



Tilston Parochial  
CE Primary School

# Tilston Parochial Primary School

## Our School Curriculum

*A creative and thematic approach to learning.*

Curriculum Intent and Progression Map

Subject: Modern Foreign Languages





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## Curriculum Statement

'Knowledge of languages is the doorway to wisdom' Roger Bacon- Philosopher

The National Curriculum for Modern Foreign Languages aims to ensure that all pupils: understand and respond to spoken and written language from a variety of authentic sources. ... discover and develop an appreciation of a range of writing in the language studied.

Modern Foreign Languages is a requirement in the National Curriculum from Key Stage Two. We have chosen French to be the main language to learn. At Tilston School we do however introduce words, greetings and numbers in Key Stage one and have offered a French Conversation Club to give the children chance to develop confidence and experience the language verbally from an early age.

Children are encouraged to develop their curiosity and deepen their understanding of the world we live in. The teaching should develop an understanding of what they hear and read, and enable them to express themselves in speech and writing. It should also provide opportunities for them to communicate for practical purposes, extend their knowledge of how language works and explore differences between French and English. This in turn should give them a grounding to learn further languages and help to equip them to study and work in other countries if they wish.

'A different language is a different vision of life'. Federico Fellini



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## Modern Foreign Languages Curriculum Intent

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### Our Intent

- To help the children enjoy the learning experience
- To develop the children's language skills and make them want to study further
- To understand and respond to spoken and written language from a variety of sources
- To 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.
- To begin to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To discover and develop an appreciation of a range of writing in the language studied
- To increase the children's cultural awareness
- To follow the National Curriculum

#### **TRUST**

'May the God of hope fill you with all joy and peace as we trust in him.'  
Romans 15:13

#### **COURAGE**

'Be strong and courageous, do not be frightened or dismayed, for the Lord your God is with you wherever you go.'  
Joshua 1:9

#### **COMMUNITY**

How good and pleasant it is when God's people live together in unity.'  
Psalm 133.1

#### **RESPECT**

'Do to others as you would have them do to you.' Matthew 7:12

#### **JOY**

'A happy heart makes the face cheerful.' Proverbs 15:13

#### **FRIENDSHIP**

'There is a friend who sticks closer than a brother.' Proverbs 18:24

Bringing out the Best in Everyone. 'Encourage one another and build each other up.' Thessalonians 5:1



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## Implementation

'With languages, you are at home anywhere' – Edmund De Waal

Children have weekly lessons in French throughout Key Stage 2, using the resources and units of work from Twinkl's PlanIt French, in addition to other resources. French is delivered by the class teacher and our units of work are planned on a 2-year rolling programme. In addition to this, we offer a French conversation club with a fluent French speaker.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

It is intended that when children leave Tilston Primary School, they will have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society, it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.



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## Impact

The impact of our MFL curriculum can be seen by talking to the children about their interest in this subject and seeing evidence in their files and folders, on learning walls in classrooms and on displays around the school. We also make opportunities to perform poems or songs in other languages during celebration events in school and in church, particularly enjoying learning French Christmas carols.

Teachers use formative assessment methods to identify children's understanding such as speaking and listening tasks; writing tasks and discussion. At the end of each unit the children are assessed to monitor understanding and sticky knowledge.

MFL is monitored by the subject leaders each term and the outcomes inform action planning and then feed into the SDP.

'Speak a new language so that the world will be a new world' Rumi

Year A	LKS2			UKS2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Subject Theme	Getting to know you All about me	Food glorious food Friends and family	Our school Time	Getting to know you All about ourselves	That's tasty Family and friends	School life
All children should be able to:	<ul style="list-style-type: none"> <li>- Say hello and goodbye</li> <li>- Introduce themselves</li> <li>- Say if they are feeling good/bad/so-so</li> <li>- Count to 10</li> <li>- Say how old they are</li> <li>- Give and respond to simple classroom instructions appropriately</li> <li>- Name parts of the body from a song;</li> <li>- Identify colours</li> <li>- Name items of clothing</li> </ul>	<ul style="list-style-type: none"> <li>- Follow a story and join in the repeated parts</li> <li>- Say what foods from a set they like/dislike</li> <li>- Describe the colour or size of an object</li> <li>- Ask politely for something</li> <li>- Identify and introduce some of their relations</li> <li>- Name some common pets</li> <li>- Recognise some rooms in their home.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and respond to topic vocabulary</li> <li>- Demonstrate understanding with actions</li> <li>- Write sentences converting le/la to un/une</li> <li>- Answer questions using the topic vocabulary</li> <li>- Say and order the days of the week</li> <li>- Say and order the months of the year</li> <li>- Count on from 11-31</li> <li>- Say their own birthday</li> </ul>	<ul style="list-style-type: none"> <li>- Say a simple future sentence</li> <li>- Give an intention for the immediate future</li> <li>- Say how they are feeling</li> <li>- Present information about themselves with support</li> <li>- Follow a simple story and recognise key vocabulary</li> <li>- Name some parts of the body</li> <li>- Give a simple description of their eyes and hair</li> <li>- Place the adjective correctly in a simple sentence</li> <li>- Use a small number of every day verbs</li> <li>- Make simple statements in third person</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and respond to topic vocabulary</li> <li>- Write an answer in a sentence using a modelled sentence</li> <li>- Take part in a role play using the key phrases studied</li> <li>- Join in traditional songs and rhymes</li> <li>- Recognise rhyming sounds</li> <li>- Use 1st person possessive adjectives confidently and recognise that third person is different</li> <li>- Introduce family members</li> <li>- Say what sort of home they live in and name items inside</li> <li>- Give a simple opinion about a named animal or object</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and respond to topic vocabulary</li> <li>- Answer questions orally using the topic vocabulary</li> <li>- Answer questions in writing using the topic vocabulary</li> <li>- Take part in a conversation with a partner and show it to an audience</li> </ul>

					- Construct a simple sentence about a variety of topics	
Most children will be able to:	<ul style="list-style-type: none"> <li>- Use different greetings for different situations</li> <li>- Ask and answer simple questions for each topic area</li> <li>- Ask and answer questions using the topic vocabulary</li> <li>- Read and write simple words;</li> <li>- Say that un/une relate to masculine &amp; feminine nouns</li> </ul>	<ul style="list-style-type: none"> <li>- Predict a repeated phrase</li> <li>- Make a range of simple statements by substituting vocabulary</li> <li>- Modify a colour adjective</li> <li>- Respond appropriately to a polite request</li> <li>- Consider whether nouns are masculine or feminine</li> <li>- Make new sentences by substituting other vocabulary appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and answer questions using the topic vocabulary</li> <li>- From memory, begin to know if nouns from the topic are masculine or feminine</li> <li>- Recognise how some larger numbers are made by combining words for smaller numbers</li> <li>- Ask other people for their birthday</li> <li>- Say today's date</li> <li>- Identify the correct language for 'yesterday' and 'tomorrow'</li> </ul>	<ul style="list-style-type: none"> <li>- Ask how to spell a word in French</li> <li>- Name the accents on French letters</li> <li>- Orally make a short personal presentation</li> <li>- Name facial features</li> <li>- Extend descriptions using conjunctions</li> <li>- Make noun and adjective combinations 'agree'</li> <li>- Make questions and answers in the third person</li> <li>- Say how they are feeling</li> </ul>	<ul style="list-style-type: none"> <li>- Interpret a chart written in French</li> <li>- Write words and phrases from memory</li> <li>- Use the correct masculine or feminine form of adjectives</li> <li>- Use the correct masculine or feminine form for 'some'</li> <li>- Respond appropriately to the meaning of songs/ rhymes</li> <li>- Suggest other rhyming words to extend a set</li> <li>- Differentiate between first and third person possessive adjectives and verbs</li> <li>- Describe their home by size and say where items can be found</li> <li>- Give a variety of opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Use the pronouns 'il' and 'elle' to replace a person's name</li> <li>- Use a comparative adverb</li> </ul>

						<ul style="list-style-type: none"> <li>- Join two clauses with 'et' or 'mais' appropriately</li> </ul>
Some children will be able to:	<ul style="list-style-type: none"> <li>- Use vocabulary they have learnt elsewhere to develop their sentences</li> <li>- Recognise there is a difference between formal and informal language</li> <li>- Use a dictionary to develop topic vocabulary further</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the correct determiner depending on gender/number</li> <li>- Select adjectives based on gender/number of nouns</li> <li>- Order sentences correctly</li> <li>- Use masculine/feminine articles and possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- Use a dictionary/the internet to develop topic vocabulary further</li> <li>- Write a sentence with an adverbial phrase e.g. I like to sing in the music room. 'J'aime chanter dans la salle de musique'</li> <li>- Ask and answer questions about dates</li> <li>- Use simple past and present tenses</li> </ul>	<ul style="list-style-type: none"> <li>- Use the terms auxiliary verb and infinitive verb</li> <li>- Spell out words using the correct letter names, including accents</li> <li>- Explain how adjectives are different according to the gender of the noun</li> <li>- Follow a story and take an educated guess at unknown words</li> <li>- Explain why adjectives change in French but not English</li> <li>- Spell adjectives correctly according to gender/number</li> <li>- Identify whether a sentence is in first, second or third person</li> </ul>	<ul style="list-style-type: none"> <li>- Write sentences from memory</li> <li>- Use the correct masculine, feminine or plural form of adjectives</li> <li>- Use the correct masculine, feminine or plural form for 'some'</li> <li>- Suggest alternative sentences/song phrases by substituting new vocabulary</li> <li>- Make increasingly complex descriptive links between family members</li> <li>- Differentiate between first and third person possessive adjectives and verbs and use them appropriately</li> <li>- Discuss similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>- Use the pronouns 'ils' and 'elles' to replace two people's names</li> </ul>



					between French/English terms for the same idea - Extend sentences and support opinions by using conjunctions	
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Year B	LKS2			UKS2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Subject Theme	All around town On the move	Going shopping Where in the world	What's the time? Holidays and hobbies	Time travelling Let's visit a French town	Let's go shopping This is France	All in a day
All children should be able to:	<ul style="list-style-type: none"> <li>- Name some of the major cities of France</li> <li>- Identify and say typical amenities to be found in French towns</li> <li>- Say and order multiples of ten</li> <li>- Ask and give a simple address in French</li> <li>- Locate the correct part of a bilingual dictionary to translate from</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and respond to topic vocabulary</li> <li>- Answer questions using the topic vocabulary</li> <li>- Take part in role play as a shopper/shopkeeper, speaking in French</li> <li>- Greet and respond</li> <li>- Listen and respond to topic vocabulary</li> <li>- Answer questions orally using the topic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Say and write a sentence to tell the time (o'clock)</li> <li>- Count in fives to at least 30</li> <li>- Understand and use the terms avant and après</li> <li>- Answer questions about a TV schedule</li> <li>- Listen and respond to topic vocabulary</li> <li>- Answer questions orally</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise number words in spoken sentences</li> <li>- Say numbers larger than 100</li> <li>- Match the subject and verb for high-frequency verbs</li> <li>- Recognise when someone is saying a date</li> <li>- Make simple sentences with habiter (to live)</li> <li>- Listen to and join in a song</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and respond to topic vocabulary</li> <li>- Answer questions using the topic vocabulary</li> <li>- Take part in role play as a shopper/shopkeeper, speaking in French</li> <li>- Greet and respond</li> <li>- Use the preposition entre</li> <li>- Write money amounts in French, up to 500 € in multiples of 50</li> </ul>	<ul style="list-style-type: none"> <li>- Say and write a sentence to tell the time (o'clock and half past)</li> <li>- Understand and use the terms used for am and pm</li> <li>- Tell the time in 24 hour time – o'clock and half past</li> <li>- Read and interpret timetables in 24 hour times –</li> </ul>

	<p>French-English or vice versa</p> <ul style="list-style-type: none"> <li>- Name some types of transport</li> <li>- Use Je... and Tu... correctly in a simple sentence</li> <li>- Respond to simple instructions for direction and movement</li> <li>- Follow simple directions to find a place on a map</li> </ul>	<ul style="list-style-type: none"> <li>- Write an answer in a sentence using the topic vocabulary</li> <li>- Use an English/French dictionary to translate from English to French</li> </ul>	<p>using the topic vocabulary</p> <ul style="list-style-type: none"> <li>- Write an answer in a sentence using the topic vocabulary</li> <li>- Present ideas and information orally to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise key words and phrases and respond</li> <li>- Use gestures to support what they are saying</li> <li>- Use a bilingual dictionary with support</li> <li>- Identify places in a French town or city</li> <li>- Listen for familiar vocabulary</li> <li>- Recognise ordinal numbers</li> <li>- Recognise a spelling pattern</li> </ul>	<ul style="list-style-type: none"> <li>- Write numbers in words which are multiples of ten</li> <li>- Describe position up to 4 compass points</li> </ul>	<p>o'clock and half past</p>
<p>Most children will be able to:</p>	<ul style="list-style-type: none"> <li>- Locate some of France's key cities</li> <li>- Say in French what amenities or features are found in their own town</li> <li>- Use multiples of ten and number operations to do simple calculations</li> <li>- Vary sentences about asking and giving simple addresses</li> <li>- Use a bilingual dictionary with increasing confidence to translate French-</li> </ul>	<ul style="list-style-type: none"> <li>- Choose the correct form when changing le to du; la to de la and les to des</li> <li>- Use adjectives (colours) and place them after the noun</li> <li>- Understand that because a continent is always feminine the preposition 'en' is always used for 'in'</li> <li>- Use the correct masculine/feminine preposition</li> </ul>	<ul style="list-style-type: none"> <li>- Say and write a sentence to tell the time (o'clock and half past)</li> <li>- Choose the correct preposition: en for feminine countries, au for masculine countries</li> <li>- Choose whether the mode of transport needs en or à</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how larger numbers are often described by combining smaller number words</li> <li>- Use numbers in a sentence correctly</li> <li>- Demonstrate their understanding of a sentence</li> <li>- Identify auxiliary verb and past participle verb</li> <li>- Apply prior knowledge to say</li> </ul>	<ul style="list-style-type: none"> <li>- Use the preposition à côté de and choose the correct masculine and feminine form</li> <li>- Use adjectives (colours) and place them after the noun</li> <li>- Write money amounts in French, up to 500 € in multiples of 50</li> <li>- Write numbers in words up to 999</li> <li>- Describe position up to 8 compass points</li> <li>- Can choose the correct form of an adjective describing nationalities</li> </ul>	<ul style="list-style-type: none"> <li>- Say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to)</li> <li>- Tell the time in 24 hour time – o'clock, half past, quarter past and quarter to</li> <li>- Read and interpret timetables in 24 hour times – o'clock, half past, quarter past and quarter to</li> </ul>

	<p>English and vice versa</p> <ul style="list-style-type: none"> <li>- Use the correct article to precede a noun according to gender</li> <li>- Use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun</li> <li>- Give and respond to simple movement/direction instructions</li> <li>- Give simple directions by substituting vocabulary as necessary</li> <li>- Follow simple directions to find a place on a map</li> </ul>			<p>when and where they were born</p> <ul style="list-style-type: none"> <li>- Say when significant people in French history were born and died</li> <li>- Choose the correct form to go with the subject of the sentence</li> <li>- Talk about what there is to do in a town</li> <li>- Use simple prepositional phrases</li> <li>- Use a bilingual dictionary</li> <li>- Ask/answer questions about where a place is</li> <li>- Use appropriate words for number operations</li> <li>- Recognise and use ordinal numbers</li> <li>- Identify a spelling pattern</li> <li>- Join in with a song or poem to help remember new language</li> </ul>		
Some children will be able to:	<ul style="list-style-type: none"> <li>- Describe (in English) some features of the major cities</li> </ul>	<ul style="list-style-type: none"> <li>- Change adjectives to feminine when needed</li> </ul>	<ul style="list-style-type: none"> <li>- Say and write a sentence to tell the time (o'clock,</li> </ul>	<ul style="list-style-type: none"> <li>- Identify numbers in a written sentence</li> </ul>	<ul style="list-style-type: none"> <li>- Use the nuances of colour foncé and clair</li> </ul>	<ul style="list-style-type: none"> <li>- Say and write a sentence to tell the time (o'clock,</li> </ul>

	<ul style="list-style-type: none"> <li>- Describe their own or a French city in terms of the amenities found there</li> <li>- Count with confidence to 100 and do simple calculations</li> <li>- Hold a short dialogue about where they live</li> <li>- Suggest new words for a vocabulary set in French and find the translations in a bilingual dictionary</li> <li>- Talk about types of transport in full sentences</li> <li>- Use correct subject/verb agreement for all parts of the verb 'to go'</li> <li>- Recognise and accurately say the phoneme /sh/ when they see the spelling pattern 'ch'</li> <li>- Give and respond to a sequence of movements</li> <li>- Give 2-step directions by substituting vocabulary as necessary</li> </ul>	<ul style="list-style-type: none"> <li>- Use the appropriate form for 'at' (au or à la)</li> <li>- Use pronouns to replace the name of an animal</li> <li>- Combine two simple sentences to form a compound sentence</li> </ul>	<ul style="list-style-type: none"> <li>half past, quarter past and quarter to)</li> <li>- Devise questions about a TV schedule</li> <li>- Use third person plural conjugation of a verb</li> <li>- Use the correct possessive adjective for a family member (ma, mon or mes)</li> </ul>	<ul style="list-style-type: none"> <li>- Give the year that some key historical events happened in France</li> <li>- Construct a past tense sentence with the passé compose</li> <li>- Change the past participle of the main verb to agree with number and gender of the subject</li> <li>- Vary the noun and verb appropriately for their purpose</li> <li>- Compare and order numbers up to 1000</li> <li>- Use prior learning to help make informed guesses</li> <li>- Apply a spelling pattern to make a new word</li> </ul>	<ul style="list-style-type: none"> <li>- Calculate change given and write the answer in French</li> <li>- Write numbers in words up to 1200</li> <li>- Create sentences independently, using online translators/dictionaries to help</li> </ul>	<ul style="list-style-type: none"> <li>half past, quarter past, quarter to, 5 minute intervals and to the hour)</li> <li>- Tell the time in 24 hour time – o'clock, half past, quarter past, quarter to and 5 minute intervals</li> <li>- Read and interpret timetables in 24 hour times – o'clock, half past, quarter past, quarter to and 5 minute intervals</li> <li>- Follow a pattern to conjugate regular verbs</li> </ul>
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	- Follow 2-step direction instructions for finding places on a map					
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