



Peters Hill Primary School
Subject Leaders C Siviter and R Woodward

Intent Statement

We want all children to understand and demonstrate our underlying principles of [Ambition, Belief, Compassion, Pride and Respect](#). We want our curriculum to enable children to become [successful, confident, motivated and responsible](#) individuals with a [wealth of knowledge](#) about the world around them. We want all children to develop their full potential in a structured, caring and purposeful learning environment. We want all children to understand the connections that exist between new learning and existing knowledge through an awareness of carefully chosen pathways.

At Peters Hill Primary School the curriculum is designed to:

- Recognise all pupils as individuals and encourage positive self-worth and self-esteem.
- Promote curiosity, enthusiasm and engagement through a range of topics and themes.
- Encourage resilience and confidence to face challenges and tackle problems.
- Foster logical, creative and deep thinking to solve challenges and problems.
- Develop Independence and promote responsibility for learning.
- Nurture respect for others and value differences within our school community.
- Grow an awareness of civic responsibility and global citizenship.
- Develop a strong awareness of prior learning and the links that exist to new knowledge.
- Develop new learning and understand the impact on ourselves, the school and the wider community.

Our MFL Pathways are:

Pathway 1 – Listening and Responding

Pathway 2 - Speaking

Pathway 3 – Reading and Responding

Pathway 4 - Writing

Pathway 5 - Grammar

| Pathways | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Listening and Responding | | | <p>Can they pronounce vocabulary with a given amount of fluency?</p> <p>Can they respond to key vocabulary by identifying the correct word in French?</p> <p>Can they respond to short instructions / messages?</p> | <p>Can they accurately articulate the pronunciation of the given vocabulary?</p> <p>Can they respond to language by identifying the correct word/phrase in English and French?</p> <p>Do they understand short phrases made up of familiar language?</p> <p>Can they respond to a passage?</p> | <p>Can children accurately articulate the pronunciation of the given vocabulary, developing the correct intonation?</p> <p>Can children respond to language at length by identifying the correct phrases in English and French?</p> <p>Do they understand simple phrases/passages made up of familiar language?</p> <p>Can they identify some details?</p> | <p>Can children confidently and accurately articulate the pronunciation of given vocabulary, with the correct intonation?</p> <p>Can children respond to detailed language by identifying the correct phrases in English and French?</p> <p>Do they understand longer phrases/passages made up of familiar language?</p> <p>Can they identify the main points and some details?</p> |
| Speaking | | | <p>Can they recognise a question and respond to this with given support?</p> <p>Can they follow a set structure of questions and possible answers to have a cohesive conversation?</p> | <p>Can they hold a short conversation to tell someone about a given subject and ask questions in return?</p> <p>Can they use given prompts to accurately respond to questions?</p> <p>Can they build questions from a selection of known phrases following a model?</p> <p>Can they build sentences using the verbal phrases 'c'est' and/or 'il y a'?</p> | <p>Can children hold a simple conversation with a few prompts and ask questions in return?</p> <p>Can children use prompts/ given vocabulary to make their own questions to ask a peer?</p> <p>Are children starting to become independent with their responses to questions asked of them?</p> <p>Can children give answers to questions that reflect their own opinion without</p> | <p>Can they hold a conversation at length using previous and newly learnt knowledge with 3- 4 exchanges?</p> <p>Can they adapt prompts independently to respond to questions how they wish?</p> <p>Can they independently create a question to ask their peers about a given topic?</p> <p>Are children more independent when giving</p> |

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| | | | | <p>Can they recognise the negative form (ne...pas) and use in set phrases (e.g. je n'aime pas)</p> | <p>having to be heavily scaffolded for an answer? Can children form direct questions with a variety of known verbs using intonation e.g. tu es sportif? tu joues au foot? Do children recognise that gender impacts on other parts of speech – e.g. prepositions, possessive pronouns?</p> | <p>responses to questions asked of them? Can they form direct questions with a variety of known verbs using intonation e.g. tu es sportif? tu joues au foot? Can they apply knowledge of gender to other parts of speech? e.g. prepositions, partitive article (du/de la/de l'/des) Can they form questions using i.e. est-ce que, qu'est-ce que, où, pourquoi and understand that question formations in French do not necessarily correspond to their English equivalents?</p> |
| Reading and Responding | | | <p>Can they use a bilingual dictionary or glossary to look up new words? Are children starting to read independently? Can they identify key words within a short passage and with support use these to help understand the context? Can they answer retrieval questions from a given short passage?</p> | <p>Can they use the skill of words in context to understand a short passage of familiar language? Can they read independently with some understanding of the context? Can they use a bilingual dictionary to look up new words? Can they respond to a given text through comprehension style questions?</p> | <p>Can they use words in context to understand a passage of familiar vocabulary? Can they translate with some accuracy what a passage of text may say? Can they respond to a range of comprehension style questions with minimal support? Can they confidently navigate through a bilingual dictionary, understanding both sections?</p> | <p>Are children confidently using words in context to understand a passage of familiar vocabulary? Can children read independently and translate with accuracy what a passage of text may say? Can children respond to a range of comprehension style questions independently?</p> |
| Writing | | | <p>Can they accurately write given words with correct accents? Can they substitute one known noun for another in a simple sentence?</p> | <p>Can they build sentences from a selection of known words and phrases following a model? Can they build sentences using simple conjunctions e.g. et/mais/aussi?</p> | <p>Can they build sentences from a range of words and phrases including some new language? With some independence can they build longer sentences using a range of</p> | <p>Can they create longer sentences drawing on a range of known and new nouns, adjectives, pronouns, verbs, adverbs and conjunctions?</p> |

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| | | | <p>Are children beginning to identify the pronoun and verb in simple first-person sentences?</p> <p>Can they understand the need for a verb to form a sentence?</p> | <p>Can children use an adjective with c'est?</p> <p>Can they identify the negative form (ne ... pas) in simple sentences and use in set phrases (e.g. je n'aime pas)</p> | <p>conjunctions e.g. parce que, cependant, aussi building up to a paragraph?</p> <p>Do they understand that most adjectives will follow the noun and begin to apply this in their writing?</p> <p>Do they apply the negative form (ne ... pas) to sentences accurately?</p> <p>Are children beginning to use adverbs?</p> | <p>Can they create a short paragraph from a number of linked sentences?</p> <p>Can they use scaffolded work to create a passage of writing that includes multiple paragraphs?</p> <p>Can they confidently navigate through a bilingual dictionary, to enrich the quality of sentences?</p> <p>Can they apply the conventions of word order to nouns and adjectives with a degree of accuracy?</p> <p>Can children use an additional negative form? (e.g. ne... jamais, ne ... rien)</p> |
| <p>Grammar</p> | | | <p>Can they recognise that nouns are either masculine or feminine?</p> <p>Can they recognise the difference between the masculine and feminine versions of the indefinite (un/une) and the definite (le/la) articles</p> <p>Can they understand that a plural noun will normally add an 's' but that this does not affect the pronunciation of the word</p> <p>Can they recognise that 'J' is the same as Je</p> <p>Can they recognise the negative form (ne ... pas)</p> | <p>Can they apply masculine and feminine articles, with a degree of accuracy, to known nouns?</p> <p>Can they understand that there is a plural version of the definite article (les) and the indefinite article (des)</p> <p>Can they understand that 'l' is used with singular nouns that begin with a vowel ?</p> <p>Can they recognise that there are 2 pronouns for You (Tu and Vous) and begin to understand why this is?</p> <p>Can they understand that the spelling of a verb may change for different pronouns?</p> | <p>Can they apply masculine, feminine and plural articles, with increased accuracy, to both known and new nouns?</p> <p>Do they recognise that some nouns will have a different plural form?</p> <p>Do they understand that many adjectives will need to add an 'e' in the feminine form and begin to apply this to known nouns?</p> <p>Do children understand that there is a different subject pronoun (il/elle) for masculine and feminine nouns?</p> <p>Can children conjugate a known regular 'er' verb for</p> | <p>Can they use a bilingual dictionary to check feminine adjectival agreement?</p> <p>Do children understand the use of the pronoun 'on' to mean we/one?</p> <p>Do children recognise the pronouns 'nous', 'vous', 'ils', 'elles'?</p> <p>Can they apply knowledge of conjugation to known and new regular 'er' verbs for the 1st/2nd and 3rd person singular?</p> <p>Do children understand that a range of tenses are used in French but they don't always correspond to those found in English?</p> |

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| | | | | Can they understand how to identify the gender of a noun in a bilingual dictionary? | 1st/2nd and 3rd person singular? | Do children understand that when using 2 verbs in a sentence, the second takes the infinitive form? Are children beginning to recognise patterns of adverb formation? e.g. suffix 'ment' |
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