand and respect that there are people and places in the world around me that are different to where I live and play</li> <li>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Identify similarities and differences in my culture to that of another</li> <li>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>Respect and understand cultural diversity</li> <li>Understand how symbols, objects and pictures can represent a country</li> <li>Talk about, discuss and present information about a particular country's culture</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>Talk about, discuss and present information about a particular country's culture</li> <li>Begin to understand more complex issues which affect countries in the world today for example poverty, famine, religion and war</li> </ul>
<b>Listening</b>	Year 3	<ul style="list-style-type: none"> <li>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs)</li> <li>Develop understanding of the sounds of individual letters and groups of letters (phonics).</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Listen for and identify specific words and phrases in instructions, stories and songs</li> <li>Follow a text accurately whilst listening to it being read.</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises)</li> <li>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>Understand the main points and some detail from a short spoken passage</li> <li>Understand longer and more complex phrases and sentences and with some unfamiliar words</li> </ul>
<b>Speaking</b>	Year 3	<ul style="list-style-type: none"> <li>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself)</li> <li>Speak aloud familiar words or short phrases in chorus</li> <li>Use correct pronunciation when speaking and start to see links between pronunciation and spelling</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Communicate by asking and answering a wider range of questions, using longer phrases and sentences</li> <li>Present short pieces of information to another person</li> <li>Apply phonic knowledge to support speaking (also reading and writing).</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>Develop more accurate pronunciation and intonation</li> <li>Ask and answer simple questions and talk about personal interests</li> <li>Use simple conjunctions to build more complex sentences</li> </ul>

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Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>Understand and express simple opinions</li> <li>Prepare a short presentation on a familiar topic</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience</li> <li>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage)</li> <li>Use connectives to link together what they say so as to add fluency.</li> </ul>
Reading	Year 3	<ul style="list-style-type: none"> <li>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text</li> <li>Read aloud familiar words or short phrases in chorus</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions)</li> <li>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>Read a variety of simple texts in different formats and in different contexts e.g. simple messages in an email</li> <li>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</li> <li>Use context and prior knowledge to determine the meaning of new words</li> <li>Begin to use a bilingual dictionary to look up new words</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>Read aloud from a text with good expression</li> <li>Read and understand the main points and some detail from a short written passage</li> <li>Independently use a bilingual dictionary to find the meaning of words</li> <li>Identify different text types and read short, authentic texts for enjoyment or information</li> </ul>
Writing	Year 3	<ul style="list-style-type: none"> <li>Write or copy simple words correctly e.g. numbers, colours, objects</li> <li>Begin to apply phonic knowledge to support writing</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</li> <li>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)</li> <li>Check spellings with a dictionary</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank)</li> </ul>

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		<ul style="list-style-type: none"> <li>• Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.)</li> <li>• Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant)</li> </ul>
Grammar	Year 3	<ul style="list-style-type: none"> <li>• Be aware of the forms of word classes e.g. nouns, adjectives, and verbs</li> <li>• Singular and plural</li> <li>• Gender</li> <li>• Word order of adjectives and nouns</li> <li>• Basic notion of adjectival agreements</li> <li>• 1st and 3rd person</li> <li>• Recognise negative form</li> <li>• Cognates</li> <li>• The definite article</li> <li>• Describe position using basic prepositions sur and dans</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• 1st, 2nd and 3rd person</li> <li>• Revision of avoir phrases</li> <li>• Recognise and use third person singular with avoir and être</li> <li>• Use être phrases with adjectives</li> <li>• Recognise different adjective endings</li> <li>• Present tense verbs</li> <li>• Understand and give imperative instructions</li> <li>• Recognise plural forms</li> <li>• Use personal il... expressions</li> <li>• Begin to use the partitive article</li> <li>• Use on to talk about first-person plural activities</li> <li>• Use simple negative forms</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Recognise and use plural forms</li> <li>• Understand and use negatives</li> <li>• Use 3rd person avoir and être in positive and negative statements</li> <li>• Understand and use agreements of adjectives (singular)</li> <li>• Understand and use the definite article correction: le/la/l’/les</li> <li>• Understand and use prepositions au/à la/à l’</li> <li>• Give instructions in the vous form</li> </ul>

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Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>• Use sequencers d'abord, ensuite, enfin</li> <li>• Use je vais + infinitive to talk about future plans</li> <li>• Use il y a + indefinite article</li> <li>• Join sentences with et</li> <li>• Use 3rd person verbs</li> <li>• Use and understand both the indefinite and definite articles</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Use several verbs in 1st and 3rd person</li> <li>• Use j'aime/je n'aime pas, etc. with an infinitive</li> <li>• Using des with plural words</li> <li>• Using et and mais to make longer sentences</li> <li>• Agreement of adjectives</li> <li>• Use 1st person present tense including some reflexives</li> <li>• Use adverbs and time expressions</li> <li>• Use prepositions en and à</li> <li>• Use on va + infinitives to talk about future plans</li> </ul>

MFL Key Vocabulary				
	Year 3	Year 4	Year 5	Year 6
<b>Sentence stems</b>	Je... <ul style="list-style-type: none"> <li>• J'ai...</li> <li>• Je suis...</li> <li>• Elle/Il est...</li> <li>• Qu'est-ce que tu veux?</li> <li>• Je voudrais...</li> <li>• C'est...</li> <li>• Comment...?</li> </ul>	Elle/Il a... <ul style="list-style-type: none"> <li>• Quelle heure est-il?</li> <li>• Je regarde, J'écoute, Je joue, Je parle</li> <li>• Où vas-tu?</li> <li>• Je vais à...</li> <li>• Il...</li> <li>• On...</li> </ul>	Je n'ai pas de... <ul style="list-style-type: none"> <li>• Elle/Il n'a pas de...</li> <li>• Elle/Il n'est pas...</li> <li>• J'aime/Je n'aime pas...</li> <li>• Ce n'est pas...</li> <li>• Qu'est-ce que c'est?</li> <li>• Je vais + infinitive...</li> <li>• J'adore... Je déteste...</li> <li>• Il y a...</li> </ul>	Qu'est-ce que tu fais...? <ul style="list-style-type: none"> <li>• Tu fais...? joues...?</li> <li>regardes...?</li> <li>• Je n'écoute pas... Je ne regarde pas... Je ne joue pas... Je ne bois pas de... Je ne mange pas de... Je ne fais pas de...</li> <li>• Qu'est-ce qu'il/elle fait...?</li> <li>• Est-ce que tu aimes faire/écouter/jouer/ regarder...?</li> </ul>

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				<ul style="list-style-type: none"><li>• Je porte...</li><li>• C'est combien? Ça coûte...euros.</li><li>• Qu'est-ce que tu prends...</li><li>• Je prends....</li><li>• On va aller... On va prendre... On va acheter... On va faire... On va regarder...</li><li>• Qu'est-ce que tu préfères</li></ul>
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