



## Modern Foreign Languages

Knowing of the importance and the effects of early language teaching and learning, this has been a significant part of life at Whitehill Junior School for a long time. In order to prepare pupils for their future within an ever-changing global community, we aim to equip them with the necessary, transferable skills to learn foreign languages.

French is being taught from Year 3 to Year 6, mainly following the 'Tout le Monde' Resource (authored by Shradha Tan, published by Pearson Education). Pupils are being taught alternately by French specialist Madame Hart, who brings important cultural background information and authenticity to the classrooms, and by class teachers. Pupils have the opportunity to use the French skills they acquired during the biannual school journey to France.

In addition to weekly Modern Foreign Language lessons, incidental language builds an element of daily class teaching, for example through classroom instructions being given in other languages but English. Depending on the teachers' skills and expertise, pupils will be exposed to additional languages, such as Spanish and German. Also, pupils have ample opportunities to use languages and to learn about other cultures through linking with other schools, also on an international level.

In receiving the Full International School Award Accreditation, Whitehill has been recognised for its outstanding international work.

"The national 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."<sup>i</sup>



## Modern Foreign Languages - Programme of study (from Tout Le Monde with permission of the publishers)

Learning Outcomes- Pupils will be taught to:	Modules	Year 3		Year 4		Year 5		Year 6	
		Contents and key language	Language knowledge/ Sounds	Contents and key language	Language knowledge/ Sounds	Contents and key language	Language knowledge/ Sounds	Contents and key language	Language knowledge/ Sounds
<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</li> </ul>	1	<ul style="list-style-type: none"> <li>• meeting and greeting</li> <li>• classroom language</li> <li>• numbers 1–10</li> </ul>	Introduction to cognates  <i>i</i> as in <i>six</i> <i>eu</i> as in <i>deux</i>	<ul style="list-style-type: none"> <li>• numbers 1–31</li> <li>• talking about pets</li> <li>• days of the week</li> </ul>	Singular and plural agreements  Position of adjectives (colour) in a sentence  Questions: <i>As-tu un animal? Quel animal as-tu?</i>  <i>in</i> as in <i>lapin</i> <b>silent t</b> as in <i>rat</i>	<ul style="list-style-type: none"> <li>• around the town/city</li> <li>• things to do in the city</li> <li>• compass points, grid references</li> <li>• prepositions and pronouns</li> </ul>	Understand and use <i>aller: je vais, tu vas</i>  Prepositions: <i>près de, loin de, en + transport, à + place, en + country</i>  Questions: <i>Qu'est-ce qu'il y a à ...? Où habites-tu?</i>  Alphabet <b>A–J</b> <b>un / une, in / ine, im / ime</b> effect of the 'magic e'  <i>gé / gi / j / g</i>  <b>un, om, in, im, ain, aim, an, am; une, ime</b> nasal sounds	<ul style="list-style-type: none"> <li>• gym routines</li> <li>• activities</li> <li>• opinions</li> <li>• link with PE and science</li> </ul>	Recognise <i>tu</i> and <i>vous</i> parts of regular – <i>er</i> verbs  Singular and plural commands including negatives <i>C'est + adjective (super, fantastique, nul)</i> <i>On peut + infinitive</i>  Ask and answer questions about what you do and don't like doing  Words ending in <i>ique</i>  <i>k, qu, c</i>
	2	<ul style="list-style-type: none"> <li>• body parts</li> <li>• a few weather expressions</li> </ul>	Introduction to verbs  <b>on</b> as in	<ul style="list-style-type: none"> <li>• months of the year</li> <li>• birthday dates</li> </ul>	Identify and recognise nouns	<i>Le Carnaval des Animaux</i> (Carnival of	<i>jouer du/de la</i> + instrument  Understand	<i>Bienvenue en Camargue</i> (Welcome to the	3rd person plural of regular – <i>er</i>

<p>clearly</p> <ul style="list-style-type: none"> <li>describe people, places, things and actions orally and in writing</li> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>more classroom language</li> </ul>	<p><i>bonjour</i> <b>ou</b> as in <i>bouche</i></p>	<ul style="list-style-type: none"> <li>festivals and celebrations</li> </ul>	<p>Questions: <i>Quelle est la date de ton anniversaire?</i> <i>Quelle est la date aujourd'hui?</i></p> <p><b>ê</b> as in <i>fête</i> <b>silent x</b> as in <i>feux</i></p>	<p>the Animals)</p> <ul style="list-style-type: none"> <li>instruments</li> <li>using adjectives</li> <li>learning the alphabet</li> </ul>	<p>and use <i>vouloir</i>: <i>je veux, tu veux</i> and <i>vouloir</i> + infinitive <i>je ne veux pas</i></p> <p>Understand and use the comparative Alphabet <b>A-Z</b></p> <p><b>silent s</b> as in <i>pas</i> revise <b>silent x/t er/ ère</b> effect of the magic e</p>	<p>Camargue)</p> <ul style="list-style-type: none"> <li>seasons and weather</li> <li>animal habitats</li> <li>environmental issues (recycling)</li> <li>links with science and geography</li> </ul>	<p>verbs</p> <p>Plural forms - <i>eaux</i> and -<i>aux</i></p> <p><i>En/au</i> + seasons</p> <p>Linking sentences with <i>quand</i></p> <p>Revise linking sentences with <i>et</i> and <i>mais</i></p> <p>Ask and answer questions about weather, recycling and the region you live in</p> <p>Revision of <i>au/eau</i> and <i>ai</i></p>
3		<p><i>Le Petit Chaperon rouge</i> (Little Red Riding Hood)</p> <ul style="list-style-type: none"> <li>colours</li> <li>items of clothing</li> <li>more body parts</li> </ul>	<p>Introduction to questions (<i>Qui est là?</i> <i>Pourquoi?</i>)</p> <p><b>ch</b> as in <i>chaperon</i> <b>oi</b> as in <i>bois</i></p>	<ul style="list-style-type: none"> <li>members of the family</li> <li>talking about pastimes</li> <li>using the negative</li> </ul>	<p>Distinguish between word classes (nouns and verbs) Use the negative <i>ne ... pas</i></p> <p>Question: <i>Qu'est-ce que tu fais?</i></p> <p><b>è</b> as in <i>père</i> <b>ion</b> as in <i>télévision</i></p>	<p><i>Le lièvre et le tortue</i> (The hare and the tortoise)</p> <ul style="list-style-type: none"> <li>using adjectives to describe personality</li> <li>using adverbs</li> </ul>	<p>Position of adverbs</p> <p>Adjectives: masc/fem plural agreement</p> <p>Qualifiers: <i>assez, très</i></p> <p>Conjunctives: <i>et</i> and <i>mais</i></p> <p>Prepositions: <i>devant, derrière, sous</i></p>	<p><i>Makembé et l'arc magique</i> (Makembe and the magic bow)</p> <ul style="list-style-type: none"> <li>saying how you are and how you feel</li> <li>legends</li> <li>links with literacy and geography</li> </ul>	<p>Linking sentences with <i>parce que, puis</i> and <i>car</i></p> <p>Recognise and use superlatives: <i>le plus petit, le plus jeune</i></p> <p>Recognise and use expressions with <i>avoir</i></p> <p>Ask and answer questions about where</p>

							ou / u phonemes circumflex â / ô / ê		you live and languages you speak  Nasal sounds <i>an, am, en, em, eil, ail</i> and <i>ille</i>
4	<ul style="list-style-type: none"> <li>• age and birthdays</li> <li>• classroom objects</li> <li>• likes and dislikes</li> </ul>	<p>Likes and dislikes</p> <p>Introduction to negatives</p> <p>Further questions (<i>Qu'est-ce que c'est?</i>)</p> <p><b>au</b> as in <i>cadeau</i> <b>j</b> as in <i>joyeux</i></p>	<ul style="list-style-type: none"> <li>• Boucle d'Or et les trois ours (Goldilocks and the three bears)</li> <li>• rooms in a house</li> <li>• describing furniture</li> <li>• using prepositions</li> </ul>	<p>Introduction to prepositions</p> <p>Explore use of adjectives: their position, adjectives with <i>trop</i> and introduction to gender agreements</p> <p>Question: <i>Qui ...?</i></p> <p><b>u</b> as in <i>dur</i> <b>ai/ain</b> as in <i>bain</i></p>	<ul style="list-style-type: none"> <li>• fruit</li> <li>• art terms</li> <li>• adjectives</li> <li>• imperatives</li> </ul>	<p>Imperatives: <i>je, tu, il/elle</i> form of –er verbs</p> <p>Agreement and position of adjectives</p> <p>Use of <i>l'</i> before a vowel</p> <p><b>é</b> phoneme family (<i>é, er, ez, es</i>)</p> <p><b>c, k, que / ce, ç</b> phonemes</p>	<ul style="list-style-type: none"> <li>• school vocabulary</li> <li>• places on the island</li> <li>• truancy issues</li> <li>• daily routine</li> <li>• links with citizenship and geography</li> </ul>	<p>Negative sentences: revise <i>ne ... pas</i> and understand <i>ne ... rien</i></p> <p>Revise telling the time on the hour and half past; learn how to say all times</p> <p>Time adverbs: <i>avant, maintenant, and après</i></p> <p>Revise <i>C'est + adjective</i> and add more examples (<i>ennuyeux, intéressant, beau</i>)</p> <p>Ask and answer questions about school and routine</p> <p>Revise the <i>s</i> phoneme family: <i>ci, ce, ç, s, ss</i></p> <p>Revision of <i>in</i> and <i>ine</i></p>	
5	<ul style="list-style-type: none"> <li>• places in a town or village</li> </ul>	Introduction to masculine and	<ul style="list-style-type: none"> <li>• countries of the world</li> </ul>	Understand and use	<ul style="list-style-type: none"> <li>• food and recipes</li> </ul>	<i>je peux + infinitive</i>	<ul style="list-style-type: none"> <li>• shopping for food</li> </ul>	Understand the difference	

		<ul style="list-style-type: none"> <li>• more weather expressions</li> <li>• saying where you live</li> </ul>	<p>feminine nouns</p> <p><b>é</b> as in <i>école</i></p> <p><b>an</b> as in <i>boulangerie</i></p>	<ul style="list-style-type: none"> <li>• types of transport</li> <li>• talking about holidays and travel</li> </ul>	<p><i>en</i> + country; <i>en</i> + transport</p> <p>Understand and use <i>Je voudrais</i> + infinitive</p> <p>Question: <i>Où ...?</i></p> <p><b>gn</b> as in <i>Espagne</i></p> <p><b>en</b> as in <i>Vincent</i></p>	<ul style="list-style-type: none"> <li>• imperatives</li> <li>• <i>du, de la</i> and <i>des</i></li> </ul>	<p>Imperatives: <i>vous</i> form</p> <p>Adverbial time phrases (<i>5 minutes plus tard</i>)</p> <p><i>du, de la, des</i> (= some); quantity + <i>de</i></p> <p><i>il faut, il te faut</i></p> <p>Hard starter letters <b>h, r</b></p> <p><b>è</b> phoneme family (<i>è, ê, ais, ait, est</i>)</p>	<ul style="list-style-type: none"> <li>• in the café</li> <li>• money</li> <li>• links with maths and drama</li> </ul>	<p>between <i>tu</i> and <i>vous</i>, both singular/plural and informal/formal use</p> <p>Negative sentences: revise <i>ne ... pas</i> and recognise <i>ne ... que</i></p> <p>Revise modal verbs followed by the infinitive: <i>je veux, on peut, il faut</i></p> <p>Take part in a café role play, asking and answering questions about what you want to eat and drink.</p> <p>Difference between <i>eu</i> and <i>eur</i></p> <p>Difference between <i>er</i> and <i>ier</i></p>
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<sup>i</sup> Department for Education, Languages programmes of study: key stage 2, National curriculum in England, published in September 2013