



Brookland Junior School

Languages (French) Curriculum Overview

Intent

At Brookland Junior School, our Languages curriculum is ambitious, coherently planned and inclusive by design, ensuring that all pupils build knowledge and skills sequentially and cumulatively over time.

Our curriculum is delivered through the Language Angels scheme, which is fully aligned to the National Curriculum for Languages. It is structured to ensure progressive acquisition of both:

- **French Knowledge (Substantive knowledge):** phonics, vocabulary, grammar and language structures
- **French Skills (Disciplinary knowledge):** speaking, listening, reading, writing, translation and language analysis

Learning a foreign language provides an opening to other cultures and fosters curiosity about the wider world. At Brookland, we celebrate the rich linguistic diversity of our pupils. Many learners are bilingual or multilingual, and we actively draw upon pupils' home languages to strengthen understanding, develop metalinguistic awareness and build confidence.

The Language Angels scheme supports a carefully sequenced progression model, moving pupils from:

- Early language exposure and confident oracy
- To structured sentence-building and reading comprehension
- To extended writing with increasing grammatical accuracy

French is the core language taught across Key Stage 2, complemented by:

- A **Year 4 geography unit on France** to develop cultural capital
- A **Year 6 Spanish transition unit**, enabling pupils to compare languages and prepare for Key Stage 3

Our intent is that all pupils:

- Develop confidence and fluency in spoken language
- Acquire a secure foundation for future language learning
- Understand how language works and make connections across languages
- Experience a curriculum that is aspirational, knowledge-rich and accessible for all learners



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Implementation

The French curriculum is implemented through the **Language Angels Scheme of Work**, which provides:

- Clear unit progression across Key Stage 2
- Thematic units that build on prior knowledge
- Progression through listening, speaking, reading and writing skills
- Structured development of grammar and phonics

Teaching is designed to ensure knowledge is revisited, practised and embedded through:

- Retrieval practice at the start of lessons
- Recap of prior vocabulary and structures across units
- Planned opportunities for pupils to apply knowledge in different contexts

A wide range of strategies supports engagement and retention:

- Songs, stories, games and role-play
- Visual and auditory stimuli
- Real-life scenarios (e.g. conversations, asking directions, ordering food, writing to penpals in France)

Inclusion and adaptive teaching are central:

- The Language Angels scheme provides scaffolding, adapted tasks and progressive challenge
- Teachers adapt lessons to meet the needs of all learners, including EAL pupils and those with SEND
- Pupils' home languages are recognised as a strength and used to deepen understanding
- Multiple modes of learning (oral, visual, kinaesthetic) ensure accessibility

Assessment is embedded through:

- Ongoing Assessment for Learning (AfL) strategies
- Vocabulary recall and knowledge checks
- Teacher modelling, questioning and feedback

Pupils are given regular opportunities to:

- Perform and present language



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- Work collaboratively
- Engage in purposeful communication

The curriculum is further enriched through:

- Pupil voice informing curriculum development
- Links with local secondary schools and a partner school in France (penpal project)
- Cultural enrichment (e.g. French days, language clubs)

Impact

The impact of the French curriculum is evaluated through **evidence-based reporting**, ensuring that pupils **know more, remember more and can do more over time**.

We gather evidence through:

- **Bookwork**: demonstrates progression in vocabulary, sentence structure and grammatical accuracy
- **Half-termly assessment grids**: monitor attainment in speaking, listening, reading and writing (key skills for each unit)
- **Assessment for Learning (AFL)**: informs responsive teaching and addresses misconceptions
- **Pupil voice**: indicates confidence, engagement and understanding
- **End-of-year reports**: summarise attainment and progress

Impact indicators

- Pupils can recall and apply vocabulary and structures with increasing independence
- Speaking develops from words to full sentences and short conversations
- Writing shows progression from simple phrases to extended sentences using correct grammar
- Pupils demonstrate confidence, accuracy and fluency appropriate to their stage
- Learners show curiosity about languages and cultures and readiness for Key Stage 3

Through this approach, pupils leave Brookland with:

- A secure foundation in French
- The ability to transfer language learning skills to new languages



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- A positive attitude towards language learning and cultural understanding

Key Skills and Knowledge inc. **Greater Depth**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Introduction to French (Greetings, saying your name and classroom instructions) Engage in conversations: ask and answer simple questions about personal information. Use the first person singular version of high frequency verbs. EG: 'I am called...' (Grammar) Read carefully and show understanding of words: recognise some familiar words and phrases in written form. Can speak with more fluency and accuracy when talking in French	Colours and Numbers to 20 Explore patterns and sounds: join in with repeated sections and identify particular phonemes and rhyming words Listen attentively to spoken language and show understanding by joining in and responding appropriately. Understand the meaning in English of short words I read in the foreign language (Reading) Can show more accuracy with phonetic spelling in French	The Calendar: days of the week, months of the year. Develop accurate pronunciation and intonation: follow simple instructions and link pictures or actions to language. Write from memory: Learn and remember new words encountered in reading. Understand the meaning in English of short words I read in the foreign language (reading) Confidently communicate with others using simple words and short phrases	Animals Speak in sentences: repeat sentences heard and make simple adaptations to them. Describe things (animals) orally: use simple adjectives such as colour and size 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. Can write use conjunctions to make extended sentences to describe animals e.g. with 'et' and 'mais'	Fruits Broaden their vocabulary: read some familiar words aloud using mostly accurate pronunciation. Speak in sentences: repeat sentences heard and make simple adaptations to them. Write from memory: learn and remember new words and phrases encountered in reading. Write some phrases from memory. To justify their opinion when saying whether they like or dislike fruit in French	Vegetables Describe people, places and things in writing: write a descriptive sentence using a word bank Compare how basic French grammar differs from English: The French word for "of" is "de" or "d' Present ideas and information orally to a range of audiences: use mostly accurate pronunciation and speak clearly when addressing an audience. Use mostly accurate pronunciation and speak clearly when addressing an audience



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Year 4	(Phonics) / Presenting Myself (age and where I live) and My family Speak in sentences: using familiar vocabulary, phrases and basic language structures make varied adaptations to create new sentences. Read carefully and show understanding: read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. Explore the patterns and sounds of language: notice that French may contain different phonemes and that some similar sounds may	The Weather Broaden their vocabulary: begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. Describe people, places and things orally and written: say and write descriptive sentences using a model but supplying some words from memory. Present ideas and information orally to a range of audiences: using accurate pronunciation and present a short learned piece for performance	Hobbies: I am able Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. Present ideas and information orally to a range of audiences: using accurate pronunciation and present a short learned piece for performance Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the	Little Red Riding Hood Appreciate stories: follow the written version of a text they are listening to. Listen attentively & show understanding of a range of phrases, for example through acting out part of a familiar story Develop accurate pronunciation and intonation: Listen to and accurately repeat particular phonemes in the story and make links to spellings	The Tea Room Engage in conversations: ask and answer a range of questions (ordering food/drink). Use images and language strategies, like identifying cognates, to improve recall and retention of new vocabulary. Understand better how to make singular nouns plural in French. <i>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</i>	Les Habitats To speak and listen with growing confidence, asking and answering questions about habitats, animals and plants using familiar vocabulary. To write short sentences with correct grammar, including articles, simple adjectives, conjunctions, and negatives to describe habitats. To read and understand short texts, using phonics and key vocabulary to identify animals, plants and their habitats.



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	be spelt differently to English Construct longer sentences, j'ai un frère et une soeur. (use of connectives) and begin to understand use of masc. (mon) and fem. (ma).	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units (listening)	language covered in the units and incorporate a negative reply if and when required Correctly use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...'	Retell the story of Little Red Riding Hood confidently in French		Apply previously learned vocabulary and grammatical structures independently to create extended spoken and written descriptions of habitats, including opinions and justifications.
Year 5	The High Street 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. Speak in sentences: adapt known complex sentences to reflect a variation in meaning. Create more complex written sentences using a word bank to describe a town	Clothing Compare how basic French grammar differs from English: Can explain how and why there are changes to an adjective in order for it to 'agree' with the relevant noun. Write phrases from memory and adapt these to create new sentences to express ideas clearly Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full	The Planets Write from memory: write phrases and some simple sentences from memory and write a short text with support from a word bank. Develop accurate pronunciation and intonation: begin to use intonation to develop between sentence types. Appreciate songs, poems and rhymes: Learn a song using the written text for support.	Around Town: Directions 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. Read carefully and explain understanding of words, phrases and simple writing containing familiar language, using fairly accurate punctuation. Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge,	In Class Explore the patterns and sounds: identify different ways to spell key sounds and select the correct spelling of a familiar word Present ideas and information orally to a range of audiences: with a short presentation. Compare how basic French grammar differs from English: know how to conjugate a high frequency verb. Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and	School Engage in conversations: take part in conversations and express simple opinions giving reasons. Compare how basic French grammar differs from English: adapt sentences to form negative sentences. Develop accurate pronunciation and intonation: begin to use intonation to develop between sentence types



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	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding	confidence and spontaneity. Independently give and respond to directions around a town using extended sentences, accurate vocabulary, and appropriate connectives, including justifying choices or routes.	adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives	Uses a range of vocabulary and sentence structures to enhance clarity.
Year 6	WW2 Explore the patterns and sounds: apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. Speak in sentences: create own sentences using knowledge of basic sentence structures. Compare how basic French grammar differs from English: know how to conjugate a range of high frequency verbs.	Le Weekend Compare how basic French grammar differs from English: -begin to understand and use a some adverbs. Write a range of phrases and sentences from memory and adapt them to write their own sentence on a similar topic. Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.	Houses Engage in longer conversations: asking for clarification when necessary. Broaden their vocabulary: use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. Compare how basic French grammar differs from English: know how to conjugate a range	Goldilocks and the Three Bears Develop accurate pronunciation and intonation: Listen to and accurately repeat particular phonemes in the story and make links to spellings. Appreciate stories: follow the written version of a text they are listening to. Listen attentively & show understanding of a range of phrases, for example through acting out part of a familiar story	Healthy lifestyles Present ideas and information orally: read aloud and understand a short text containing unfamiliar words using accurate pronunciation. Describe things: select appropriate adjectives and verbs to describe a range of things and actions Consolidate understanding of gender and nouns, use of the negative, adjectival agreement Become familiar with a wider range of	Spanish Introduction Listen attentively to spoken language and show understanding of longer and more challenging texts, recognising some details and opinions heard. Compare how basic French/Spanish grammar differs from English: have an awareness of similarities and differences between different languages. Recognise and use basic greetings, numbers and colours in Spanish, showing



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	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.	Demonstrate secure and flexible understanding of directional language by independently constructing and adapting extended spoken and written responses to give, follow and justify routes in different contexts.	of high frequency verbs. Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered	connectives/conjunctions and more confident with full verb conjugation	understanding of their meaning and appropriate context. Listen to and enjoy short stories, nursery rhymes & songs. Recognise and find links between familiar words and short phrases that have similarities to French and English.
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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/KNOWLEDGE 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
- Listen attentively to spoken language and show understanding by joining in and responding appropriately. - Develop accurate pronunciation and intonation: follow simple instructions and link pictures or actions to language.	- Engage in conversations: ask and answer simple questions about personal information. - Can speak with more fluency and accuracy when talking in French - Confidently communicate with others using simple words and short phrases	- Use the first person singular version of high frequency verbs. EG: 'I am called...' (Grammar) - Write from memory: Learn and remember new words encountered in reading. - Can show more accuracy with phonetic spelling in French	- Broaden their vocabulary: read some familiar words aloud using mostly accurate pronunciation. - 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.



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• Read carefully and show understanding of words: recognise some familiar words and phrases in written form. • Understand the meaning in English of short words I read in the foreign language (Reading) • Explore patterns and sounds: join in with repeated sections and identify particular phonemes and rhyming words	• Speak in sentences: repeat sentences heard and make simple adaptations to them. • Describe things (animals) orally: use simple adjectives such as colour and size • Present ideas and information orally to a range of audiences: use mostly accurate pronunciation and speak clearly when addressing an audience. • Use mostly accurate pronunciation and speak clearly when addressing an audience • Develop accurate pronunciation and intonation: follow simple instructions and link pictures or actions to language.	• Can write use conjunctions to make extended sentences to describe animals e.g. with 'et' and 'mais' • Describe people, places and things in writing: write a descriptive sentence using a word bank • To justify their opinion when saying whether they like or dislike fruit in French	• Compare how basic French grammar differs from English: The French word for "of" is "de" or "d' • Explore patterns and sounds: join in with repeated sections and identify particular phonemes and rhyming words • Write from memory: Learn and remember new words encountered in reading.
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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
• Read carefully and show understanding: read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. • Broaden their vocabulary: begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. • Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. • Listen attentively & show understanding of a range of phrases, for example through acting out part of a familiar story • Appreciate stories: follow the written version of a text they are listening to.	• Speak in sentences: using familiar vocabulary, phrases and basic language structures make varied adaptations to create new sentences. • Describe people, places and things orally and written: say and write descriptive sentences using a model but supplying some words from memory. • Present ideas and information orally to a range of audiences: using accurate pronunciation and present a short learned piece for performance • Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the	• Construct longer sentences, j'ai un frère et une soeur. (use of connectives) and begin to understand use of masc. (mon) and fem. (ma). • Correctly use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' • To write short sentences with correct grammar, including articles, simple adjectives, conjunctions, and negatives to describe habitats. • Apply previously learned vocabulary and grammatical structures independently to create extended spoken and written descriptions of habitats, including opinions and justifications.	• 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 • Develop accurate pronunciation and intonation: Listen to and accurately repeat particular phonemes in the story and make links to spellings • Use images and language strategies, like identifying cognates, to improve recall and retention of new vocabulary. • Understand better how to make singular nouns plural in French.



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To read and understand short texts, using phonics and key vocabulary to identify animals, plants and their habitats.	units and incorporate a negative reply if and when required - Engage in conversations: ask and answer a range of questions (ordering food/drink). - To speak and listen with growing confidence, asking and answering questions about habitats, animals and plants using familiar vocabulary. - Retell the story of Little Red Riding Hood confidently in French		
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
- 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. - Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	- Speak in sentences: adapt known complex sentences to reflect a variation in meaning. - Develop accurate pronunciation and intonation: begin to use intonation to develop between sentence types. - Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. - Independently give and respond to directions around a town using extended sentences, accurate	- Create more complex written sentences using a word bank to describe a town - Write phrases from memory and adapt these to create new sentences to express ideas clearly - Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'. - Write from memory: write phrases and some simple sentences from memory and write a short text with support from a word bank. - Write a paragraph using familiar language incorporating connectives/conjunctions, a	- Compare how basic French grammar differs from English: - Can explain how and why there are changes to an adjective in order for it to 'agree' with the relevant noun. - Appreciate songs, poems and rhymes: Learn a song using the written text for support. - Explore the patterns and sounds: identify different ways to spell key sounds and select the correct spelling of a familiar word



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- Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding - 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. - Read carefully and explain understanding of words, phrases and simple writing containing familiar language, using fairly accurate punctuation.	vocabulary, and appropriate connectives, including justifying choices or routes. - Present ideas and information orally to a range of audiences: with a short presentation. - Engage in conversations: take part in conversations and express simple opinions giving reasons. - Uses a range of vocabulary and sentence structures to enhance clarity.	negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives	- Compare how basic French grammar differs from English: know how to conjugate a high frequency verb. - Compare how basic French grammar differs from English: adapt sentences to form negative sentences.
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
- Explore the patterns and sounds: apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. - Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. - Broaden their vocabulary: use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.	- Speak in sentences: create own sentences using knowledge of basic sentence structures. - Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. - Demonstrate secure and flexible understanding of directional language by independently constructing and adapting extended spoken and written responses to give, follow and justify routes in different contexts.	- Write a range of phrases and sentences from memory and adapt them to write their own sentence on a similar topic. - Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. - Consolidate understanding of gender and nouns, use of the negative, adjectival agreement	- Compare how basic French grammar differs from English: know how to conjugate a range of high frequency verbs. - Compare how basic French grammar differs from English: -begin to understand and use a some adverbs. - Compare how basic French grammar differs from English: know how to conjugate a range of high frequency verbs. - Develop accurate pronunciation and intonation: Listen to and accurately



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• Appreciate stories: follow the written version of a text they are listening to. • Listen attentively & show understanding of a range of phrases, for example through acting out part of a familiar story • Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered • Listen attentively to spoken language and show understanding of longer and more challenging texts, recognising some details and opinions heard. • Listen to and enjoy short stories, nursery rhymes & songs. Recognise and find links between familiar words and short phrases that have similarities to French and English.	• Engage in longer conversations: asking for clarification when necessary. • Present ideas and information orally: read aloud and understand a short text containing unfamiliar words using accurate pronunciation. • Describe things: select appropriate adjectives and verbs to describe a range of things and actions	• Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation	repeat particular phonemes in the story and make links to spellings. • Compare how basic French/Spanish grammar differs from English: have an awareness of similarities and differences between different languages. • Recognise and use basic greetings, numbers and colours in Spanish, showing understanding of their meaning and appropriate context.
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