

Endsleigh Holy Child VC Academy



**ENDSLEIGH
HOLY CHILD**
VC ACADEMY

Modern Foreign Languages Long Term Plan

JANUARY 1, 2020

REVIEW DATE: SEPTEMBER 2020

Implemented in January 2020

Introduction

At Endsleigh Holy Child, we are committed to offering a broad and balanced curriculum for our pupils. As part of our curriculum offer, we aim to provide a well-structured modern foreign languages curriculum by delivering French lessons that enable our children to make good progress year on year. Our curriculum plan is progressive and based on teaching topics that will enable children to confidently speak, read and write conversational French. Teaching conversational French will help children to conceptualise their learning and equip them with a solid foundation to build upon when they transfer to High School.

National Curriculum

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

Rationale

In order to address the requirements of the National Curriculum, our school required a curriculum which consisted of regular lessons that fostered pupil's curiosity in other languages and cultures and allowed them to both express themselves and enquire about French culture at a beginner's level. We believe that conversational French, that is useful in everyday contexts, provides a solid foundation upon which to foster pupil's interests further.

Curriculum

Our children are provided foundation level conversational French by learning at the word level, sentence level and then conversational level as they progress through Key Stage 2. Teaching is centred around topic areas. Children are taught four topics per year. Progress is made both within topics and year on year by basing teaching upon previous learning adding further vocabulary and building and developing vocabulary in the aural, verbal and written form to begin to communicate in conversational French. The topics studied will provide the foundations for progress throughout the school and are focussed upon providing children the language to communicate in everyday conversation and to enable them to confidently hold short conversational exchanges of introduction and inquiry.

Assessment

Teachers will assess children within lessons and across a series of lessons to identify children's progression against the set objectives and the development of fluency within the topics studied. Children identified as making less than expected progress will continue to move forwards with the class but may need to be provided more support. This may be with resources, differentiated activities, partner work or any other additional support deemed suitable by the class teacher. All children, irrespective of ability, will be provided with a minimum of 30 minutes language teaching a week (in some instances, this may be delivered in one-hour blocks on rotation with music). The long-term planning cycle has been adapted to ensure that all children are given the opportunity to learn vocabulary in topics which enable progress, so that they can fulfil the curriculum aims of their year group. End of unit assessments will take place at the end of each unit to inform the areas of review and consolidation for the next term.

National Curriculum Objectives

The twelve aims as set out in the Key Stage 2 National Curriculum for Languages are revisited throughout the curriculum by using engaging units of work that are based on familiar themes.

National Curriculum 2014

- To listen attentively to spoken language and show understanding by joining in and responding
- To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- To speak in sentences, using familiar vocabulary, phrases and basic language structures
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- To present ideas and information orally to a range of audiences
- To read carefully and show understanding of words, phrases and simple writing
- To appreciate stories, songs, poems and rhymes in the language
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- To write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- To describe people, places, things and actions orally and in writing
- To 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

Revised Curriculum Content Implementation Plan

During the curriculum development and implementation stages of the 2019-20 academic year, it is anticipated that children will commence learning the lower key stage 2 objectives. Specifically:

Middle Key stage 2 children:

Where possible, Year 4 and 5 children will need to make rapid progress so that they can undertake the middle key stage 2 level objectives.

Upper Key stage 2 children:

Where possible, Year 6 children will need to make rapid progress so that they can undertake the upper key stage 2 level objectives.

Academic Year 2020-21

Assessments will be undertaken in September 2020 to establish learner needs and plan for progress to ensure, if children have not been able to catch up and commence their year group level objectives, how teaching will be managed for current Year 4 and 5 children.

National Curriculum lesson objectives written as I can statements for children		
Lower Key stage 2 (2019/20 All upper key stage 2 and then progress onto next level in 2020 until all children have caught up)	Middle key stage 2	Upper Key stage 2
<p>Spoken language</p> <ul style="list-style-type: none"> • I can join in with songs and rhymes. • I can respond to a simple command. • I can answer with a single word. • I can answer with a short phrase. • I can ask a question. • I can name people. • I can name places. • I can name objects. <p>Speaking</p> <ul style="list-style-type: none"> • I can use set phrases. • I can choose the right word to complete a phrase. • I can choose the right word to complete a short sentence. <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand single words. • I can use simple dictionaries to find the meaning of words. • I can read and understand short phrases. <p>Writing</p> <ul style="list-style-type: none"> • I can write single words correctly. • I can label a picture. • I can copy a simple word or phrase. 	<p>Spoken language</p> <ul style="list-style-type: none"> • I can name and describe people. • I can name and describe a place. • I can name and describe an object. • I can have a short conversation saying 3-4 things. • I can give a response using a short phrase. • I can copy a simple word or phrase. • I am starting to speak in sentences. <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can read a passage independently. • I can use a bilingual dictionary or glossary to look up new words. <p>Writing</p> <ul style="list-style-type: none"> • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic. • I can say what I like/dislike about a familiar topic. 	<p>Spoken language</p> <ul style="list-style-type: none"> • I can have a short conversation saying 3-4 things. • I can give a response using a short phrase. • I can hold a simple conversation with at least 4 exchanges. • I can use my knowledge of grammar to speak correctly. <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can understand a short story or factual text and note the main points. • I can use the context to work out unfamiliar words. <p>Writing</p> <ul style="list-style-type: none"> • I can write a paragraph of 4-5 sentences. • I can substitute words and phrases.

The topics that we will teach the children are listed below. If there is a crossover in year groups, this will improve the children's outcomes later on. The goal is to ensure that children build vocabulary in lower key stage 2 to use in upper keys stage 2. All lessons can be differentiated to ensure that children can access the same learning regardless of age group or currently level of ability. Consolidating and reviewing learned vocabulary throughout the year will ensure the children will build and develop 'sticky knowledge' and enable progression.

<u>Class 3 & 3/4</u>	<u>Class 3 & 3/4</u>	<u>Class 4/5</u>	<u>Class 4/5</u>	<u>Class 5/6 & 6</u>	<u>Class 5/6 & 6</u>
<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
Getting to know you (Y3)	Family and friends (Y3)	Gone Shopping (Y4)	Where in the World (Y4)	Family and friends (y5)	All about me (y5)
All about me (Y3)	Our School (Y3)	What's the time (Y4)	Holidays and Hobbies (Y4)	School life (y5)	Time travelling (Y5)
Food glorious food (Y3)	Time (Y3)	Getting to know you (y5)	That's tasty (Y5)	This is France (Y6)	All in a day (Y6)
All Around town (Y4)	On the Move (Y4)	All about me (y5)	Family and friends (y5)	Let's visit a French Town (y6)	Let's go shopping (y6)

Termly unit coverage

<u>Lower key stage 2: Class 3 and 3/4</u>			
<u>Cycle A</u>	<u>Autumn</u> Getting to know you (Y3) All About me (Y3)	<u>Spring</u> Food Glorious Food (Y3) Consolidate and review vocabulary (Y3)	<u>Summer</u> All Around Town (Y4) Consolidate and review vocabulary (y3 &4)
<u>Cycle b</u>	<u>Autumn</u> Family and Friends (y3) Our school (Y3)	<u>Spring</u> Time (Y3) Consolidate and review vocabulary (y3 &4)	<u>Summer</u> On the move (Y4) Consolidate and review vocabulary (y3 &4)
<u>Middle key stage 2: Class 4/5</u>			

<u>Cycle A</u>	<u>Autumn</u> Gone shopping (Y4) What's the time? (Y4)	<u>Spring</u> Getting to know you (Y5) Consolidate and review vocabulary (y4)	<u>Summer</u> All About me (Y5) Consolidate and review vocabulary (y4 & 5)
<u>Cycle B</u>	<u>Autumn</u> Where in the World? (Y4) Holidays and Hobbies (Y4)	<u>Spring</u> That's tasty (Y5) Consolidate and review vocabulary (y4)	<u>Summer</u> Family and friends (Y5) Consolidate and review vocabulary (y4 & 5)

Upper key stage 2: Class 5/6 and 6

<u>Cycle A</u>	<u>Autumn</u> Family and friends (y5) School life (y5)	<u>Spring</u> This is France (Y6) Consolidate and review vocabulary (y5)	<u>Summer</u> Let's visit a French Town (y6) Consolidate and review vocabulary (y5 & 6)
<u>Cycle B</u>	<u>Autumn</u> All about me (y5) Time travelling (Y5)	<u>Spring</u> All in a day (Y6) Consolidate and review vocabulary (y5)	<u>Summer</u> Let's go shopping (y6) Consolidate and review vocabulary (y5 & 6)

Progression Map

	LKS2	UKS2
Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 	<p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in French; c listen and understand the main points and some detail from short, spoken material in French.
	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.
	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.
	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.

Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. <p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people. <p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words. <p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in French and English. 	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material. <p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

Reading and Writing/Literacy	<p>KS2 Languages National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.
	<p>KS2 Languages National Curriculum</p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; c replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>KS2 Languages National Curriculum</p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	<p>KS2 Languages National Curriculum</p> <p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum</p> <p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
	<p>KS2 Languages National Curriculum</p> <p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>KS2 Languages National Curriculum</p> <p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

Stories, Songs, Poems and Rhymes	<p>KS2 Languages National Curriculum</p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling. 	<p>KS2 Languages National Curriculum</p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
Grammar	<p>KS2 Languages National Curriculum</p> <p>Children 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> <p>Children can:</p> <ul style="list-style-type: none"> a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c recognise and use partitive articles; d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; f use a simple negative form (ne... pas); g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; h recognise and use the first person possessive adjectives (mon, ma, mes); i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; k use simple prepositions in their sentences; l use the third person singular and plural of the verb ‘être’ in the present tense. 	<p>KS2 Languages National Curriculum</p> <p>Children 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> <p>Children can:</p> <ul style="list-style-type: none"> a identify word classes; b demonstrate understanding of gender and number of nouns and use appropriate determiners; c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; d name and use a range of conjunctions to create compound sentences; e use some adverbs; f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; g explain and use elision; state the differences and similarities with English; h recognise and use the simple future tense of a high frequency verb; compare with English; i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); k recognise and use a range of prepositions; l use the third person plural of a few high frequency verbs in the present tense; m name all subject pronouns and use to conjugate a high frequency verb in the present tense; n recognise and use a high frequency verb in the perfect tense; compare with English; o follow a pattern to conjugate a regular verb in the present tense; p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.