

MODERN FOREIGN LANGUAGES Curriculum Intent

By the time our children leave Woodside, we aim for them to be able to recognise that people around the world communicate using different languages and develop an awareness of cultural diversity. In addition, they will know that language has a structure and that this differs from one language to another. This will enable children to speak and understand the basic components of the French language. They will know how to manipulate vocabulary in order to generate sentences both verbally and in writing. These skills will provide an interest in learning other languages and lay foundations for their secondary school experiences.

MODERN FOREIGN LANGUAGES National Curriculum

Key Stage 2	<p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p> <p>The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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; and how these differ from or are similar to English. <p>The starred (*) content above will not be applicable to ancient languages.</p>
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Woodside Primary School – LANGUAGES –Progression Document

French	Year 3	Year 4	Year 5	Year 6
Listening	<p>To listen to others speaking a different language.</p> <p>To understand and a few familiar words and phrases such as:</p> <ul style="list-style-type: none"> • Teacher’s instructions • Days of the week • Months of the year • Colours • Numbers • Objects 	<p>To understand a range of familiar spoken phrases such as:</p> <ul style="list-style-type: none"> • My family • My school • Basic information about yourself 	<p>To understand the main points of a spoken passage made up of familiar language.</p> <p>For example:</p> <ul style="list-style-type: none"> • Rhymes • Songs • Weather report • Basic telephone message 	<p>To understand the main points of a spoken passage and some of the detail from a spoken passage.</p>
Speaking	<p>To speak a few familiar words and phrases such as:</p> <ul style="list-style-type: none"> • Days of the week • Months of the year • Colours • Numbers • Objects • Greetings-introducing and asking how someone is <p>To join in with songs and rhymes.</p> <p>To know how to pronounce some single letter sounds.</p>	<p>To ask and answer simple questions.</p> <p>To give basic information.</p> <p>To know how to pronounce all single letter sounds.</p> <p>To begin to show an awareness of sound patterns.</p> <p>To be clearly understood when speaking.</p>	<p>To give an opinion.</p> <p>To ask and answer questions such as:</p> <ul style="list-style-type: none"> • Hobbies • Pets • Likes/dislikes <p>To talk about personal interests.</p> <p>I know how to pronounce some letter strings.</p>	<p>To take part in simple conversations.</p> <p>To speak in sentences.</p> <p>To present ideas.</p> <p>To use accurate grammar when speaking.</p> <p>To know how to pronounce a range of letter strings.</p> <p>To begin to understand how accent changes letter sounds.</p> <p>To speak with accurate pronunciation and intonation.</p>
Reading	<p>To recognise familiar words and phrases.</p>	<p>To understand some familiar written phrases.</p>	<p>To understand the main points from a short written text.</p> <p>To match sound to print by reading familiar words and phrases.</p> <p>To use a glossary or dictionary to find out the meaning of new words.</p>	<p>To read and show that I understand phrases/sentences.</p> <p>To use a dictionary.</p>
Writing	<p>To write or copy simple words such as:</p> <ul style="list-style-type: none"> • Age • Favourite colour • Objects • Animals 	<p>To write short sentences with support.</p> <p>To begin to spell some common words accurately.</p>	<p>To write phrases from memory.</p> <p>To spell frequently used words with growing accuracy.</p>	<p>To use phrases to create new sentences.</p> <p>To write a short paragraph about a familiar topic adapting language already learnt.</p> <p>To spell frequently used words accurately.</p>
Intercultural Understanding	<p>To understand and respect that there are people and places in the world that are different to where I live.</p> <p>To understand that some people speak a different language to my own.</p>	<p>To identify similarities and differences in my culture to that of another.</p> <p>To talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>	<p>To respect and understand cultural diversity.</p> <p>To understand how symbols, objects and pictures can represent a country.</p>	<p>To talk about, discuss and present information about a particular country’s culture.</p> <p>To begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.</p>