



# Bishop Ellis Catholic Voluntary Academy



## Modern Foreign Languages Intent

At Bishop Ellis Catholic Primary School, we aim to provide a high-quality languages curriculum in order to foster pupils' curiosity and deepen their understanding of God's world. The curriculum will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. We aim for our French curriculum to provide the foundation for learning further languages, equipping our children to study and work in other countries.

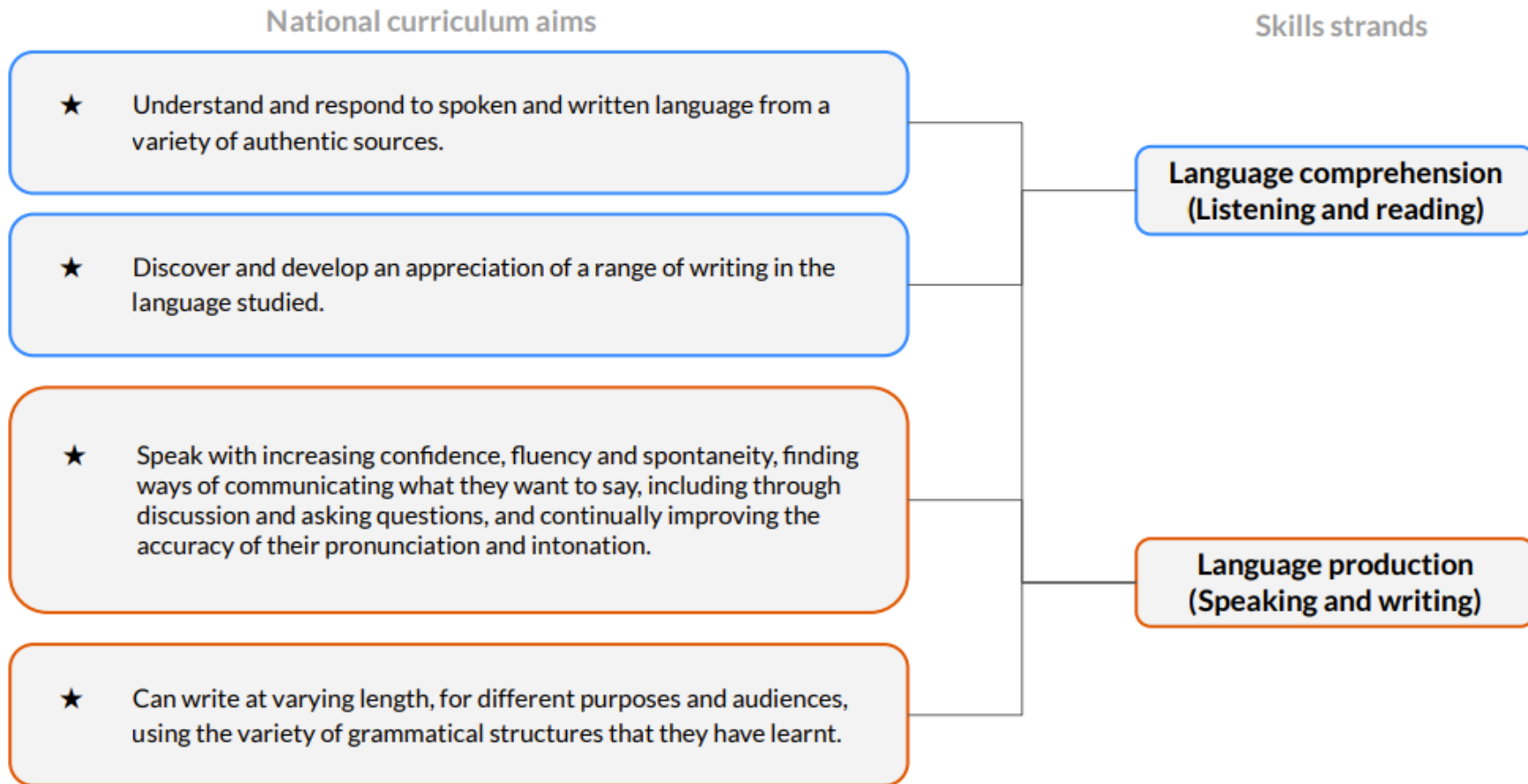
Our curriculum for languages aims to ensure that all pupils:

- 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.

Our French curriculum will provide an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at key stage 3. It will enable children 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. Our main focus of study in French is on practical communication.

At Bishop Ellis we use the Kapow Primary Scheme of work to support our curriculum design.

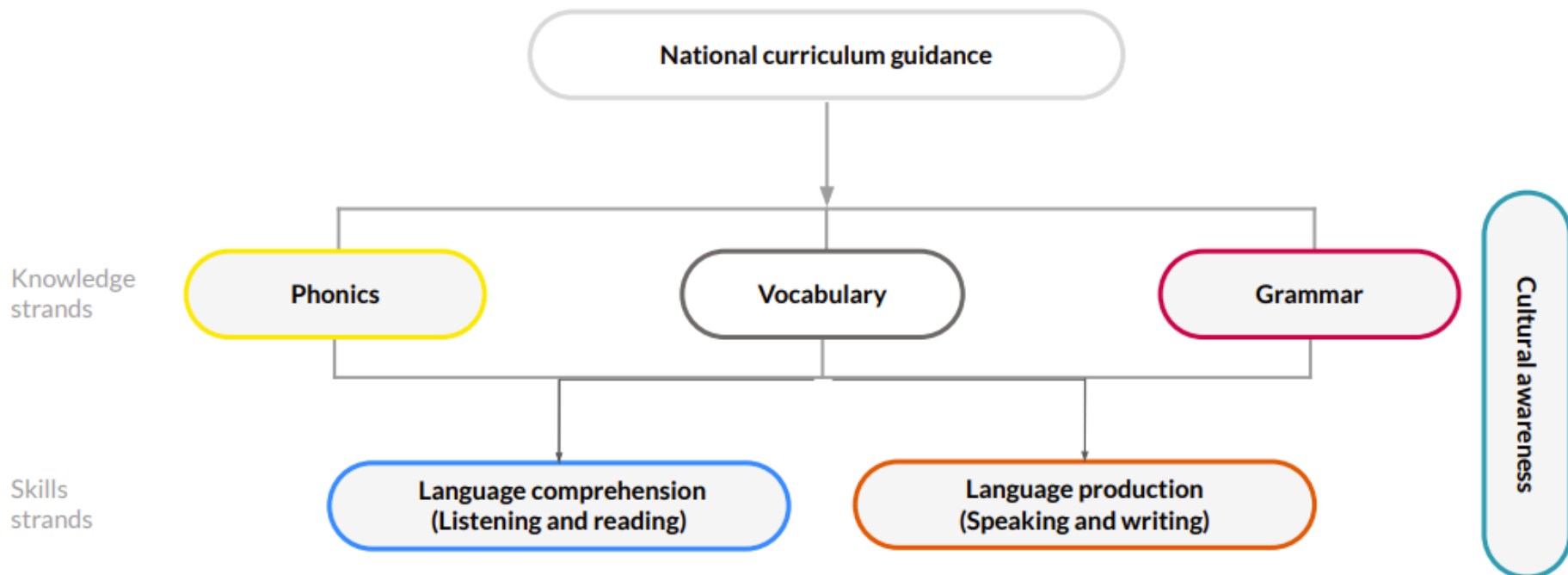
The Kapow **Language comprehension** and **Language production** skills strands align with the National curriculum aims for Languages. Our *National curriculum coverage document* shows which units support you in helping children to reach each of the National curriculum attainment targets.



At Kapow Primary, we also have the following **knowledge strands**: **Phonics**, **Vocabulary** and **Grammar**, which align with the three pillars of progression in the [Ofsted: Research review: languages](#). Please see [How is the French scheme of work organised?](#) for a diagram showing how the strands work together.

## How is the French scheme of work organised?

From the [Ofsted research review series: languages](#), we have identified three knowledge strands or 'pillars'. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National curriculum.



Throughout the scheme of work, children will also be developing their [Cultural awareness](#) of France and the French-speaking world.

## Our knowledge strands - **Phonics**, Vocabulary and Grammar

The Kapow Primary French scheme aims to provide pupils with a firm foundation of language learning. For this reason, we have planned when to teach the three building blocks of a language system: phonics, vocabulary and grammar and the ideal sequence to teach them to ensure gradual progression and an understanding of the interplay between these elements. The Ofsted research review series: languages refers to these elements as the '3 pillars of progression':

### Phonics

A comprehensive French phonics programme has been embedded into the Kapow Primary French scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.

Our 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.

### Vocabulary

As the Ofsted research review recommended, the Kapow Primary French scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts.

This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.

### Grammar

Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary French scheme.

Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.

BISHOP ELLIS FRENCH CURRICULUM PLAN

CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception						
KS1						
LKS2	<p><b>Greetings</b>  <b>Adjectives of colour size and shape</b>                      To know that in French there are formal and informal greetings and when it is appropriate to use each one.                      To know that different greetings are used at different times of the day.                      To know that tone of voice can indicate a question.                      To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound.                      To know that French words are pronounced differently to the way they are spelt.                      To know that a cognate is a word that is the same in both French and English e.g. un triangle.                      To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle.                      To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle.                      To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu.</p>	<p><b>Playground games- numbers and age</b>  <b>In a French classroom</b>                      To know that sentences are often structured differently in French and English.                      To know the sounds the common phonemes 'eu', 'oi', 'ou' and 'ui' make in French.                      To know the names of some Parisian landmarks.                      To know some French playground games.                      To know how to answer a question about their age.                      To recognise number words.                      To know numbers one to twelve with increasingly accurate pronunciation.                      To know that, in French, a space is needed before and after ? and !                      To understand some of the similarities and differences between school in France and schools in the UK.                      To understand that every French noun is either masculine or feminine.                      To know that gender affects the form of the word un or une (the indefinite article).                      To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de.</p>	<p><b>Food and drink</b>                      To know the correct definite article for the names of fruit according to gender.                      To know how to correctly identify and pronounce plural nouns.                      To know how to accurately express an opinion with j'aime and je n'aime pas.                      To know and say the numbers to 31 in French.                      To know how to read and calculate maths sums correctly in French.                      To know how to say and write all the days of the week.                      To know the days for yesterday and today.                      To know how a sentence changes according to noun gender.                      To know how to make at least one change to a noun in a given sentence and present the sentence orally.</p>			
UKS2	<p><b>Portraits- describing in French</b>  <b>French family</b>                      To recognise the definite article in the plural form. To identify adjectives in feminine and plural forms. To know that most adjectives change depending on whether the noun they describe is masculine, feminine or plural. To recognise that some adjectives are irregular and do not follow a rule.                      To explain the meaning of the term 'definite article' and know that its form depends on the gender of the noun.                      To know which adjectives are irregular in the feminine and/or plural forms.                      To know the placement of adjectives of size and other adjectives in a sentence in French.</p>	<p><b>Clothes- getting dressed</b>  <b>Weather</b>                      To know that some adjectives are irregular and do not follow a pattern for adjectival agreement. To know when to use an indefinite article or a possessive adjective. To know that the last consonant in a word in French is pronounced if it followed by an 'e'.                      To know how to use the partitive article 'de' with specific weather structures.                      To know how the preposition à changes when used with the definite article of a noun, and that this depends on the gender and number of the noun.                      To know how to use specific structures to describe the weather and the temperature.                      To know how to pronounce weather phrases accurately.                      To know where some French cities are on a map.</p>	<p><b>The French speaking world</b>  <b>Planning a French holiday</b> To locate French-speaking countries on a map.                      To name some features of countries in the French-speaking world.                      To show understanding of national identity and begin to consider stereotypes.                      To know that the near future tense in French is created by using the verb 'aller' in the present tense and a second verb in the infinitive form.                      To know that the verb 'aller' is irregular. Explain how to create the near future tense in French.                      To know that the choice of preposition before a country name depends on the gender of the country name. To understand the rules for adjectival agreement and placement.</p>			

BISHOP ELLIS FRENCH CURRICULUM PLAN

CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception						
KS1						
LKS2	<p><b>This is me</b> <b>School days</b></p> <p>To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement.</p> <p>To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine.</p> <p>To know that most adjectives go after the noun in French.</p> <p>To know that if the noun in a sentence is plural then the adjective describing it also becomes plural.</p> <p>To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte, heureux/heureuse.</p> <p>To know some of the similarities and differences between school in France and schools in the UK.</p>	<p><b>Birthday celebrations</b> <b>Colourful creatures- animals colours and size.</b></p> <p>To know how to say the numbers to 31 in French.</p> <p>To know how to say all the days of the week, working out the words for yesterday and today.</p> <p>To know the French months and match them to their English equivalents.</p> <p>To know how to ask when someone's birthday is and give the number and month of their birthday.</p> <p>To know and say the seasons of the year.</p> <p>To know how to translate the date from English to French.</p>	<p><b>Fabulous French food</b> <b>Gourmet tour of France.</b></p> <p>To know and pronounce new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des.</p> <p>To know how to convert the indefinite article to a possessive adjective.</p> <p>To know how to say a sentence using J'aime or Je n'aime pas.</p> <p>To know how to use il/elle correctly and put the adjective in the correct position in relation to the noun.</p> <p>To know how to put the right agreement on the adjective where relevant.</p>			
Y4/5	<p><b>Meet my French family</b></p> <p>To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç).</p> <p>Grammar</p> <p>To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents.</p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English.</p> <p>To know that compound sentences join two simple sentences together using connectives such as et and mais.</p> <p>To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.</p> <p>To know that there is no possessive apostrophe in French. To say 'my father's sister' in French would be the sister of my father: la sœur de mon père.</p>	<p><b>Shopping in France.</b></p> <p>Recognise number words in written form.</p> <p>Correctly build and pronounce two-digit numbers.</p> <p>To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç).</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p> <p>Grammar</p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English.</p> <p>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p><b>French weather and the water cycle.</b></p> <p>To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</p> <p>To recognise and begin to predict key word patterns and spellings.</p> <p>Repeat new phrases with accurate pronunciation.</p> <p>Say at least two sentences intelligibly to convey the weather in a given place.</p> <p>Cultural awareness</p> <p>Comparing the weather between France and the UK.</p> <p>To know that in France the temperature is measured in Celsius.</p>			

	To understand that words in French and English will not always have a direct equivalent in the other language.		
UKS2	<p><b>French transport</b></p> <p><b>In my French house</b></p> <p>To know the different types of houses and their rooms in French.</p> <p>To know how to ask and answer questions using vocabulary about houses.</p> <p>To know and understand the elements of a house and family.</p> <p>To know how to label a bedroom and use the related vocabulary in simple sentences.</p> <p>To know how to accurately use prepositions verbally as well as in written sentences.</p> <p>To know how to describe all the rooms in their house.</p> <p>To know how to describe where they live and with whom.</p>	<p><b>Music in France</b></p> <p><b>French verbs in a week.</b>To understand that French verbs take different forms. To know that the infinitive is the basic form of the verb which in English is usually expressed as ‘to [do something]’ (e.g. ‘to run’).</p> <p>To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re.</p> <p>To know that the ending of regular -er verbs changes to go with the subject pronoun.</p> <p>To know that the French use guillemets &lt;&lt; &gt;&gt; in the same way that the speech marks are used in English.</p> <p>To know that some verbs do not follow regular patterns, such as ‘avoir’ (to have) and ‘être’ (to be).</p> <p>To know how to conjugate the verbs ‘avoir’ and ‘être’.</p>	<p><b>Visiting a town in France</b></p> <p><b>French sport and the Olympics.</b></p> <p>To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, e.g. soixante-dix (70), soixante-onze, soixante-douze.</p> <p>To know that the word for 80 means ‘four twenties’ – quatre-vingts, and numbers up to 100 are built by continuing to count on from quatre-vingt, e.g. quatre-vingt-neuf (89), quatre-vingt-dix (90), quatre-vingt-onze (91).</p> <p>To know that there are clues in the words for the multiples of 10, e.g. cinquante (50).</p> <p>To know that ‘de’ translates as ‘of’ or ‘some’ and know that it changes when coupled with ‘le’ to become ‘du’ (not ‘de le’) and when coupled with ‘les’ to become ‘des’ (not ‘de les’).</p>