

# South View Community Primary School and Preschool

## Our MFL Curriculum

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## 1. THE BASIC PRINCIPLES OF OUR CURRICULUM

Learning is a change to long term memory.

Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each Key Stage, long -term memory of an ambitious body of procedural and semantic knowledge.

## 2. OUR CURRICULUM INTENT

Curriculum Drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure we give our children appropriate and ambitious curriculum opportunities. Our curriculum drivers, enabling us to ensure OUR children get what THEY need from us are that:

- ❖ Our children will develop vocabulary so that they are able to speak and understand spoken language, access more complex texts and write with eloquence.
- ❖ Our children will leave South View as successful readers. They will 'learn to read' and consequently 'read to learn'.
- ❖ Our children will explore their own cultures, surroundings and emotions and those of others, to gain a wider understanding of the world and their place within it.

### 3. MFL INTENT

*'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.'*

(National Curriculum 2014 - Appendix A)

**Learning a language enriches the curriculum helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The skills, knowledge and understanding gained contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others.**

**At South View CP School and Preschool, we believe that the early acquisition of French will facilitate the learning of other foreign languages later in life. We aim to prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully to secondary school.**

#### 4. MEETING THE NEEDS OF ALL CHILDREN IN MFL

##### Special Educational Needs and Disabilities (SEND)

Children with SEND are categorised into one of the four broad areas of need. These common areas of support are written below with the strategies outlined.

<b>Cognition and Learning</b>		<b>Communication and Interaction</b>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
Age-appropriate content for all children in the class	<ul style="list-style-type: none"> <li>• Language key words displayed which uses dual coding to support understanding.</li> <li>• Dual coding used on knowledge organisers.</li> <li>• Appropriate use of subject materials such as videos and songs which are used to enhance understanding of different languages and cultures.</li> </ul>	Children may struggle to communicate and say new words in the chosen language.	<ul style="list-style-type: none"> <li>• Visual cues</li> <li>• Visual words/ phrases</li> <li>• Minimise background noise.</li> <li>• Child to face teacher to support lip reading.</li> <li>• Write new vocabulary down.</li> <li>• Dual coding</li> <li>• Use of phonic skills such as segmenting and blending to support pronunciation.</li> </ul>
Gaps in knowledge and understanding (due to Covid19)	<ul style="list-style-type: none"> <li>• Ensure previous terms learning objectives are revisited in language lessons.</li> </ul>	Language difficulties may make children unable to access learning a new language	<ul style="list-style-type: none"> <li>• Lots of reinforcement</li> <li>• Lots of repetition</li> <li>• Scaffold observational skills through careful questioning</li> </ul>
Accessing learning due to poor literacy skills	<ul style="list-style-type: none"> <li>• Use of shorter/less complex sentences in resources given</li> </ul>		<ul style="list-style-type: none"> <li>• Use of simple instructions</li> <li>• Step by step instructions</li> </ul>

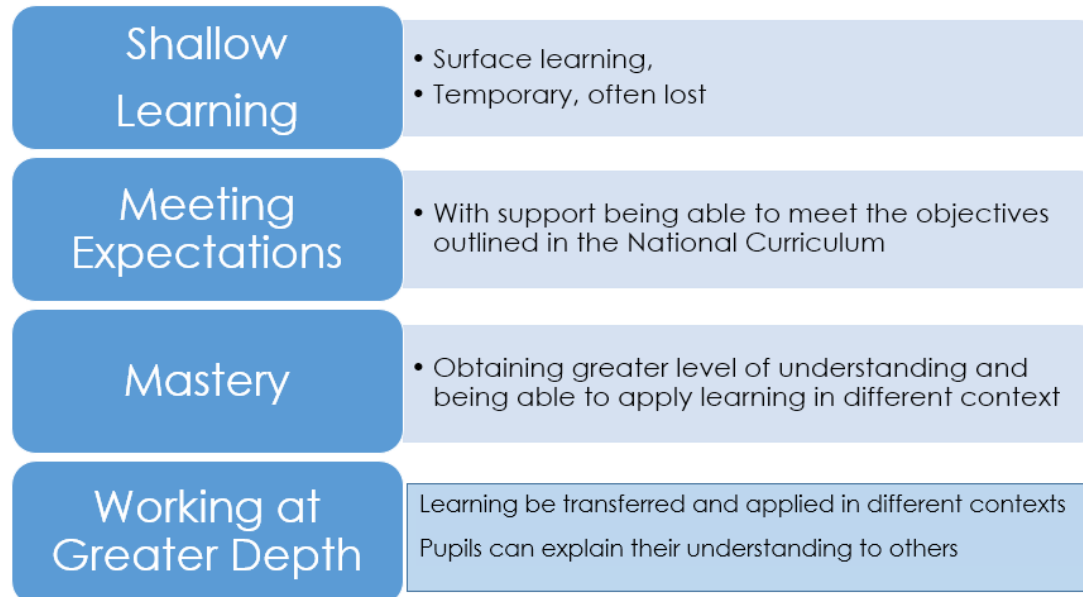
<p>Children may struggle to remember information/facts/previous learning.</p>	<ul style="list-style-type: none"> <li>• Writing frames where possible</li> <li>• Dual coding on displays and knowledge organisers</li> <li>• Lots of retrieval opportunities and reinforcement</li> <li>• Clear differentiation</li> <li>• Apply new vocab into lots of different contexts – pre-teaching vocab where possible.</li> </ul>		<ul style="list-style-type: none"> <li>• Careful and appropriate modelling to support understanding.</li> <li>• Visual aids and dual coding</li> <li>• Videos of examples and practice at an age-appropriate level in the new language – using scheme videos to support.</li> </ul>
<b>Physical and sensory</b>		<b>Social Emotional and Mental Health</b>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Children with visual impairment may find it difficult to see images and words in the target language.</p> <p>Recording of speaking in the new language may be difficult.</p> <p>Children with fine motor difficulties may find it difficult to write in the new language.</p>	<ul style="list-style-type: none"> <li>• Ensure images are enlarged and accessible.</li> <li>• Ensure children are close to whiteboard/ sources.</li> <li>• Use of non-reflective paper/photos/sources.</li> <li>• Provide additional ways to record info (video/assistive technology, etc.)</li> <li>• Buddy system</li> <li>• Working in groups to support</li> </ul>	<p>Children may struggle to show understanding/tolerance of other cultures/ways of speaking.</p> <p>Children may become frustrated/withdrawn/aggressive in language lessons.</p>	<ul style="list-style-type: none"> <li>• Use of stories</li> <li>• Feeling cards to support understanding of emotions.</li> <li>• Talking to children on 1:1 basis rather than a large group.</li> <li>• Opportunities to work in smaller groups.</li> <li>• Children provided with a role which may not involve active participation e.g., recording, listening for good pronunciation, etc.</li> </ul>

<p>Children who might not be able to touch or handle equipment needed to access a languages lesson.</p>	<ul style="list-style-type: none"> <li>• Double holed scissors</li> <li>• Pencil grips and tripod pencils.</li> <li>• Use of assistive technology to support access.</li> </ul>		<ul style="list-style-type: none"> <li>• Use of technology to support access to language lesson.</li> <li>• Providing appropriate resources so that children can access the lesson e.g., fiddle toys to help with focus.</li> </ul>
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## Greater depth

All children should have a deep learning of key ideas/constructs and opportunities for even deeper learning (growth mindset). For some learners they will be able to access, within a construct, even greater challenge to deepen their thinking further. Mastery learning is deep learning that sticks, can be recalled over time etc. It is necessary to have deep learning in order to meet the key objectives. In essence, in order to meet the objectives securely children need to have mastered them.

This diagram helps to clarify the concept of mastery and greater depth in the national curriculum:



What we do know for certain is that mastery is not:

- Mastery and greater depth – not working on content from the next year group.
- Mastery and greater depth in reading (which can be applied to MFL) – not necessarily reading a more challenging text.

The characteristics of mastery and greater depth in the national curriculum could therefore be summarised as:

<b>Independence</b>	• Apply the skill or knowledge without recall to the teacher
<b>Fluency</b>	• Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
<b>Application</b>	• Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
<b>Consistency</b>	• Consistently use their skills, knowledge and understanding.
<b>Synthesise</b>	• Organise ideas to make connections with other areas of learning and new areas.
<b>Re-visit</b>	• Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
<b>Explain it</b>	• Able to explain others their understanding and perhaps be a learning buddy to others

In MFL, greater depth involves children being able to take part in longer, spontaneous conversations with each other, with accurate pronunciation and intonation. Children are able to read and understand longer texts and listen to and understand longer items of spoken French. They are able to write independently across a variety of different topics such as family, free time activities, personal descriptions, the


town, daily routine and the time, their home and food. They can also use the present, future and past tenses and translate sentences with different tenses accurately.


[NB it's important here to make reference to the four language skills of speaking, listening, reading and writing.]

## 5. MFL LONG TERM PLAN


Crowland South View Primary School and Preschool		Modern Foreign Languages				
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b>						
<b>Year 1</b>						
<b>Year 2</b>						
<b>Year 3 (Stage 1)</b>	Moi (All about me)	Jeux et chansons (Games and songs)	On fait la fête (Celebrations)	Portraits (Portraits)	Les quatre amis (The four friends)	Ça pousse! (Growing things)
<b>Year 4 (Stage 2)</b>	On y va (All aboard)	L'argent de poche (Pocket money)	Raconte-moi une histoire! (Tell me a story)	Vive le sport! (Our sporting lives)	Le Carnaval des Animaux (The Carnival of Animals)	Quel temps fait-il? (What's the weather like?)
<b>Year 5 (Stage 3)</b>	Bon appétit, bonne santé (Healthy eating)	Je suis le musicien (I am the music man)	En route pour l'école (On the way to school)	Scène de plage (Beach scene)	Le retour du printemps (The return of spring)	Les planètes (The planets)
<b>Year 6 (Stage 4)</b>	Notre école (Our school)	Notre monde (The world about us) Quoi de neuf? (What's in the news?)	Le passé et le present (Then and now)	Ici et là (Out and about)		Monter un café (Setting up a café)

## 6. MFL KNOWLEDGE PROGRESSION


 STAGE 1	Rising Stars French Stage 1	Evidenced in:
<p>By the end of Stage 1, learners will have acquired the following knowledge:</p>		
<p>Awareness of two groups of nouns in French (masculine and feminine)</p>	<p>1.4 <i>Portraits</i>            1.5 <i>Les quatre amis</i>            1.6 <i>Ça pousse !</i></p>	
<p>Begin to recognise 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il /elle</i>) with action verbs (e.g. <i>je danse, tu sautes, il galope, elle court</i>) as well as <i>être</i> and <i>avoir</i> (<i>J'ai, tu as, il est / elle a</i>)</p>	<p>1.3 <i>On fait la fête</i>            1.4 <i>Portraits</i>            1.5 <i>Les quatre amis</i></p>	
<p>Appreciate that words and letters in French can have a different sound or pronunciation to English</p>	<p>1.1 <i>Moi</i>            1.2 <i>Jeux et chansons</i>            1.3 <i>On fait la fête</i>            1.4 <i>Portraits</i>            1.5 <i>Les quatre amis</i>            1.6 <i>Ça pousse !</i></p>	
<p>Recognise plural nouns</p>	<p>1.2 <i>Jeux et chansons</i>            1.4 <i>Portraits</i>            1.6 <i>Ça pousse !</i></p>	
<p>Know that French is spoken in countries other than France</p>	<p>1.1 <i>Moi</i></p>	
<p>Knowledge of aspects of life in France and Francophone countries including festivals and games</p>	<p>1.2 <i>Jeux et chansons</i>            1.3 <i>On fait la fête</i></p>	

 STAGE 2	Rising Stars French Stage 2	Evidenced in:
By the end of the Stage 2, learners will have built on the learning in Stage 1, and have acquired the following knowledge:		
Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine		2.2 L'argent de poche 2.4 Vive le sport !
Recognise and use 1st, 2nd and 3rd person singular pronouns ( <i>je, tu, il/elle</i> ) with regular verbs such as <i>jouer, manger</i> and <i>habiter</i> as well as high frequency irregular verbs like <i>être, avoir, aller</i> and <i>faire</i> . For example: <i>je joue, je vais, tu manges ?, il habite, elle a</i>		2.4 Vive le sport ! 2.5 Le Carnaval des Animaux 2.6 Quel temps fait-il ?
Making sentences negative ( <i>J'aime</i> becomes <i>Je n'aime pas</i> ; <i>il pleut</i> becomes <i>il ne pleut pas</i> )		2.2 L'argent de poche 2.4 Vive le sport !
Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: <i>un manteau bleu</i> but <i>une écharpe bleue</i> ; <i>un éléphant grand</i> but <i>une tortue grande</i>		2.3 Raconte-moi une histoire ! 2.5 Le Carnaval des Animaux 2.6 Quel temps fait-il ?
Express a positive and negative opinion ( <i>J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère</i> )		2.2 L'argent de poche 2.3 Raconte-moi une histoire ! 2.4 Vive le sport ! 2.6 Quel temps fait-il ?
Partitive in singular and plural ( <i>du/des, au/aux</i> )		2.4 Vive le sport !
Conjunctions <i>et, mais</i> and <i>quand</i>		2.1 On y va 2.3 Raconte-moi une histoire ! 2.4 Vive le sport ! 2.5 Le Carnaval des Animaux 2.6 Quel temps fait-il ?
Formation of plural nouns by adding <i>-s</i> to most nouns but <i>-x</i> to nouns ending <i>-au</i> , e.g. <i>bateau</i> becomes <i>bateaux</i>		2.3 Raconte-moi une histoire !

Instructions to <i>vous</i> , e.g. <i>Regardez! Venez ici!</i>	2.3 Raconte-moi une histoire !
Awareness that French is spoken in countries other than France	2.1 On y va
Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography	2.1 On y va 2.2 L'argent de poche 2.3 Raconte-moi une histoire ! 2.4 Vive le sport ! 2.5 Le Carnaval des Animaux 2.6 Quel temps fait-il ?


 <b>Rising Stars French Stage 3</b>	<b>Evidenced in:</b>
<b>By the end of the Stage 3, learners will have built on the learning in Stages 1 and 2, and have acquired the following knowledge:</b>	
Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: <i>La Lune est petite ; Le Soleil est grand ; les planètes chaudes ; les couleurs sombres</i>	3.1 <i>Bon appétit, bonne santé</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>
Familiarity with and use of 1st, 2nd and 3rd person singular ( <i>je, tu, il/elle</i> ) and 3rd person plural ( <i>ils/elles</i> ) of a number of regular ( <i>jouer, tourner, aimer, traverser, s'appeler</i> ) and high frequency irregular verbs ( <i>être, avoir, aller</i> ). For example: <i>je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont</i>	3.1 <i>Bon appétit, bonne santé</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>
Formation of 3rd person singular and plural of regular –er verbs, i.e. remove –er and add –e for singular and –ent for plural	3.4 <i>Scène de plage</i>
Position of adjectives in a sentence (including <i>grand/petit</i> before the noun). For example: <i>une petite planète bleue; les grands nuages blancs</i>	3.1 <i>Bon appétit, bonne santé</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>
Giving positive and negative reasoned opinions, e.g. <i>J'aime ça parce que c'est ... Je n'aime pas ça parce que ce n'est pas ...</i>	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.5 <i>Le Retour du Printemps</i>
Formation of the indefinite and definite article, e.g. <i>un/une/des, le/la/les</i> – plurals are the same whatever the gender.	3.1 <i>Bon appétit, bonne santé</i>
Sequencing and frequency adverbs, e.g. <i>après ça, ensuite, et puis, souvent, tous les jours</i>	3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>
Awareness and use of <i>tu</i> and <i>vous</i>	3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i>


Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i>
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 <b>Rising Stars French Stage 4</b>	<b>Evidenced in:</b>
By the end of the Stage 4, learners will have built on the learning in Stages 1, 2 and 3, and have acquired the following knowledge:	
Comparing things using <i>plus</i> and <i>moins</i> + adjective	4.3 <i>Le passé et le présent</i>
Awareness of three verb groups <i>-er</i> , <i>-ir</i> and <i>-re</i> and the role of the infinitive	4.1 <i>Notre école</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.6 <i>Quoi de neuf ?</i>
Conjugation of regular <i>-er</i> verbs and two high frequency verbs, i.e. <i>être</i> and <i>aller</i> in the present tense	4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.5 <i>Monter un café</i>
Use of the infinitive with <i>Je veux</i> and <i>J'aime</i>	4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.6 <i>Quoi de neuf ?</i>
Comparing the past and present using <i>il y avait / il y a</i> and <i>il/elle est / il/elle était</i>	4.3 <i>Le passé et le présent</i>
Prepositions of place	4.1 <i>Notre école</i> 4.3 <i>Le passé et le présent</i> 4.6 <i>Quoi de neuf ?</i>
Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number	4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>
Consolidation of all grammatical knowledge from Books 1– 3	4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>


Knowledge of the geography of some Francophone countries including climate, terrain and fauna	4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>
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## 7. MFL SKILLS PROGRESSION

 <b>Rising Stars French Stage 1</b>	Evidenced in:
By the end of Stage 1, learners will have developed the following skills:	
Listen, read and show understanding of single words	1.1 <i>Moi</i> 1.2 <i>Jeux et chansons</i> 1.3 <i>On fait la fête</i> 1.4 <i>Portraits</i> 1.5 <i>Les quatre amis</i> 1.6 <i>Ça pousse !</i>
Understand and answer a familiar question, e.g. <i>Comment tu t'appelles ?</i> , <i>Tu aimes ... ?</i> , <i>Tu as ... ?</i>	1.1 <i>Moi</i> 1.2 <i>Jeux et chansons</i> 1.3 <i>On fait la fête</i> 1.5 <i>Les quatre amis</i> 1.6 <i>Ça pousse !</i>
Write and say a short sentence using familiar single words and a connective with (and sometimes without) support	1.1 <i>Moi</i> 1.3 <i>On fait la fête</i> 1.4 <i>Portraits</i> 1.5 <i>Les quatre amis</i> 1.6 <i>Ça pousse !</i>
Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words	1.4 <i>Portraits</i> 1.5 <i>Les quatre amis</i> 1.6 <i>Ça pousse !</i>
Suggest and use strategies to memorise vocabulary and structures	1.3 <i>On fait la fête</i> 1.4 <i>Portraits</i> 1.6 <i>Ça pousse !</i>
Find the meaning of a word in a word list and a bilingual dictionary	1.3 <i>On fait la fête</i> 1.6 <i>Ça pousse !</i>
Join in with songs, rhymes and stories by using actions and words.	1.1 <i>Moi</i> 1.2 <i>Jeux et chansons</i> 1.3 <i>On fait la fête</i> 1.4 <i>Portraits</i> 1.5 <i>Les quatre amis</i>

 <b>Rising Stars French Stage 2</b>	Evidenced in:
By the end of the Stage 2, learners will have built on the learning in Stage 1, and have developed the following skills:	
Listen, read and show understanding of short phrases	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Ask and answer several familiar questions, e.g. <i>Quelle est la date ?</i> , <i>Qu'est-ce que tu fais ?</i> , <i>Où habites-tu ?</i>	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds	2.1 <i>On y va</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Suggest and use strategies to memorise vocabulary including making connections with other languages	2.1 <i>On y va</i> 2.4 <i>Vive le sport !</i>
Translate words using a bilingual dictionary	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Join in with the words of familiar songs, rhymes and stories, some from memory	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>

 STAGE 3	Rising Stars French Stage 3	Evidenced in:
By the end of the Stage 3, learners will have built on the learning in Stages 1 and 2, and have developed the following skills:		
Listen, read and show understanding of more complex familiar phrases and sentences:	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>	
Ask and answer more complex familiar questions, e.g. <i>Qu'est-ce qu'il y a dans ton sac ?</i> , <i>Tu joues du saxophone ou de la batterie ?</i>	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>	
Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>	
Read aloud familiar sentences with increasingly accurate pronunciation and intonation	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>	
Suggest and use strategies to memorise vocabulary including making connections with other languages	3.1 <i>Bon appétit, bonne santé</i> 3.4 <i>Scène de plage</i> 3.6 <i>Les planètes</i>	
Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>	
Follow a longer text, e.g. a rhyme or story	3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i>	

 STAGE 4	Rising Stars French Stage 4	Evidenced in:
By the end of the Stage 4, learners will have built on the learning in Stages 1, 2 and 3, and have developed the following skills:		
Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words		4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>
Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency		4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i>
Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary		4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>
Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation		4.1 <i>Notre école</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>
Decode unfamiliar text using language skills, context and/or a bilingual dictionary		4.1 <i>Notre école</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>
Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number		4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>
Read aloud with fluency		4.1 <i>Notre école</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>

## 8. CURRICULUM COVERAGE

<b>Rising Stars French Stage 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Listen to and show understanding of single words through a physical response.	/	/	/	/	/	/
Listen and identify rhyming words and particular sounds in songs and rhymes.	/	/		/	/	/
Recognise a familiar question and respond with a simple rehearsed response.	/	/	/		/	/
Name objects and actions in a rehearsed statement.	/		/	/		/
Use a simple connective to join phrases.			/	/		/
Join in with actions to accompany songs, stories and rhymes, and say some of the words.	/	/	/	/	/	
Use knowledge of the sound of some letters in French to read aloud or say individual words.				/	/	/
Read and show understanding of familiar simple words.	/	/	/	/	/	/
Identify and use strategies for memorising new vocabulary.			/	/		/
Write and say familiar words to describe people, places, things and actions using a model.	/		/	/	/	/
Write some familiar words from memory with understandable accuracy.				/	/	/
Begin to recognise first, second and third person singular pronouns and forms of high frequency verbs.			/	/		
Identify parts of speech including a noun, adjective, pronoun and conjunction.				/	/	
Recognise plurals.		/				/
Express a simple opinion.		/				/
Begin to work out strategies to get help.					/	
Explore French culture and life and compare it with their own experiences.		/	/			

<b>Rising Stars French Stage 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Listen to and show understanding of short phrases through a physical response.	/	/	/	/	/	/
Listen and understand words in songs and rhymes.	/	/			/	/
Ask a few simple and/or familiar questions and respond with a rehearsed response.	/	/		/	/	/
Use familiar vocabulary to say simple sentences with the aid of a language scaffold.	/	/		/	/	/
Use one or more connectives to join phrases.	/		/	/	/	/
Join in with words of songs, stories and rhymes, sometimes from memory.	/	/	/	/		/
Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters.	/		/	/	/	/
Read and show understanding of familiar phrases and short sentences.	/	/	/	/	/	/
Use a bilingual dictionary to find the meaning or translation of a word.	/	/	/		/	/
Write and say simple phrases to describe people, places, things and actions using a language scaffold.	/	/	/	/	/	/
Write some familiar phrases from memory with understandable accuracy.	/		/	/	/	/
Use the definite and indefinite article according to gender of the noun (singular) and in plural form.		/		/		
Recognise and use first, second and third person singular forms of high frequency verbs.				/	/	/
Express and discuss opinions.		/	/	/		/
Begin to demonstrate understanding of the position of the majority of adjectives and their agreement with nouns.			/		/	/

<b>Rising Stars French Stage 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Listen to and show understanding of longer/more complex familiar phrases and sentences.	/	/	/	/	/	/
Follow the text of familiar rhymes/songs/stories and identify the meaning of some words.				/	/	
Follow the text and read aloud using knowledge of letter strings and observing silent letters.	/	/	/	/	/	/
Read and show understanding of a complex sentence using familiar language.	/	/	/	/	/	/
Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.	/	/	/	/	/	/
Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.	/	/	/	/	/	/
Write some familiar phrases from memory with understandable accuracy.	/	/	/	/	/	/
Apply rules of agreement of adjectives in singular and plural with some accuracy.	/			/	/	/
Produce positive and negative sentences using several high frequency verbs and pronouns.	/	/	/	/	/	/
Give reasoned opinions.		/			/	
Be aware of and know when to use <i>tu</i> and <i>vous</i> .		/	/			

<b>Rising Stars French Stage 4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Listen to and show understanding of longer/more complex familiar phrases and sentences.		/	/		/	/
Follow a text including familiar language and identify the meaning of some words.	/		/	/		/
Follow the text and read aloud using knowledge of letter strings and observing silent letters.	/		/	/	/	/
Read and show understanding of a complex sentence using familiar language.	/	/	/	/	/	/
Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.	/	/	/	/	/	/
Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.	/	/	/		/	/
Write some familiar phrases from memory with understandable accuracy.	/	/	/	/	/	/
Apply rules of agreement of adjectives in singular and plural with some accuracy.		/	/		/	/
Produce positive and negative sentences using several high frequency verbs in a variety of persons.	/	/	/	/	/	/
Give reasoned opinions.		/		/		/
Be aware of and know when to use <i>tu</i> and <i>vous</i> .			/		/	/