

## **Shipbourne School Modern Foreign Language Curriculum: FRENCH – using Salut**

### **Purpose of Study**

Learning a foreign language is a liberation from insularity and provides an opening for other cultures. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. 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 ultimately also in writing. It should also provide opportunities for pupils to communicate for practical purposes, learn new ways of thinking and read good literature in its original language. Language teaching should form the foundation for learning further languages, equipping pupils to study, work and live in other countries.

### **Aims and Intent**

Our curriculum for languages aims to ensure that all pupils:

- 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.

By the end of year 6, we want our children to have the foundations and confidence for Secondary language learning and have a developing appreciation of the cultural aspects of France. From this developing knowledge, they will have a curiosity about the wider world and the potential it offers for their future.

### **Programmes of Study and Implementation**

Children study French from Year 2 upwards with a focus on practical communication. French is taught fortnightly using Salut digital software which provides exposure to a good balance of written and spoken vocabulary and key phrases which the children initially read and speak before recording in written form further up the school. Differentiation and scaffolded delivery ensures that all pupils in our mixed-age classes can access learning from their individual starting points and focus is placed on remembering and retrieving knowledge both within and across units.

Pupils should be taught to:

- 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 languages
- 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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2/Year 3	<p><b>Core Unit 1 and 2</b> Include basic classroom instructions: <b>Ecoutez</b> <b>asseyez-vous</b> <b>puis-je aller aux toilettes s'il vous plaît</b></p> <p>I can understand some simple words and phrases.</p> <p>I can introduce myself, giving my name and age, using short, simple sentences.</p> <p>I can understand some simple instructions and follow them.</p> <p>I can repeat some simple sentences from memory.</p> <p>I can use some numbers, colours and simple describing words in spoken sentences.</p>	<p><b>Animals</b></p> <p>I can repeat simple words and phrases.</p> <p>I can join in with simple songs and rhymes.</p> <p>I can answer questions to give basic information using simple words and phrases.</p> <p>I can ask and answer simple questions using short sentences.</p>	<p><b>Food</b></p> <p>I can join in with simple songs and rhymes.</p> <p>I can recognise and understand some individual written words and match them to pictures.</p> <p>I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.</p>	<p><b>At School</b></p> <p>I can recognise a question.</p> <p>I can answer questions to give basic information using simple words and phrases.</p> <p>I can give a spoken response to a simple written question.</p> <p>I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately.</p>	<p><b>Playtime</b></p> <p>I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.</p> <p>I can write short, simple responses to spoken language using familiar words.</p> <p>I can write some familiar words from memory.</p>	<p><b>Recap all Core Unit 3</b></p> <p>I can repeat some simple sentences from memory</p> <p>I can give a written response to a simple written question.</p> <p>I can write some singular nouns with the correct article.</p>
Year 4/5/6	<p>Recap Core Unit 3 (3 and 4)</p> <p><b>New Language Content</b></p> <ul style="list-style-type: none"> <li>Identifying body parts</li> <li>Counting up to 31</li> <li>Identifying items of clothing</li> <li>Naming the months of the year</li> <li>Talking about birthdays</li> </ul> <p>-I can sing and do the actions to a French song</p> <p>-I understand several parts of the body when they're spoken.</p> <p>-I can read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately.</p> <p>-I can respond to a simple question by saying what month their birthday is in. I recognise plural nouns when listening to or reading vocabulary.</p>	<p><b>Seasons</b></p> <p><b>New Language Content</b></p> <ul style="list-style-type: none"> <li>The names of seasons</li> <li>Talking about seasonal activities</li> <li>Saying the date and when their birthday is</li> <li>Naming craft materials</li> <li>Following craft instructions</li> </ul> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>I can recognise that the pronoun "on" is often used in sentences relating to the date.</li> <li>I can respond to questions using simple opinions with help.</li> <li>I understand French instructions with reference to English instructions.</li> <li>I recognise and write some adjectives after nouns with help.</li> <li>I recognise that many adjectives go after the noun in French and therefore differ from English sentence structure.</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>I can use past tense verbs and some perfect past tense sentences.</li> <li>I understand and use some of the adverbs from the unit.</li> <li>I can recognise and use from memory, and with little help, third person singular verbs, including some irregular verbs, to describe someone's actions.</li> <li>I can develop knowledge of sentences in French and use model sentences to make new ones.</li> </ul>	<p><b>Family</b></p> <p><b>New Language Content</b></p> <ul style="list-style-type: none"> <li>Naming extended family members</li> <li>Saying how many siblings they have</li> <li>Talking about the household tasks they do and have done</li> <li>Forming sentences using "on"</li> <li>Vocabulary associated with birthday parties</li> </ul> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>I can talk about what they have done using the perfect past tense when provided with a model sentence.</li> <li>I can identify third person plural forms of common verbs, with help.</li> <li>I can recognise the two different second person subject pronouns – "tu" and "vous".</li> <li>I can use single words from the unit to substitute into model sentences, creating new sentences.</li> </ul>	<p><b>Family (Continued)</b></p> <ul style="list-style-type: none"> <li>I can identify third person plural forms of common verbs in the present tense.</li> <li>I can use "tu" and "vous" appropriately.</li> <li>I can use words and sentence structures from the unit to create new sentences</li> </ul>	<p>Recap all Learnt Vocabulary</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2/Year 3	<p><b>Core Unit 1, 2 and 3</b>  <b>Introduce and recap.</b>  <b>Include basic classroom instructions:</b>  <b>Ecoutez</b>  <b>asseyez-vous</b>  <b>puis-je aller aux toilettes s'il vous plaît</b></p> <p>I can understand some simple words and phrases.</p> <p>I can introduce myself, giving my name and age, using short, simple sentences.</p> <p>I can understand some simple instructions and follow them.</p> <p>I can repeat some simple sentences from memory.</p> <p>I can use some numbers, colours and simple describing words in spoken sentences.</p>	<p><b>My Home</b></p> <p>I can repeat simple words and phrases.</p> <p>I can join in with simple songs and rhymes.</p> <p>I can answer questions to give basic information using simple words and phrases.</p> <p>I can ask and answer simple questions using short sentences.</p>	<p><b>My Town</b></p> <p>I can join in with simple songs and rhymes.</p> <p>I can recognise and understand some individual written words and match them to pictures.</p> <p>I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.</p>	<p><b>Describing People</b></p> <p>I can recognise a question.</p> <p>I can answer questions to give basic information using simple words and phrases.</p> <p>I can give a spoken response to a simple written question.</p> <p>I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately.</p>	<p><b>The Body</b></p> <p>I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.</p> <p>I can write short, simple responses to spoken language using familiar words.</p> <p>I can write some familiar words from memory.</p>	<p><b>Sport</b></p> <p>I can repeat some simple sentences from memory</p> <p>I can give a written response to a simple written question.</p> <p>I can write some singular nouns with the correct article.</p>
Year 4/5/6	<p><u>Recap Core Unit 1 (3 and 4)</u></p> <p><b><u>New Language Content</u></b></p> <ul style="list-style-type: none"> <li>•Greeting each other</li> <li>•Introducing themselves</li> <li>•Counting up to 10</li> <li>•Introducing their immediate family</li> </ul> <p><b><u>Expectations:</u></b></p> <ul style="list-style-type: none"> <li>•I can greet others confidently, and introduce themselves and their family.</li> <li>•I understand the numbers 1-10 and use them to say how old they are.</li> <li>•I understand and respond to some simple questions and instructions.</li> <li>•I recognise some words in their written form and pronounce them accurately.</li> </ul>	<p><b><u>On Holiday</u></b></p> <p><b><u>New Language Content</u></b></p> <ul style="list-style-type: none"> <li>•More countries</li> <li>•Holiday accommodation</li> <li>•Vocabulary associated with the zoo, beach and theme park</li> <li>•Using the perfect past tense</li> </ul> <p><b><u>Expectations:</u></b></p> <ul style="list-style-type: none"> <li>-I can recognise some basic holiday vocabulary.</li> <li>-I can understand some sentences about animals at the zoo.</li> <li>-I am able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure.</li> <li>-I am able to translate French words using a bilingual dictionary.</li> </ul>	<p><b><u>On Holiday (Continued)</u></b></p> <ul style="list-style-type: none"> <li>-I can begin to recognise, apply and adapt holiday vocabulary with confidence in spoken and written model sentences.</li> <li>-I understand and participate in a short conversation about animals at the zoo.</li> <li>-I can respond to questions in full sentences and give simple opinions.</li> <li>-I am able to prepare and confidently deliver a short talk about a holiday.</li> <li>•I can confidently use a French dictionary to find French and English translations of words, aiming to pronounce unfamiliar words accurately using knowledge of French phonics.</li> </ul>	<p><b><u>Eating Out</u></b></p> <p><b><u>New Language Content</u></b></p> <ul style="list-style-type: none"> <li>•Asking for items in a shop or restaurant</li> <li>•Asking how much things cost</li> <li>•Some basic weights</li> <li>•How to order for others in a restaurant</li> </ul> <p><b><u>Expectations</u></b></p> <ul style="list-style-type: none"> <li>•Understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary.</li> <li>• Recognise subject pronouns, and begin using "il" and "elle" to form a few sentences about what someone is having to eat/drink, with help.</li> </ul>	<p><b><u>Eating Out (Continued)</u></b></p> <ul style="list-style-type: none"> <li>•I can perform a short role-play, using and adapting sentence structures from the unit.</li> <li>•I know that formal language, e.g. the "vous" form, is used for talking to customers in restaurants etc.</li> <li>•I can use formal language, e.g. the "vous" form, in appropriate situations, e.g. to a restaurant customer.</li> </ul>	<p><b><u>A School Trip</u></b></p> <p><b><u>New Language Content</u></b></p> <ul style="list-style-type: none"> <li>•The perfect past tense</li> <li>•The future tense</li> <li>•Some common verbs</li> <li>•Vocabulary associated with a trip to a museum and the countryside.</li> </ul> <p><b><u>Expectations</u></b></p> <ul style="list-style-type: none"> <li>•I can identify the difference between "mon", "ma" and "mes" in the French story text.</li> <li>•I can identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences.</li> <li>•I can recognise the future tense with little help.</li> <li>•I can say and write about what they do and don't like to do in the context of school trips.</li> <li>•I can join in with the unit's song, pronouncing all the words clearly and accurately.</li> </ul>

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Year 2/Year 3	<p><b>Core Unit 1 and 2</b>  <b>Include basic classroom instructions:</b>  <b>Ecoutez</b>  <b>asseyez-vous</b>  <b>puis-je aller aux toilettes s'il vous plaît</b></p> <p>I can understand some simple words and phrases.</p> <p>I can introduce myself, giving my name and age, using short, simple sentences.</p> <p>I can understand some simple instructions and follow them.</p> <p>I can repeat some simple sentences from memory.</p> <p>I can use some numbers, colours and simple describing words in spoken sentences.</p>	<p><b>Animals</b></p> <p>I can repeat simple words and phrases.</p> <p>I can join in with simple songs and rhymes.</p> <p>I can answer questions to give basic information using simple words and phrases.</p> <p>I can ask and answer simple questions using short sentences.</p>	<p><b>Food</b></p> <p>I can join in with simple songs and rhymes.</p> <p>I can recognise and understand some individual written words and match them to pictures.</p> <p>I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.</p>	<p><b>At School</b></p> <p>I can recognise a question.</p> <p>I can answer questions to give basic information using simple words and phrases.</p> <p>I can give a spoken response to a simple written question.</p> <p>I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately.</p>	<p><b>Playtime</b></p> <p>I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.</p> <p>I can write short, simple responses to spoken language using familiar words.</p> <p>I can write some familiar words from memory.</p>	<p><b>Recap all Core Unit 3</b></p> <p>I can repeat some simple sentences from memory</p> <p>I can give a written response to a simple written question.</p> <p>I can write some singular nouns with the correct article.</p>
Year 4/5/6	<p>Recap Core Unit 2 (3 and 4)</p> <p><b><u>New Language Content</u></b></p> <ul style="list-style-type: none"> <li>•Saying the days of the week</li> <li>•Naming colours</li> <li>•Counting between 11 and 20</li> <li>•Naming countries</li> <li>•Expressing likes and dislikes</li> </ul> <p><b><u>Expectations:</u></b></p> <ul style="list-style-type: none"> <li>•I can recognise the days of the week.</li> <li>•I can name a variety of colours.</li> <li>• I understand numbers up to 20, including out of sequence.</li> <li>• I can express simple likes and dislikes using the first person.</li> <li>• I recognise a negative sentence when they hear it.</li> </ul>	<p><b>Hobbies</b></p> <p><b><u>New Language Content</u></b></p> <ul style="list-style-type: none"> <li>•Naming hobbies</li> <li>•Talking about types of music and giving a variety of opinions</li> <li>•Saying what musical instruments they play</li> <li>•Talking about different types of film</li> </ul> <p><b><u>Expectations:</u></b></p> <ul style="list-style-type: none"> <li>•To be able to express likes and dislikes using visual prompts, and understand that "tu" is often used to form a question.</li> <li>•To read the unit's story aloud and recognise some French words and phrases in the written text when prompted.</li> <li>•To be able to talk about what they do and like doing, giving simple opinions with help.</li> <li>•To recognise the difference between "le"/"la" and "un"/"une" in the context of the unit.</li> </ul>	<p><b>Hobbies (Continued)</b></p> <ul style="list-style-type: none"> <li>• I can express my likes and dislikes, and use "tu" to ask others for their opinion in a short conversation.</li> <li>• To read the unit's story aloud and recognise and understand some of its key points without reading the English text.</li> <li>• To be able to talk and write about what I and my friends like to do - giving more complex opinions when prompted.</li> <li>• I can recognise the difference between "le"/"la" and "un"/"une" in the context of the unit and apply them to nouns with little help.</li> <li>•I understand and recognise some irregular plural nouns in French.</li> </ul>	<p><b>Actions</b></p> <p><b><u>New Language Content</u></b></p> <ul style="list-style-type: none"> <li>•Using action verbs in the first person</li> <li>•Using action verbs in the third person singular</li> <li>•Using some adverbs</li> <li>•Naming craft materials</li> <li>•Using the perfect past tense in the third person singular form.</li> </ul> <p><b><u>Expectations:</u></b></p> <ul style="list-style-type: none"> <li>•I can begin to recognise and use perfect past tense sentences with help.</li> <li>•I can recognise some adverbs from the lessons.</li> <li>•I can recognise and use, with some help, third person singular verbs to describe what someone is doing.</li> <li>•I can build on what they've learnt about sentences in French and begin to use model sentences to make new ones, with help.</li> </ul>	<p><b>The Environment</b></p> <p><b><u>New Language Content</u></b></p> <ul style="list-style-type: none"> <li>•Saying what the weather is like</li> <li>•Naming garden creatures</li> <li>•Talking about garden activities</li> <li>•Talking about recycling</li> </ul> <p><b><u>Expectations:</u></b></p> <ul style="list-style-type: none"> <li>•I can recognise and use some articles when prompted.</li> <li>•I can recognise that the third person singular form of the present tense is used to describe what an animal eats.</li> <li>• I can prepare and present a short weather report, using sentences provided that differ from English sentence structures.</li> <li>•I can write some regular plurals when provided with the singular noun, and recognise that some plurals are irregular when prompted</li> </ul>	<p><b>Recap all learnt Vocabulary</b></p>

## Progression in Learning

	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Respond to simple questions with support from a spoken model or visual clue</li> <li>Respond to spoken instructions</li> <li>Recognise numbers 1–20</li> <li>Discriminate sounds and identify meaning when items are repeated several times</li> <li>Greet others with confidence and reply to the questions</li> <li>Know a well-known children’s song in language studied</li> <li>Sing a song from memory, with clear pronunciation</li> <li>Identify common nouns</li> <li>Begin to know some key vocabulary e.g. body parts, colours</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Identify and pronounce accurately the names of some countries and towns</li> <li>Sing a song from memory on a related topic</li> <li>Listen with care</li> <li>Listen to a story and select keywords and phrases from it</li> <li>Ask and answer simple questions with correct intonation</li> <li>Remember a sequence of spoken words</li> <li>Speak clearly and confidently</li> <li>Initiate a conversation when working with a partner</li> <li>Express opinions</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Understand numbers in multiples of 10 up to 100</li> <li>Understand and give simple directions</li> <li>Say that they don’t understand and ask for something to be repeated</li> <li>Give information</li> <li>Use short sentences when asking and answering questions</li> <li>Prepare a short talking task alone or with a partner and present this with reasonable pronunciation</li> <li>Listen to a story or poem and identify key words and phrases</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Follow short descriptions in order to find specific information</li> <li>Devise and perform a short sketch in role play situation</li> <li>Demonstrate creativity and imagination in using known language in new contexts</li> <li>Listen attentively and understand more complex phrases and sentences</li> <li>Understand longer and more complex phrases or sentences</li> <li>Use spoken language confidently to initiate and sustain conversations and to tell stories</li> <li>Prepare a short presentation on a familiar topic</li> <li>Be understood when speaking in a different language</li> </ul>
Reading	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Sequence written instructions</li> <li>Recognise some familiar words in written form</li> <li>Recognise and read known sounds within words</li> <li>Read some key vocabulary</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Understand words displayed in the classroom</li> <li>Research additional vocabulary using a dictionary</li> <li>Read familiar words and join in with a non-fiction text / story</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Show understanding of a short text containing familiar and unfamiliar language</li> <li>Retrieve information from a text</li> <li>To make predictions based on existing knowledge</li> <li>Read aloud to a partner or small group</li> </ul>	<p>Pupils should</p> <ul style="list-style-type: none"> <li>Use knowledge of word order and sentence construction to support the understanding of written text</li> <li>Read and understand the main points and some detail from a short written passage</li> <li>Read aloud with confidence</li> </ul>
Writing	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Write some of the numbers to 20 from memory</li> <li>Experiment with writing simple words</li> <li>Copy accurately in writing some key words</li> <li>Copy or label using single words or short phrases</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Write familiar words and simple phrases from a model</li> <li>Understand and write a short email</li> <li>using structures learnt</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Write a simple poem</li> <li>Write short sentences in a presentation or booklet</li> <li>Write simple instructions accurately</li> <li>Write sentences on a range of topics using a model</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Write sentences using some description</li> <li>Apply a range of linguistic knowledge to create simple, written pieces that can be understood</li> <li>Use dictionaries to support writing</li> </ul>
Knowledge About Languages	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Understand and start to use some basic core structures</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Understand the main core structures and begin to use some actively.</li> <li>Identify phonemes that are the same as or different from English or other languages they know</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Use agreements of adjectives</li> <li>Manipulate language by changing an element in a sentence</li> <li></li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Understand and use negatives</li> <li>Recognise patterns in the foreign language</li> </ul>
Knowledge About the Culture of the Countries	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Start to understand cultural similarities and differences and how festivals are celebrated</li> <li>Understand the differences in social conventions when people greet each other</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Identify counties where selected language is spoken</li> <li>Investigate aspects of lifestyle in selected country e.g. food or leisure activities</li> <li>Investigate weather patterns of select country</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Look at further aspects of everyday lives from the perspective of someone from another country</li> <li>Learn about places of interest/ importance within the county studied</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Present information about an aspect of culture</li> <li>Compare and contrast countries where language is spoken with this country</li> <li>Investigate famous people / events from the chosen country to be studied</li> <li>Investigate cultural differences</li> </ul>