

## Foreign Languages

### ***Rationale***

The aim of our foreign languages curriculum is for our pupils to speak with increasing confidence, fluency and spontaneity. Learning a foreign language develops pupils' curiosity and deepens their understanding of the world. Our high-quality languages education teaches French to Years 4-6 and Latin to Year 3 and we deliver additional languages provision through our Spanish after-school club. The delivery of our Foreign Languages curriculum is based predominantly on oral skills, building vocabulary, using an engaging and practical approach and incorporating games, songs and quizzes in a fun, interactive way.

The teaching of French and Latin enables pupils to express their ideas and thoughts in another language and to learn how to respond to other speakers. The lessons provide the children with opportunities to communicate for practical purposes and learn new ways to think. Additionally, Latin teaching supports the children with etymology, increasing their vocabulary and their understanding of grammar.

Our language teaching provides the foundations for the pupils to learn further languages in secondary school and to increase their interest of studying and working in other countries. We aim to increase their confidence, fluency and spontaneity through our use of discussion, asking questions and improving their accuracy of their pronunciation and intonation.

Alongside language subject-specific skills, such as attentive listening, speaking and exploring sounds, we will nurture crucial overarching key skills which will be applied in other subjects across the curriculum. For example, skills of inferring, connecting and responding are skills used as much in reading lessons as they are in French or Latin.

Whilst the children are learning curriculum knowledge and practising and refining a range of linguistic skills, they will also be developing their character education through the explicit teaching of a range of learning dispositions, including the 6Rs. We aim to deliver our languages curriculum via activities which are successful incubators of these essential life skills, such as being curious, encouraging and motivated.

The learning of languages is not limited to specific lesson times as links are made to other areas of the curriculum, for example, music (learning songs in other languages) and RE (learning songs in Hindi and other languages during the celebration of festivals, eg, Diwali). Additionally, our Latin teaching links to vocabulary work and grammar in English through the study of etymology. We are fortunate to work in a school community where many languages are spoken and we celebrate this with regular cross curricular 'Diversity days' and encourage our children to share their language knowledge and bi-lingualism. We exploit opportunities to utilise these languages whenever possible during the school week.

We follow the National Curriculum objectives from Years 3 to 6 and our aims are to:

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

- 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

### Year 3

#### Latin

Overall aims – to support the aims of the Key Stage 2 National Curriculum for Languages, through the teaching of Latin, especially in supporting the learning of grammar and syntax and in the extension and enrichment of English Vocabulary. Also to facilitate the introduction of Latin and *Classical culture*. This will be delivered through a mixture of games, card activities – sorting etc, quick fire fun quizzes, cookery etc

#### **Key learning:**

##### **Language content**

- Feminine, masculine and neuter forms of nouns
- Singular and plural forms of nouns and verbs
- The conjugation of high frequency verbs
- The use of adjectives and adverbs to modify sentences
- Syntax of simple sentences (including verb placement)
- Linking of common English cognates with Latin
- Latin Roots of English – Latin etymology of many English words (eg, aqua, maximus, habitare etc)
- Latin uses word ending to convey meaning, rather than word order
- Parts of speech – verbs, ending shows who is doing the action
- Vocabulary development – parts of the body
- Sorting verbs by endings
- Understanding of present tense endings
- Adverbs in Latin and English
- Latin nouns –object and subject endings
- Translating Latin sentences

##### **Classical Culture content**

- Knowledge of the ancient world, including its climate and geography
- Understanding of how ancient habits and customs are similar and different from our own
- How these factors affect and shape vocabulary and communication in Latin
- Modern objects influenced by classical culture
- Roman names
- Write using Greek alphabet
- Mythical creatures
- Greek ‘black figure pots’
- Mosaics
- Roman curse tablets
- Roman board games
- Roman army ‘onager’
- Plato’s tale of Gyges
- Ancient Roman and Greek food

### Year 4

#### **Key Skills**

##### **Listening and Responding**

Listen attentively to a range of native speakers including adults and children, stories, songs and videos. Show understanding by joining in, for example with conversations, stories and songs.

Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.

##### **Speaking**

Exchange common greetings such as *bonjour*, *au revoir*, *salut* and *ça va?*

Understand and give personal information such as name, age, likes and dislikes.

Be able to use *oui* and *non*.

Be able to follow a model to ask and answer a variety of questions.

Be able to speak in sentences to say what something is (*c'est* + a noun), what you have (*j'ai* + a noun), who you are (*je suis* + a noun/ name), what you would like (*je voudrais* + a noun) using a series of familiar vocabulary.

Be able to use the correct article (*un/une/le/la/les*) with a noun when speaking in simple sentences.

Be able to use simple conjunctions, *et* and *mais* in sentences.

### **Phonics**

Learn actions which link to phonemes in French ( a, an, in, un, r, u)

Be able to make the phoneme-grapheme link in French.

Know and apply the rules for silent letters.

Be able to say and understand rhymes such as tongue twisters.

Listen and join in with stories and songs.

Develop accurate pronunciation using a phonics approach to decoding and reading.

Copy accurate pronunciation and intonation from native speaker audio and video recordings.

### **Reading**

Read aloud stories, songs and raps containing familiar language and structures.

Demonstrate accurate pronunciation and intonation.

Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.

Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words.

Start to use web or paper-based bilingual dictionaries.

### **Writing**

Write sentences and short texts from memory or by using writing frames or picture clues if required.

Be able to give personal details and opinions in writing.

Be able to write the colours of animals and know the correct word order in French for adjectives.

### **Grammar**

Understand that French has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.

Know the first person singular form of the high frequency verbs *être* (to be) and *avoir* (to have).

Know the key feature of the word order of adjectives in French.

Know how to build sentences using *c'est*, *voici* and the high frequency conjunctions *et* and *mais* to link words and phrases.

Be able to see how French differs from and compares to English in terms of verb formation, gender of nouns and adjectives.

Understand and use appropriately basic punctuation in French such as a comma, full stop and a capital letter to begin a sentence.

The above skills will be taught through the following topics:

Greetings

Classroom Instructions

Animals

Numbers – 1 to 15

Colours

Days of the Week

Year 5

### **Key Skills**

#### **Listening and Responding**

Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.

Show understanding by joining in, for example with conversations, stories and songs.

Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.

#### **Speaking**

Be able to ask and answer questions about food likes and dislikes, personal descriptions, family and clothing.

Understand how to form the typical French structure of a question.

Be able to follow a model to ask and answer a variety of questions.

Be able to speak in sentences to say what something is (*c'est* + a noun), what you have (*j'ai* & *il/elle a* + a noun), who you are (*je suis* & *il/elle est* + a noun/ name), what you would like (*je voudrais* + a noun) using a series of familiar vocabulary.

Be able to use the correct article (*un/une/le/la/les*) with a noun when speaking in simple sentences.

Be able to use simple conjunctions, *et*, *parce que* and *mais* in sentences.

Be able to give reasons for opinions.

Develop accurate pronunciation using a phonics approach to decoding and reading.

Copy accurate pronunciation and intonation from native speaker audio and video recordings.

Be able to present information such as personal details and opinions with reasons in pairs, groups and to the whole class.

Be able to present information in the form of an authentic French poem memorised and performed.

### **Phonics**

Learn actions which link to phonemes in French (on, om, e, an, r, ch)

Be able to make the phoneme-grapheme link in French.

Be able to say and understand rhymes such as tongue twisters.

Listen and join in with stories and songs.

### **Reading**

Read aloud stories, songs and raps containing familiar language and structures.

Demonstrate accurate pronunciation and intonation.

Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.

Learn how to use a bilingual dictionary to find the meaning of new words, plurals and genders.

### **Writing**

Write sentences and short texts from memory or by using writing frames or picture clues if required.

Be able to adapt language to create new sentences.

Be able to write personal descriptions of oneself and others and opinions with reasons.

Be able to describe the colours of hair and eyes and know the correct word order and the agreement rule in French for adjectives.

### **Grammar**

Understand that that adjectives in French must agree with nouns and learn how to recognise and apply the rule, understanding how masculine, feminine and plural forms change the endings.

Be able to use the third person of key verbs as well as the first person.

Be able to use the possessive adjective 'my' correctly.

Understand the pattern of sentences in French including different word order from English and the formation of questions.

The above skills will be taught through the following topics:

Parts of the body,

Colours,

Clothes,

Months,

Numbers – 16-30

Personal descriptions

Family.

## **Year 6**

### **Key Skills**

#### **Listening and Responding**

Listen attentively to the teacher, utterances and conversations spoken by a range of native speakers including adults and children, stories, songs and videos.

Show understanding by joining in, for example with conversations, stories and songs.

Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.

#### **Speaking**

Exchange common greetings such as *bonjour*, *au revoir*, *salut* and *ça va?*

Understand and give personal information such as hobbies and sports liked and disliked, clothing worn.

Be able to follow a model to ask and answer a variety of questions.

Be able to speak in sentences to say what something is (*c'est* + a noun), and use parts of the verb *avoir* (*j'ai, tu as, il/elle a* + a noun), parts of the verb *être* (*je suis, tu es, il/elle est*), what you would like (*je voudrais* + a noun) using a series of familiar vocabulary.

Be able to use the correct article (*un/une/le/la/les*) with a noun when speaking in simple sentences.

Be able to use simple conjunctions, *et* and *mais* in sentences as well as *pour*.

Develop accurate pronunciation using a phonics approach to decoding and reading.

Copy accurate pronunciation and intonation from native speaker audio and video recordings.

Be able to present information such as sports and hobbies which the child takes part in and opinions in pairs, groups and to the whole class.

Be able to present this information in the form of a song or rap written and performed.

### **Phonics**

Learn actions which link to phonemes in French ( j, qu, ai and oi)

Be able to make the phoneme-grapheme link in French.

Know and apply the rules for silent letters such as 'h'.

Be able to say and understand rhymes such as tongue twisters.

Listen and join in with stories and songs.

### **Reading**

Read aloud stories, songs and raps containing familiar language and structures.

Demonstrate accurate pronunciation and intonation.

Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.

Use web or paper-based bilingual dictionaries to look up verbs and understand that the endings need to be conjugated. Start to use verb tables.

### **Writing**

Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it.

Be able to write personal details and opinions.

Be able to describe the colours of clothing and know the correct word order in French for adjectives.

Be able to use prepositions to say where items are located.

### **Grammar**

Understand that French has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.

Know the first, second and third person singular form of the high frequency verbs *être* (to be), *avoir* (to have) and *aller* (to go).

Be able to form the near future tense using *aller* plus an infinitive verb.

Be able to form negative sentences using *ne ... pas*.

Know the key feature of the word order of adjectives in French.

Build sentences using *c'est, voici* and the high frequency conjunctions *et* and *mais* to link words and phrases.

Be able to see how French differs from and compares to English in terms of verb formation, gender of nouns and adjectives.

The above skills will be taught through the following topics:

Sports

Weather

Hobbies

Numbers 31-60

School subjects and classroom items.

Transport