



Brookland Junior School

Modern Languages Curriculum Overview

Intent

Learning a foreign language provides an opening to other cultures. At Brookland Junior School we aim to provide a high-quality languages education which should foster pupil's curiosity and deepen their understanding of the world. Around a half of our pupils speak another language to varying degrees of fluency and some join the school with no or little English at all. We celebrate this diversity and draw upon the children's knowledge and enthusiasm for their own home languages as well as make comparative links between them. We believe modern foreign language lessons are an excellent opportunity for children, many of whom are bilingual, to develop pride in their linguistic abilities. The earlier a child is exposed to a foreign language, the faster the language is acquired. Throughout the key stage our intent is to build on oral skills, reading and translation and eventually write longer extended sentences and paragraphs which conjugate verbs, use specific grammar and use the vocabulary developed throughout the Junior school.

At Brookland Junior School we learn French as our foreign language. Complemented in year 4 with a geography unit on France which provides greater context to the language learning. At the end of year 6 Spanish is introduced as a transition unit to Secondary school and also compares the similarities between English, French and Spanish. We believe that language teaching should provide the foundation for learning further languages, equipping pupils to express themselves, read literature in an original language, learn to think in new ways about language and equip pupils to study and work in other countries.

Implementation

At Brookland Junior School the teaching of French uses a variety of stimuli to enable the pupils to speak and remember words and phrases over time. Many songs, video clips, photographs, objects, games, drama, as well as French animated books engage and motivate the pupils. French is taught throughout the year in topic based units mapped across the school, ensuring that knowledge, skills and vocabulary builds progressively. Existing knowledge is checked at the beginning of each topic, as this ensures that teaching is informed by the children's starting points. Vocabulary from previous units is revised at the start of lessons to aid metacognition. Pupils have the opportunity to present their work in front of others and take part in real life scenarios such as asking directions and ordering food. Pupil voice plays a large role in the school and pupils' feedback each term on their learning in French during whole school meetings, groups of pupils are also selected to answer questions about the curriculum and their comments can lead to change or adjustments within planning. French provides a platform for the development of the Brookland learning skills where listening, teamwork, quality, evaluation and determination are used constantly to teach and reinforce the learning.

'We kept on revising learning from year 3 and now feel more confident as we have learnt to speak in sentences more than just a few words.'

Brookland Junior School is always willing to collaborate with the community. Students from Henrietta Barnet, a local Secondary school have often supported pupils in their French lessons. We celebrate and use our fluent French speaking pupils and have held French days which embrace French culture and encourage the pupils to take part in French conversation. Pupils can also access extra curricula language schools such as Turkish and Russian held on the school premises.



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Impact

How do we know how well our children are learning more and remembering more in French during their time at Brookland?

Pupil's work is recorded in books transferred through the school and show the pupil's progression. Alongside quality assessment for learning in class, teachers and pupils evaluate their learning each lesson through the use of green pen comments which reflect on the key skill or content during the lesson. Identified key skills in the planning are deep marked each term and half termly assessments record the attainments of each child in French. Class teachers provide a written report statement and attainment grade in French at the end of the year.

The French curriculum overview

Key skills highlighted in yellow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Greetings, saying your name and classroom instructions.</p> <p>3. Engage in conversations: ask and answer simple questions about personal information.</p> <p>7. Read carefully and show understanding of words: recognise some familiar words and phrases in written form.</p>	<p>Colours and numbers to 20</p> <p>2. Explore patterns and sounds: join in with repeated sections and identify particular phonemes and rhyming words</p> <p>1. Listen attentively to spoken language and show understanding by joining in and responding appropriately.</p>	<p>Numbers to 30, days of the week, months of the year.</p> <p>5. Develop accurate pronunciation and intonation: follow simple instructions and link pictures or actions to language.</p> <p>10. Write from memory: Learn and remember new words encountered in reading. Write some single words from memory.</p>	<p>Foods and say which are healthy and unhealthy</p> <p>4. Speak in sentences: repeat sentences heard and make simple adaptations to them.</p> <p>11. Describe people, places and things orally: use simple adjectives such as colour and size</p> <p>12. Compare how basic French grammar differs from English: understand that nouns may have different genders and recognise</p>	<p>The Three Bears story</p> <p>8. Appreciate stories: recognise familiar words and phrases in written form.</p> <p>9. Broaden their vocabulary: read some familiar words aloud using mostly accurate pronunciation.</p> <p>12. Compare how basic French grammar differs from English:</p>	<p>Parts of the face/ Mon Monstre</p> <p>11. Describe people, places and things in writing: write a descriptive sentence using a word bank</p> <p>12. Compare how basic French grammar differs from English: Have a basic understanding of the usual order of words in sentences in French.</p> <p>6. Present ideas and information orally to a range of audiences:</p>



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				clues to identify this, such as the articles.	recognise the main word classes e.g. noun, adjective and verbs	use mostly accurate pronunciation and speak clearly when addressing an audience.
Year 4	<p>My family, where you live.</p> <p>4. Speak in sentences: using familiar vocabulary, phrases and basic language structures make varied adaptations to create new sentences.</p> <p>7. Read carefully and show understanding: read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.</p> <p>2. Explore the patterns and sounds of language: notice that French may contain different phonemes and that some</p>	<p>The Weather</p> <p>9. Broaden their vocabulary: begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.</p> <p>11. Describe people, places and things orally and written: say and write descriptive sentences using a model but supplying some words from memory.</p> <p>Present ideas and information orally to a range of audiences: using accurate pronunciation and</p>	<p>Hobbies: likes and dislikes</p> <p>6. Present ideas and information orally to a range of audiences: using accurate pronunciation and present a short learned piece for performance</p> <p>12. Compare how basic French grammar differs from English: recognise a wider range of words classes including pronouns and articles and use appropriately.</p> <p>Recite a nursery rhyme</p> <p>12. Compare how basic</p>	<p>Directions</p> <p>3. Engage in conversations: ask and answer a range of questions on directions.</p> <p>10. Write words and short phrases from memory.</p>	<p>The Grand Voyage story</p> <p>5. Develop accurate pronunciation and intonation: Listen to and accurately repeat particular phonemes in the story and make links to spellings.</p> <p>8. Appreciate stories: follow the written version of a text they are listening to.</p> <p>Listen attentively & show understanding of a range of phrases, for example</p>	<p>Different Parts of the body</p> <p>11. Describe people, places and things: use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>12. Compare how basic French grammar differs from English: understand that adjectives may change with the noun they relate to and select the appropriate form.</p>



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	similar sounds may be spelt differently to English	present a short learned piece for performance	French grammar differs from English: recognise questions and negative sentences		through acting out part of a familiar story	
Year 5	<p>The High Street</p> <p>9. Broaden their vocabulary and develop their ability to understand new words: use dictionaries to extend vocabulary on a given topic and develop the ability to use different strategies to work out the meaning of unfamiliar words.</p> <p>4. Speak in sentences: adapt known complex sentences to reflect a variation in meaning.</p>	<p>Clothing</p> <p>12. Compare how basic French grammar differs from English: -Use a wide range of adjectives to describe people and things and use different verbs to describe actions.</p> <p>Can explain how and why there are changes to an adjective in order for it to 'agree' with the relevant noun.</p> <p>Engage in conversations to express opinions</p> <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly</p>	<p>Foods</p> <p>10. Write from memory: write phrases and some simple sentences from memory and write a short text with support from a word bank.</p> <p>5. Develop accurate pronunciation and intonation: begin to use intonation to develop between sentence types.</p> <p>8. Appreciate songs, poems and rhymes: Learn a song using the written text for support.</p>	<p>Transport</p> <p>3. Engage in conversations: take part in conversations and express simple opinions giving reasons.</p> <p>12. Compare how basic French grammar differs from English: adapt sentences to form negative sentences.</p>	<p>School</p> <p>2. Explore the patterns and sounds: identify different ways to spell key sounds and select the correct spelling of a familiar word</p> <p>6. Present ideas and information orally to a range of audiences: with a short presentation.</p> <p>12. Compare how basic French grammar differs from English: know how to conjugate a high frequency verb.</p>	<p>The Hungry Caterpillar story</p> <p>1. Listen attentively to spoken language and show understanding to gain an overall understanding of the text which includes some familiar language, for example summarising in English the key points.</p> <p>7. Read carefully and explain understanding of words, phrases and simple writing containing familiar language, using fairly accurate punctuation.</p>



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Year 6	<p>Numbers to 100 (focus on animals)</p> <p>2. Explore the patterns and sounds: apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p> <p>4. Speak in sentences: create own sentences using knowledge of basic sentence structures.</p> <p>12. Compare how basic French grammar differs from English: know how to conjugate a range of high frequency verbs.</p>	<p>Sports: likes and dislikes</p> <p>12. Compare how basic French grammar differs from English: -begin to understand and use a some adverbs. - know how to conjugate a range of high frequency verbs.</p> <p>10. Write a range of phrases and sentences from memory and adapt them to write their own sentence on a similar topic.</p>	<p>Red Riding Hood</p> <p>8. Appreciate songs, poems and rhymes: Learn a part of the text using the written text for support</p> <p>5. Develop pronunciation and intonation effectively to accurately express meaning and engage an audience.</p> <p>6. Present ideas and information orally: read aloud and understand a short text containing unfamiliar words using accurate pronunciation.</p> <p>11. Describe people, places, things: select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</p> <p>7. Read carefully and explain understanding of words, phrases and simple writing: attempt to read a range of texts independently, using different strategies to make meaning</p> <p>Compare how basic French grammar differs from English: understand that adjectives may change with the noun such as plurals and they relate to and select the appropriate form.</p>	<p>Houses</p> <p>9. Use a dictionary.</p> <p>3. Engage in longer conversations: asking for clarification when necessary.</p> <p>9. Broaden their vocabulary: use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p> <p>12. Compare how basic French grammar differs from English: know how to conjugate a range of high</p>	<p>Spanish Introduction</p> <p>1. Listen attentively to spoken language and show understanding of longer and more challenging texts, recognising some details and opinions heard.</p> <p>12. Compare how basic French/Spanish grammar differs from English: have an awareness of similarities and differences between different languages.</p>
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				frequency verbs.	
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AIMS/INTENT From the National Curriculum

- A. **Understand and respond to spoken and written language** from a variety of authentic sources.
- B. **Speak with increasing confidence, fluency and spontaneity**, finding ways of communicating what they say, including through discussion and asking questions and continually improving the accuracy of their pronunciation.
- C. Can **write at varying length**, for different purposes and audiences, **using a variety of grammatical structures** that they have learnt.
- D. Discover and **develop an appreciation of a range of writing** in the language studied.

KEY SKILL THREADS FOR YEAR 3			
Understand and respond to spoken and written language	Speak with increasing confidence, fluency and spontaneity	write at varying length, for different purposes and audiences, using a variety of grammatical structures	Develop an appreciation of a range of writing
<p>1. Listen attentively to spoken language and show understanding by joining in and responding appropriately.</p> <p>3. Engage in conversations: ask and answer simple questions about personal information.</p> <p>7. Read carefully and show understanding of words: recognise some familiar words and phrases in written form.</p> <p>9. Broaden their vocabulary: read some familiar words aloud using mostly accurate pronunciation.</p>	<p>4. Speak in sentences: repeat sentences heard and make simple adaptations to them.</p> <p>2. Explore patterns and sounds: join in with repeated sections and identify particular phonemes and rhyming words</p> <p>5. Develop accurate pronunciation and intonation: follow simple instructions and link pictures or actions to language.</p> <p>7. Read carefully and show understanding of words, phrases and simple writing containing familiar language, using fairly accurate punctuation.</p> <p>5. Develop accurate pronunciation and intonation: Listen to and accurately repeat</p>	<p>10. Write from memory: Learn and remember new words encountered in reading. Write some single words from memory</p> <p>11. Describe people, places and things in writing: write a descriptive sentence using a word bank</p> <p>12. Compare how basic French grammar differs from English : understand that nouns may have different genders and recognise clues to identify this, such as the articles.</p> <p>12. Compare how basic French grammar differs from English : know how to conjugate a range of high frequency</p>	<p>8. Appreciate stories: recognise familiar words and phrases in written form.</p>



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	particular phonemes in the story and make links to spellings.	verbs	
KEY SKILL THREADS FOR YEAR 4			
Understand and respond to spoken and written language	Speak with increasing confidence, fluency and spontaneity	write at varying length, for different purposes and audiences, using a variety of grammatical structures	Develop an appreciation of a range of writing
<p>Listen attentively & show understanding of a range of phrases, for example through acting out part of a familiar story</p> <p>3. Engage in conversations: ask and answer a range of questions on directions.</p> <p>7. Read carefully and show understanding: read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately</p> <p>9. Broaden their vocabulary: begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.</p>	<p>6. Present ideas and information orally to a range of audiences: using accurate pronunciation and present a short learned piece for performance.</p> <p>4. Speak in sentences: using familiar vocabulary, phrases and basic language structures make varied adaptations to create new sentences.</p> <p>2. Explore the patterns and sounds of language: notice that French may contain different phonemes and that some similar sounds may be spelt differently to English</p>	<p>11. Describe people, places and things orally and written: say and write descriptive sentences using a model but supplying some words from memory.</p> <p>12. Compare how basic French grammar differs from English: recognise a wider range of words classes including pronouns and articles and use appropriately.</p> <p>12. Compare how basic French grammar differs from English: understand that adjectives may change with the noun they relate to and select the appropriate form.</p> <p>12. Compare how basic French grammar differs from English: recognise questions and negative sentences</p> <p>10. Write words and short phrases from memory.</p> <p>11. Describe people, places and things: use a range of adjectives to describe things in more detail, such as describing someone's appearance</p>	<p>8. Appreciate stories: follow the written version of a text they are listening to. The Three Little Pigs</p>



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KEY SKILL THREADS FOR YEAR 5			
Understand and respond to spoken and written language	Speak with increasing confidence, fluency and spontaneity	write at varying length, for different purposes and audiences, using a variety of grammatical structures	Develop an appreciation of a range of writing
<p>Listen attentively to spoken language and show understanding to gain an overall understanding of the text which includes some familiar language, for example summarising in English the key points.</p> <p>9. Broaden their vocabulary and develop their ability to understand new words: use dictionaries to extend vocabulary on a given topic and develop the ability to use different strategies to work out the meaning of unfamiliar words.</p> <p>3. Engage in conversations: take part in conversations and express simple opinions giving reasons.</p> <p>7. Read carefully and explain understanding of words, phrases and simple writing containing familiar language, using fairly accurate punctuation.</p>	<p>6. Present ideas and information orally to a range of audiences: with a short presentation.</p> <p>4. Speak in sentences: adapt known complex sentences to reflect a variation in meaning.</p> <p>2. Explore the patterns and sounds: identify different ways to spell key sounds and select the correct spelling of a familiar word</p> <p>5. Develop accurate pronunciation and intonation: begin to use intonation to develop between sentence types</p>	<p>12. Compare how basic French grammar differs from English : -Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.</p> <p>10. Write from memory: write phrases and some simple sentences from memory and write a short text with support from a word bank</p> <p>12. Compare how basic French grammar differs from English: -Use a wide range of adjectives to describe people and things and use different verbs to describe actions.</p> <p>12. Compare how basic French grammar differs from English: know how to conjugate some high frequency verbs.</p> <p>12. Compare how basic French grammar differs from English: adapt sentences to form negative sentences.</p>	<p>8. Appreciate songs, poems and rhymes: Learn a song using the written text for support.</p>



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KEY SKILL THREADS FOR YEAR 6			
Understand and respond to spoken and written language	Speak with increasing confidence, fluency and spontaneity	write at varying length, for different purposes and audiences, using a variety of grammatical structures	Develop an appreciation of a range of writing
<p>3. Engage in longer conversations: asking for clarification when necessary.</p> <p>7. Read carefully and explain understanding of words, phrases and simple writing: attempt to read a range of texts independently, using different strategies to make meaning</p> <p>9. Broaden their vocabulary: use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p> <p>1. Listen attentively to spoken language and show understanding of longer and more challenging texts, recognising some details and opinions heard.</p>	<p>4. Speak in sentences: create own sentences using knowledge of basic sentence structures.</p> <p>6. Present ideas and information orally: read aloud and understand a short text containing unfamiliar words using accurate pronunciation.</p> <p>2. Explore the patterns and sounds: apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p> <p>5. Develop pronunciation and intonation effectively to accurately express meaning and engage an audience.</p>	<p>12. Compare how basic French grammar differs from English : -begin to understand and use a some adverbs. - know how to conjugate a range of high frequency verbs.</p> <p>11. Describe people, places, things: select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</p> <p>10. Write a range of phrases and sentences from memory and adapt them to write their own sentence on a similar topic.</p> <p>12. Compare how basic French grammar differs from English : know how to conjugate a range of high frequency verbs</p> <p>12. Compare how basic French/Spanish grammar differs from English : have an awareness of</p>	<p>8. Appreciate songs, poems and rhymes: Learn a part of a text using the written text for support</p>



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		similarities and differences between different languages.	
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