

French in the EYFS 2022 onwards

Development Matters	ELG	How this can be achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...	French in KS1
<p>Reception:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Listen attentively, move to and talk about music, expressing their feelings and response. • Ask questions to find out more and check they understand what has been said to them. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasing matching the pitch and following the melody. 	<p><u>ELG Listening, attention and understanding.</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Learn new vocabulary. • Use new vocabulary throughout the day. <p><u>ELG Speaking</u></p> <ul style="list-style-type: none"> • Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<p>Throughout EYFS and KS1, children will be exposed to language learning in the following ways:</p> <p>Songs and rhymes Dual language books Greetings (displays, assemblies, register) Classroom language and instructions Labelling of classroom objects and key areas around the classroom and school Language displays to celebrate their language learning Numbers on number lines (cross-curricular links to Numeracy) Colours to label objects</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • I can repeat and recall at least three colours in French. • I can say hello in French when greeting somebody. • I can sing along with a nursery rhyme in French. • I can say these words using the correct pronunciation. • I can recall other simple words in French e.g. names of animals. • I can follow simple instructions using simple words in French e.g. get up, sit down, be quiet, listen. • I can recognise <i>bonjour</i> and <i>au revoir</i> and colour names e.g. red, blue and yellow in French. • I can say and understand yes and no in French. • I can listen to a word in French and then match it to a word or picture. • I will be able to copy simple French words from a display. • I will begin to recognise that some words are similar in English and French. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • <i>bonjour</i> (hello), <i>salut</i> (hi), <i>au revoir</i> (goodbye) <i>chaise</i> (chair), <i>porte</i> (door), <i>crayon</i> (pencil) <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>rouge</i> (red), <i>noir</i> (black) <i>un</i> (one), <i>deux</i> (two), <i>trois</i> (three) <i>Lundi</i> (Monday), <i>Mardi</i> (Tuesday), <i>Mercredi</i> (Wednesday), <i>Jeudi</i> (Thursday), <i>Vendredi</i> (Friday), <i>Samedi</i> (Saturday), <i>Dimanche</i> (Sunday), <i>Oui</i>, <i>Non</i>, <i>Ecoute</i>, <i>asseyez-vous</i>, 	<p>It is not statutory to teach a MFL in EYFS and KS1. However, at St Osyth Primary, we feel that it is important to introduce language learning at this early stage in order to lay the foundations and instil curiosity and enthusiasm for further language learning in KS2.</p> <ul style="list-style-type: none"> • Appreciate and actively participate in traditional short stories & fairy tales and start to understand some of the familiar words in what we hear. • Learn to repeat and reproduce the language I hear with accurate pronunciation Learn to articulate key words introduced in the lesson and understand their meaning. • Be able to identify written versions of the words I hear. • Consolidate letter formation skills by copying words in the foreign language from a model. Start to reproduce nouns and determiners/articles from a model. • Start to understand that foreign languages can have different structures to English. <p><u>To Know</u></p> <ul style="list-style-type: none"> • Colours • Numbers • Shapes • Nursery rhymes

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<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Use new vocabulary in different contexts. • I can listen attentively to spoken language and show understanding by joining in and responding • I can explore the patterns and sounds of language through songs and rhymes 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p><u>ELG Being imaginative and expressive</u></p> <ul style="list-style-type: none"> • Sings a range of well-known nursery rhymes and songs. • Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 			
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