

# French

## Government Guidelines

Pupils in years 3-6 must make substantial progress in one language; it is a statutory part of the National Curriculum in state-funded, local authority schools. The curriculum and designated time pupils are to spend learning that language is up to the individual school, but one hour a week is recommended.

‘Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. ‘

## Aims

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Taken from Programme of Study for Key Stage 2 Languages, Department for Education September 2013

## Intent

The French curriculum at RAPs is designed to engage all learners in year groups 3-6 in an introduction to the language which can be built upon in secondary school and beyond. The teaching and learning of French explicitly promote **global citizenship** and **communication**. Lessons are created and delivered to introduce language and grammar (gender of nouns in the definite and indefinite article), adjectives and agreement, present tense verbs in the first, second and third person present) in year 3, and continue to reinforce and build upon this in years 4, 5 and 6. Children are encouraged to spot patterns in language, thereby sparking off their **curiosity**. The rationale behind some of the language in year 3 (numbers 1-6, certain colours, certain animals, days of the week, months of the year) is to enable children to be exposed to all 26 key French sounds, and their sound-spelling link is emphasised through systematic teaching of French phonics, which is then revisited whenever new vocabulary is introduced in years 4-6. This builds pupils’ confidence in pronouncing French, helps them to write more accurately, promotes greater independence and enhances **communication** skills. The activities in years 3 and 4 focus more on speaking and listening, with some writing at word and basic sentence level, expanding into more written work at paragraph level in years 5 and 6; with regards to speaking French, children are encouraged throughout to speak as spontaneously as they can, with increasing independence and from memory and games to increase pronunciation are regularly incorporated, all of which promote communication. Culture is an integral part of every French lesson, and activities enable children to develop a greater understanding of other communities, as well as their own **community**. By making use of a wide range of resources, pupils are regularly exposed to French native speakers and through incorporating Francophone stories, poems and songs, their understanding of French-speaking culture is increased. All children in years 3-6 are given the opportunity to learn French, with withdrawal from class avoided wherever possible. French is spoken by all pupils and the teacher as much as is possible, with English used only to clarify grammar points and reinforce understanding of instructions where necessary. Lessons are designed to be relevant to the age group, ability and lives of the children in each respective year group, whilst aiming to set up a robust basis for further study of French and/or other languages at secondary school and beyond.

## Implementation

All year groups 3-6 receive one hour of teaching with a specialist French teacher each week. **Global citizenship** and **communication** are explicitly covered in every lesson, and pupils' **curiosity** for the French language and francophone cultures is fostered. The French teacher undertakes regular training to ensure that she is up to date with pedagogy in MFL and regularly discusses and shares ideas with other primary language specialists either through attending regional meetings, regional and national training events and conferences and networking on social media. The French teacher also undertakes regular practice of French speaking, grammar and writing skills to ensure subject knowledge is maximised.

Lessons involve a variety of games and songs to engage learners, progress is built upon by regular reinforcement throughout each unit, but also throughout the four years the children study French. The use of French for general classroom language and instructions is instilled as part of the routine each week. Opportunities are maximised for all children to interact with French as much as possible every lesson; support is given to those who need it and extension activities provided for those who complete tasks easily and quickly. In addition to the emphasis on having fun and trying to speak the language, motivational rewards such as 'Star of the Week' and stickers, badges etc, are offered to pupils who try hard, display a positive attitude and commitment to learning French.

Opportunities for pupils with other home languages will be maximised to allow them to celebrate the diversity of our **community** and make links between French, English and other languages.

## Impact

In French at RAPS, progress is measured through a child's ability to **communicate** with increasing confidence, independence and using correct pronunciation, initially through spoken, then later on, through written form as well. Pupils' progress is measured on an ongoing basis through questioning in lessons, plenary assessments and speaking and written work. **Global citizenship** and understanding of other cultures is integral to teaching and learning in French, and pupils will show an increasing awareness of France and French-speaking cultures. **Curiosity** will be evident in lessons when children spot patterns in grammar, and make links between units. All children will celebrate the diversity and multi-cultural nature of our school and how fortunate we are to be able to enjoy other cultures, alongside learning about French and francophone cultures.

# *Richard Avenue Primary School*

## *Long Term Plan – French*

	<i>AUTUMN</i>		<i>SPRING</i>		<i>SUMMER</i>	
<b><i>Year 3</i></b>	Greetings, numbers 1-10, nouns	Nouns and colours (position and agreement)	Body parts and hair and eye colour	Pets and describing them	My family	Food and drink for a picnic and opinions
<b><i>Year 4</i></b>	Describing hair and eyes	Hobbies and basic times	Festivals in France	The geography of France	Buying food and drink in a shop	Francophone countries around the world
<b><i>Year 5</i></b>	Saying what I have and don't have	School subjects, opinions and times	Ordering in a café; healthy and unhealthy food and drink	What there is in town	Paris; going on holiday	My house
<b><i>Year 6</i></b>	Hobbies and opinions	Clothes and colours (position and agreement)	Daily routine	Transport and buying tickets	Sports and opinions	Ordering food and drink in a café; preparation for year 7

## French progression of skills

	Listening	Reading	Speaking	Writing	Grammar
<b>By the end of year 3</b>	<ul style="list-style-type: none"> <li>● Enjoy listening to songs, poems and stories</li> <li>● Listen carefully and identify familiar words in songs, poems and simple stories</li> <li>● Recognise, with confidence, numbers 1-20 and know own birthday date</li> <li>● Follow simple classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>● Identify familiar words in a short text and give their meaning in English</li> <li>● Read aloud and understand a simple conversation with a partner that uses familiar language</li> </ul>	<ul style="list-style-type: none"> <li>● Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements</li> <li>● Pronounce <b>very</b> familiar language well with good intonation</li> <li>● Ask and answer questions on a limited range of topics such as name, age, the date of their birthday, which they have practised often</li> <li>● Express likes and dislikes and begin to use positive and negative adjectives to give opinions (eg. It's good/bad)</li> </ul>	<ul style="list-style-type: none"> <li>● Complete a simple gapped text by adding three or four familiar words</li> <li>● Write two or three sentences on a familiar topic using a writing frame and a word bank</li> <li>● Begin to write a few familiar words from memory and know that all attempts will be valued</li> </ul>	<ul style="list-style-type: none"> <li>● Notice (where relevant) that the definite/indefinite article changes according to gender of the noun</li> <li>● Notice differences in word order</li> <li>● Begin to understand how to form the negative</li> </ul>
	Listening	Reading	Speaking	Writing	Grammar
<b>By the end of year 4</b>	<ul style="list-style-type: none"> <li>● Continue to enjoy listening to songs, rhymes and stories</li> <li>● Identify specific phonemes, words and phrases</li> <li>● Recognise numbers 1-31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations</li> <li>● Listen to a short text using familiar vocabulary and answer simple questions in English</li> <li>● Respond to a wide range of</li> </ul>	<ul style="list-style-type: none"> <li>● Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English</li> <li>● Follow a text displayed in the classroom at the same time as listening to it</li> <li>● Read familiar words, phrases and short sentences aloud with good pronunciation and begin to</li> </ul>	<ul style="list-style-type: none"> <li>● Join in speaking activities willingly and confidently</li> <li>● Recall simple vocabulary such as colours, foods, numbers and, with practice and support, begin to use this vocabulary to build sentences</li> <li>● Ask and answer questions in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular</li> <li>● Begin to use pronouns</li> <li>● Recite a few lines from a poem, story or song with good pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>● Write a few sentences using word banks and writing frames for support</li> <li>● Begin to use pronouns</li> <li>● Write two or three simple sentences from memory and know how to apply strategies to help with memorization</li> <li>● Show willingness to have a go at writing new words using phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that the definite article/indefinite article changes according to the gender of the noun and whether it is singular or plural</li> <li>● Place high frequency adjectives eg. colour and size in the correct order and see that endings can change according to the gender of the noun they describe</li> <li>● Form the negative with increasing accuracy</li> <li>● Ask and answer questions in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person</li> </ul>

	classroom instructions	<p>apply phonic knowledge when meeting new words. Understand that symbols, such as accents and cedillas, exist in French and that these affect the pronunciation of words</p> <ul style="list-style-type: none"> <li>• Begin to use a bilingual dictionary to check the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>• Give a short presentation in a small group or with a partner</li> </ul>		singular
	<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>	<b>Grammar</b>
<b>By the end of year 5</b>	<ul style="list-style-type: none"> <li>• Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points</li> <li>• Identify specific sounds in familiar and unfamiliar words</li> <li>• Enjoy the challenge of meeting unfamiliar language</li> </ul>	<ul style="list-style-type: none"> <li>• Work well with a partner to work out a short text containing familiar and unfamiliar language</li> <li>• Enjoy the challenge of working out the meaning of unfamiliar language</li> <li>• Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation</li> <li>• Apply phonic knowledge when meeting new words</li> </ul>	<ul style="list-style-type: none"> <li>• Use spontaneously, a limited range of phrases and sentences to seek clarification and help</li> <li>• Use simple conjunctions to create more complex sentences</li> <li>• Have the vocabulary to give the opinions they want to express</li> <li>• Perform a role play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation</li> <li>• Give constructive feedback to classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Write three or four sentences using word/phrase bank</li> <li>• Write more interesting sentences by adding one or two simple conjunctions</li> <li>• Personalise a text by changing one or two elements</li> <li>• Use a bilingual dictionary and word bank to check spelling</li> <li>• Attempt to write two or three sentences from memory using familiar language</li> </ul>	<ul style="list-style-type: none"> <li>• Explain confidently the word order for familiar adjectives</li> <li>• Adapt endings to familiar adjectives with increasing accuracy</li> <li>• Start to apply correct endings to a few possessive articles</li> <li>• Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense</li> <li>• Explain with confidence how to form the negative in simple sentences</li> </ul>
	<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>	<b>Grammar</b>
<b>By the end of year 6</b>	<ul style="list-style-type: none"> <li>• Understand that some sounds and letter combinations need to be said and written</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud with increasing confidence, accuracy and expression and know that</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in a simple conversation, ask and answer questions and express opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of gender in singular and plural nouns and check gender in a dictionary</li> </ul>

	<p>differently from English</p> <ul style="list-style-type: none"> <li>● Listen to spoken foreign language for details and gist, identify key points and some detail</li> <li>● Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language</li> <li>● Follow a wide range of classroom instructions</li> <li>● Be confident and open to understanding very familiar language spoken by someone other than their teacher (ie their new teacher in year 7)</li> </ul>	<p>symbols such as accents and cedillas exist in French, why they exist and what they do</p> <ul style="list-style-type: none"> <li>● Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2</li> <li>● Understand some key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English</li> <li>● Understand key points in short written texts in unfamiliar contexts</li> <li>● Find the meaning of new words by using a bilingual dictionary</li> </ul>	<ul style="list-style-type: none"> <li>● Retrieve numbers up to 50 with accuracy and numbers up to 100 with increasing accuracy</li> <li>● Use spoken language confidently to initiate and sustain simple conversation</li> <li>● Present simple information on a familiar topic to the class</li> <li>● Use peer and self assessment strategies to support learning</li> <li>● Recite a short piece of narrative from memory with increasing confidence</li> <li>● Use a range of questions and statements spontaneously to seek clarification and help</li> <li>● Understand the term 'conjugation' and what it means when looking at verbs in the present tense</li> </ul>	<p>Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high-frequency adjectives</p> <ul style="list-style-type: none"> <li>● Use peer and self assessment strategies to support learning</li> </ul>	<ul style="list-style-type: none"> <li>● Use high-frequency adjectives with reasonable accuracy ie word order and endings</li> <li>● Apply understanding of conjugation to two or three familiar verbs in the present tense</li> </ul>
--	--	---	---	--	--