

Wembdon St George's Church School

Our Learning in Languages 2022-2023

Wembdon St George's Curriculum Intent:

At Wembdon St George's, we believe that enjoyment is at the heart of learning a modern foreign language and hope that, in turn, this helps to build the children's confidence.

Bridgwater is a growing town, becoming more diverse and we encourage the children to respect and have an awareness for cultural and language differences.

We help the children to develop their speaking and listening skills as well as understanding the structure of a language, through teaching French. We aim to help children build skills for their future communication into adult life.

We aim to deliver the skills required for this by focussing our curriculum on the areas of:

- Targeted language input and encouraging learners to speak spontaneously and to say things that they are not sure are correct.
- Writing is developed as spoken language is taught.
- Developing language skills and therefore the teaching of linguistic knowledge (knowledge of grammar and vocabulary)

French is taught through a program called Salut! Below are the details of the units which are taught each term.

2022-2023	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Christian Values	Trust	Compassion	Wisdom	Forgiveness	Koinonia	Service
Y2/3	Core unit 1	Core unit 2	Core unit 3	Animals	Food	At school
Y4/5	Play time	My home	My town	Describing people	The body	Sport
Y6	A school trip	Seasons	The environment	Actions	In France	Family

Speaking and listening
Reading
Writing
Knowledge about language
Knowledge about the culture of the country.

	Year 3	Year 4	Year 5	Year 6
Speaking and listening	<p>Respond to simple questions with support from a spoken model or visual clue.</p> <p>Respond to spoken instructions.</p> <p>Recognise numbers 1–10.</p> <p>Discriminate sounds and identify meaning when items are repeated several times.</p> <p>Greet others with confidence and reply to the questions.</p> <p>Know a well-known children's song in language studied.</p> <p>Sing a song from memory, with clear pronunciation.</p> <p>Begin to know some key vocabulary e.g. body parts, colours.</p>	<p>Identify and pronounce accurately the names of some countries and towns.</p> <p>Recognise numbers 1–20.</p> <p>Sing a song from memory on a related topic.</p> <p>Listen with care</p> <p>Listen to a story and select keywords and phrases from it.</p> <p>Ask and answer simple questions with correct intonation.</p> <p>Remember a sequence of spoken words</p> <p>Speak clearly and confidently.</p> <p>Initiate a conversation when working with a partner.</p> <p>Express opinions</p> <p>Developing a wider vocabulary.</p>	<p>Understand numbers in multiples of 10 up to 100.</p> <p>Understand and give simple directions.</p> <p>Say that they don't understand and ask for something to be repeated.</p> <p>Give information.</p> <p>Use short sentences when asking and answering questions.</p> <p>Prepare a short talking task alone or with a partner and present this with reasonable pronunciation.</p> <p>Listen to a story or poem and identify key words and phrases.</p>	<p>Follow short descriptions in order to find specific information.</p> <p>Devise and perform a short sketch in role play situation.</p> <p>Demonstrate creativity and imagination in using known language in new contexts.</p> <p>Listen attentively and understand more complex phrases and sentences.</p> <p>Understand longer and more complex phrases or sentences.</p> <p>Use spoken language confidently to initiate and sustain conversations and to tell stories.</p> <p>Prepare a short presentation on a familiar topic.</p> <p>Be understood when speaking in a different language.</p>
Reading	<p>Sequence written instructions.</p> <p>Recognise some familiar words in written form.</p> <p>Recognise and read known sounds within words.</p> <p>Read some key vocabulary.</p>	<p>Understand words displayed in the classroom.</p> <p>Read familiar words and join in with a non-fiction text / story.</p>	<p>Show understanding of a short text containing familiar and unfamiliar language.</p> <p>Retrieve information from a text.</p> <p>To make predictions based on existing knowledge.</p> <p>Read aloud to a partner or small group.</p>	<p>Use knowledge of word order and sentence construction to support the understanding of written text.</p> <p>Read and understand the main points and some detail from a short-written passage.</p> <p>Read aloud with confidence.</p>

Writing	<p>Write some of the numbers to 10 from memory.</p> <p>Experiment with writing simple words.</p> <p>Copy accurately in writing some key words.</p> <p>Copy or label using single words or short phrases.</p>	<p>Write some of the numbers to 20 from memory.</p> <p>Write familiar words and simple phrases from a model.</p> <p>Understand and write a short email using structures learnt.</p>	<p>Write some of the numbers to 10 from memory.</p> <p>Write a simple poem.</p> <p>Write short sentences in a presentation or booklet.</p> <p>Write simple instructions accurately.</p> <p>Write sentences on a range of topics using a model.</p>	<p>Write sentences using some description.</p> <p>Apply a range of linguistic knowledge to create simple, written pieces that can be understood.</p> <p>Use dictionaries to support writing.</p>
Knowledge about languages	<p>Understand and start to use some basic core structures.</p>	<p>Understand the main core structures and begin to use some actively.</p> <p>Identify phonemes that are the same as or different from English or other languages they know.</p>	<p>Use agreements of adjectives.</p> <p>Manipulate language by changing an element in a sentence.</p>	<p>Understand and use negatives.</p> <p>Recognise patterns in the foreign language.</p>
Knowledge About the Culture of the Countries.	<p>Start to understand cultural similarities and differences and how festivals are celebrated.</p> <p>Understand the differences in social conventions when people greet each other.</p>	<p>Identify counties where selected language is spoken.</p> <p>Investigate aspects of lifestyle in selected country e.g. food or leisure activities.</p> <p>Investigate weather patterns of select country.</p>	<p>Look at further aspects of everyday lives from the perspective of someone from another country.</p> <p>Learn about places of interest/importance within the county studied.</p>	<p>Present information about an aspect of culture.</p> <p>Compare and contrast countries where language is spoken with this country.</p> <p>Investigate famous people / events from the chosen country to be studied.</p> <p>Investigate cultural differences.</p>

Where content themes are repeated, more complex vocabulary/questions/conversation are added progressively and children progress from responding to oral form to reading the written form of the vocabulary and writing.

Knowledge and vocabulary as a linguist				
Knowledge Blocks	Year 3	Year 4	Year 5	Year 6
Content and vocabulary	Greetings Bonjour, au revoir, comment ça va? Très bien, comme ça comme ça, très bien, mal, comme ça, comme ça, merci	Revision of numbers Zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Introducing numbers 11 to 20 Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt	Revision of days of the week Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Introducing number to 100 Trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent	In class Je suis présent(e) Il est absent Elle est absente Aujourd’hui c'est le mardi 8 octobre Un stylo Un crayon Une gomme Un taille-crayon Des ciseaux Un cahier Un sac J'ai Je n'ai pas de As-tu...?
	Ask for and give name Comment t'appelles-tu? Je m'appelle _____ Monsieur, madame, mademoiselle	Revision of colours Rouge, bleu, blanc, noir, vert, jaune, orange, rose	Revision of months of the year Janvier Février Mars Avril Mai Juin Juillet Août Septembre Octobre Novembre Décembre	School uniform Un pantalon Un pull Une chemise Une jupe Des chaussures Des chaussettes Un sweat Une cravate
	Classroom instruction Salut, écoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	Family – common adjectives J'ai une soeur/un frère Ma mère/ grandmère Mon père/ grandpère As-tu des frères ou des sœurs? Oui, j'ai Je n'ai pas de frères Je n'ai pas de sœurs Je n'ai pas ni frères ni sœurs Sympa, intelligent(e) amusant(e), sportif/sportive/ beau/belle	Where you live J'habite A + town Dans le nord Le sud L'ouest L'est De l'Angleterre	Expressing opinion J'aime Je n'aime pas C'est + adjective -Linked to clothing- C'est laid C'est moche C'est super C'est joli
	Numbers	Family – common adjectives	Directions	Family and descriptions

	Zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Oui, non	J'ai une soeur/un frère Ma mère/ grandmère Mon père/ grandpère As-tu des frères ou des sœurs? Oui, j'ai Je n'ai pas de frères Je n'ai pas de sœurs Je n'ai pas ni frères ni sœurs	A gauche A droite Et, aussi Grand, petit Il y a...? Ici C'est Au coin	Il s'appelle Il a x ans Il est Assess Tres Il habite a
	Colours Rouge, bleu, blanc, noir, vert, jaune, orange, rose, marron, gris, violet, est	Pets J'ai/Je n'ai pas Le chat, le chien, la cochon d'Inde, le poisson rouge, le hamster, le serpent, la souris Et Aussi	Buildings on the high street Un marche, un magasin, un supermarche, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie	Revision of verb (etre) with addition of occupation Il est Elle est Medecin Vendeur/vendeuse Serveur/serveuse Agent de police Professeur
	Days of the week Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	Zoo animals L' éléphant, le lion, le girafe, le ours, le tigre, pingouin, le crocodile, le singe	Weather Il fait chaud Il fait froid Il fait beau Il fait mauvais Il y a du soleil Il y a du vent Il y a du brouillard Il pleut Il neige	House Il y a; j'habite dans, j'habite a Voici Une maison Un appartement Un salon, une sale à manger, une cuisine, une sale de bains, un garage, un balcon, un jardin, une chambre Petit, grand, joli, superbe, magnifique, immense, de lux, en haut, en bas, une fenêtre
	Months of the year Janvier, Février, Mars, Avril, Mai, Juin, Juillet, Août, Septembre, Octobre, Novembre, Décembre	Parts of the body (revision of colours from Year 3) Une tête, un nez, des dents, les yeux, les cheveux, la bouche, les oreilles, les genoux, les pieds, la jambe, la ventre, les bras Grand, petit, gros, long, pointu	Introducing seasons En automne, en hiver, au printemps, en été	
	Food Orange, poir, les frais, le pomme, les tomates, les bananes, les chips, le coco, les sucettes, le chocolat, les bons bons	Weather Il fait.... chaud, froid Il neige	Revision of sports and hobbies Je vais Encore ...plus ...que Qu'est-ce que tu vas faire? Jouer au + sport Nager, rugby, tennis, football, badminton, basket, regarder la télévision Faire du jogging	
		Food and drink	Food	

		Orange, poir, les frais, le pomme, les tomates, les bananes, les chips, le coco, les sucettes, le chocolat, les bons bons	Le pain, la baguette, le riz, le pates, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gateau, les biscuits, les chips, les frites, la salade, les carottes, les petit pois	
		Hobbies Danser, nager, jouer au football, manger au restaurant, lire, regarder la tele, aller au parc J'adore J'aime Je n'aime pas Tu aimes...?	Breakfast Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat cjaid, un jus d'orange, tu veux...? Je voudrais	
		Transport Ou? En bateau En voiture En car En train En avion	Time Matin, apres-midi, soir, a 10 heures, a 4 heures et demie	

Impact of our Languages Curriculum

Using resources from the Salut! programme, the children will be exposed to a progressive series of skills and vocabulary within French. Vocabulary will be displayed so it can be referred to throughout the units and spoken regularly throughout the week and therefore not limited to within French lessons. We want to ensure that pupils are confident with speaking, listening, reading and writing in French and therefore encourage pupils to embark on further language studies.