

## French

### Intent

According to the National Curriculum, children from KS2 are required to be taught a foreign language. St Mary's exceeds this by providing French from Year One.

The aim is to promote an initial and continuing interest in French and:

- To enable all pupils to converse and write in the French language, developing all four essential skills to language learning: reading, writing, listening and speaking.
- To enjoy the culture and lifestyle of French speaking countries around the world.
- To develop confident and enthusiastic language learners from a very young age.
- To have high expectations of the children in the learning of languages.

The teaching and learning of French at St Mary's is inspired by the extensive processing instruction (E.P.I), developed by Gianfranco Conti, which prioritises the teaching of chunks derived from Communicative Functions over the teaching of single words and traditional grammar, in the belief that this approach:

1. Reflects the way the brain is hard-wired to acquire languages;
2. Speeds up fluency as it is a faster and more efficient way of producing language;
3. Facilitates processing by reducing the cognitive load on working memory;
4. Makes language learning more about communication and implicit learning and less about explicit learning and application of rules.

*The teaching of lexis and grammar should serve communication, hence language learning should be about learning to perform real world communicative tasks through a range of high frequency L2 (target language) chunks and constructions. Gianfranco Conti*

The following EPI and routines is evident in language lessons:

\*Teacher led listening comprehension/dictation

\*Peer led listening comprehension/dictation

\*Pronunciation practice

\*Oral and aural take centre stage

\*Narrow reading and listenings

\*Mosaic writing (pick and mix sentence constructions)

\*Guidance towards grammar points as a foundation for practice

### French Topic and Skills Overview

| <b>Year One:</b> | <b>Subject Rationale:</b>   | <b>Skills:</b>  |
|------------------|---|---|
| <b>Autumn:</b>   | St Mary's start language earlier than the National Curriculum requirements as we believe this fosters a love of learning languages at a young age. This enables children to make the best possible start to their language development. In Key Stage One, children have fortnightly lessons so they are well prepared for Year Three. | <ul style="list-style-type: none"><li>• To begin to develop oral and listening skills.</li><li>• To become familiar with basic greeting and begin to ask and answer simple questions.</li><li>• To become familiar with French Christmas customs and to learn a Christmas song.</li></ul> |
| <b>Spring:</b>   | <b>This familiarises the children with the sound of the French language as well as encouraging the children to copy/say French words that they can relate to such as colours.</b>   | <ul style="list-style-type: none"><li>• To continue to develop oral and listening skills.</li><li>• To begin to join in and respond to questions.</li><li>• To learn through rhymes.</li><li>• To become familiar with colours.</li></ul>   |
| <b>Summer:</b>   | <b>This prepares them for Year 2, where the children are encouraged to contribute orally throughout each lesson.</b>  | <ul style="list-style-type: none"><li>• To continue to develop oral and listening skills.</li><li>• To become familiar with the names of people and places.</li></ul>   |
| <b>Year Two</b>  | <b>Subject Rationale:</b>   |   |
| <b>Autumn:</b>   | St Mary's start language earlier than the National Curriculum requirements as we believe this fosters a love of learning languages at a young age. This enables children to make the best possible start to their language development. In Key Stage One, children have fortnightly lessons so they are well prepared for Year Three. | <ul style="list-style-type: none"><li>• To understand and respond to greetings in the language, during the register.</li><li>• To begin to show interest and take part in short oral exchanges by asking and answering simple questions.</li></ul>  |
| <b>Spring:</b>   | <b>The children listen to and respond to questions in French. This helps to improve the ability to recognise familiar French words and also to develop a</b>  | <ul style="list-style-type: none"><li>• To listen attentively to language and demonstrate understanding by joining in and responding appropriately.</li></ul>   |

|                   |  |   |
|-------------------|--|---|
|                   | <b>confidence in speaking the language. It is vital to develop this confidence in preparation for Year 3, where will begin to respond to written text.</b>   | <ul style="list-style-type: none"> <li>To extend repertoire and linguistic and cultural understanding of rhymes and songs.</li> </ul>   |
| <b>Summer:</b>    |  | <ul style="list-style-type: none"> <li>To begin to be able to orally describe people and places relevant to them in short sentences, following a basic structure.</li> <li>To begin to recognise and understand some written words.</li> </ul>  |
| <b>Year Three</b> | <b>Subject Rationale:</b>  | <b>Skills:</b>  |
| <b>Autumn:</b>    |  | <ul style="list-style-type: none"> <li>To learn the French alphabet to develop accurate pronunciation of familiar words and sentences.</li> <li>To speak in short sentences using familiar vocabulary about themselves and winter.</li> <li>Begin to write and respond to written text, recognising grammar structures</li> </ul>                                 |
| <b>Spring:</b>    | <p>Building on their start ahead of national requirements, children in Year Three are able to start talking in short sentences and recognising grammatical structures. A key focus at this stage is embedding correct pronunciation and intonation of unfamiliar French words. Children are given opportunities to begin writing in French.</p> <p><b>Having built up a repertoire of vocabulary and short phrases, the children begin to put these into writing, recognising some grammatical structures.</b></p> | <ul style="list-style-type: none"> <li>To develop accurate pronunciation and intonation of familiar words and sentences, to be understood when reading aloud.</li> <li>To develop the ability to understand new words that are introduced in a familiar written context.</li> <li>To understand basic grammar, relevant to the language being studied.</li> </ul> |
| <b>Summer:</b>    |  | <ul style="list-style-type: none"> <li>Begin to be able to ask and answer questions by listening attentively to spoken language and joining in about Summer, myself, food and clothes</li> <li>To begin to write phrases and responses to written text from memory</li> </ul>   |
| <b>Topics</b>     | <b>Year Four</b>   | <b>Skills:</b>  |

|                |  |  |
|----------------|--|--|
| <b>Autumn:</b> | <p>Building on their short sentence and accurate pronunciation, children are asked developed these skills with more complex words and sounds.</p> <p><b>The children draw upon previous learning and acquired skills so they begin to converse both orally and in writing. This prepares them for Year 5, where they will be encouraged to write longer and more detailed sentences with increased independence, paying close attention to masculine and feminine.</b></p>   | <ul style="list-style-type: none"> <li>• To develop accurate pronunciation and intonation of more complex sounds and words.</li> <li>• To be able to discuss things relevant to the child in short, simple, grammatically accurate sentences.</li> <li>• To begin to write phrases and responses to written text from memory in context</li> </ul> |
| <b>Spring:</b> |  | <ul style="list-style-type: none"> <li>• To develop accurate pronunciation and intonation of more complex sounds and words.- Recognise difference in pronunciation and spelling</li> <li>• To be able to extend descriptive language in written sentences about things familiar to the child</li> </ul>  |
| <b>Summer:</b> |  | <ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others</li> <li>• To be able to extend descriptive language in written sentences about things familiar to the student</li> </ul>  |
| <b>Topics</b>  | <b>Year Five</b>   | <b>Skills</b>  |
| <b>Autumn:</b> | <p>The children are given a further opportunity to present information about themselves orally which leads into written forms. They continue to develop their conversational French and become more familiar with grammatical concepts such as gender specific nouns.</p> <p><b>Children in year 5 are given further opportunities to read and write independently. This prepares them for conversational activities where they need to expression opinions about real life situations allowing them to develop more accurate pronunciation.</b></p> | <ul style="list-style-type: none"> <li>• To be able to present information about themselves orally to a range of audiences- All about me, beginning to use past and conditional –Where have you been? Where would you like to go?</li> <li>• To read carefully and understand short sentences- I like/ I don't like</li> </ul>                     |
| <b>Spring:</b> |  | <ul style="list-style-type: none"> <li>• To develop accurate pronunciation and intonation- complex sounds in descriptive adjectives and when giving commands</li> <li>• To write sentences and phrases more independently</li> </ul>   |

|                |   |  |
|----------------|---|--|
| <b>Summer:</b> |   | <ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others- weather</li> <li>To speak in full sentences using masculine/ feminine il/elle</li> </ul>      |
| <b>Topics</b>  | <b>Year Six</b>   | <b>Skills</b>  |
| <b>Autumn:</b> | <p>Children enter their final year at St Mary's with an excellent grounding in the language. They develop their pronunciation of French focusing on the intonation of words with silent sound in them. French is continually taught within real life contexts and children are taught to construct sentences more independently. They leave St Mary's well ahead of their peers at other schools, as informed to us by St Thomas More Catholic Comprehensive.</p> <p><b>This consistent and firm grounding in the French language gives the children a head-start in terms of skills and understanding as well as knowledge of the French culture and confidence in the speaking language, as they move into secondary education.</b></p> | <ul style="list-style-type: none"> <li>To develop accurate pronunciation and intonation of words with silent sounds in them</li> <li>Begin to develop ability to adapt known language to extend</li> </ul>                               |
| <b>Spring:</b> |   | <ul style="list-style-type: none"> <li>Engage in conversation, expressing opinions- I like/ don't like- subjects</li> <li>To use and understand verb- to be in independent sentence construction</li> </ul>                              |
| <b>Summer:</b> |   | <ul style="list-style-type: none"> <li>Listen attentively to spoken language, engage in conversation and express opinions.</li> <li>To write sentences and sentences from memory, to adapt and extend to create new sentences</li> </ul> |

## CST LINKS

**PARTICIPATION** – All Year groups show their commitment to participation by fully engaging in French lessons, being ready to develop their communication and language skills further and showing their determination to do their best in all that they do. Year 5 Language Ambassadors also show this passion for participation in their peer leadership role. The Y5/6 French competition demonstrates our commitment as a school to participating fully in opportunities we are given to be the best we can be.

**SOLIDARITY** – By nature language learning requires working together and children at St Mary's show support for each other in language lessons by helping each other with vocabulary and pronunciation, playing language games together and holding conversations in French together. Language Ambassadors serve as role models to younger children and encourage them to be better linguists and communicators.

**CREATION AND ENVIRONMENT** – International Day reminds us that celebrating the diversity on our beautiful planet that has been given to us by God, we can learn about other cultures and ways of life in a positive and exciting way.

PROMOTING PEACE – Language lessons and International Day provides us with opportunities to realise that we are one of many in this world, and that communication, tolerance and understanding of difference can lead us to love one another as God wanted. No matter what languages we may speak, or what different heritages we may have come from, we are all God's children and can live, work, play and love together.

| TERM     | YEAR 1   | YEAR 2   | YEAR 3  | YEAR 4   | YEAR 5  | YEAR 6  |
|----------|--|--|---|--|---|---|
| AUTUMN 1 | <p><b>Listening:</b> Listen attentively and begin to understand instruction, everyday classroom language and praise words</p> <p><b>Speaking:</b> Begin to say and repeat single words and simple sentences</p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Asking and answering simple questions</li> <li>Counting to 10</li> </ul> | <p><b>Listening:</b> Listen attentively and understand instruction, everyday classroom language and praise words</p> <p><b>Speaking:</b> Say and repeat single words and simple sentences</p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Asking and answering simple questions</li> <li>Counting to 10</li> </ul> | <p><b>Listening:</b> Listen attentively and understand instruction, everyday classroom language and praise words</p> <p><b>Speaking:</b> Say and repeat single words and simple sentences</p> <p><b>Writing:</b> introduce writing of simple phrases and written work. Reinforcing writing what we learnt in Y2</p> <p><b>Getting to know you</b></p> <ul style="list-style-type: none"> <li>Greetings/Salutations</li> <li>What's your name?</li> <li>How old are you? How are you</li> <li>Nos 1- 20</li> </ul> <p><b>Alphabet and decoding skills</b></p> <ul style="list-style-type: none"> <li>Learnt the French alphabet</li> <li>Spell your name in French</li> <li>Practise French sounds</li> </ul> <p>Make a Christmas card<br/>Learn a Christmas song<br/>Christmas traditions in France</p> | <p><b>Listening:</b> I can understand a range of spoken phrases</p> <p><b>Speaking:</b> I can answer simple questions and give basic information</p> <p><b>Writing:</b> I can write one or two sentences to a model and fill in the words on a simple form</p> <p><b>Where do you live?</b></p> <ul style="list-style-type: none"> <li>Say where you live</li> <li>Say if you like or dislike where you live</li> <li>Give reasons for your feelings</li> </ul> <p>Make a Christmas card<br/>Learn a Christmas song<br/>Christmas traditions in France</p> | <p><b>Listening:</b> I can understand the main points made up of familiar language</p> <p><b>Speaking:</b> I can make up simple questions and talk about my interests</p> <p><b>Writing:</b> I can write a few short sentences with support, using expressions which I have already learnt.</p> <p><b>What is in my schoolbag?</b></p> <ul style="list-style-type: none"> <li>Say what items you have in your pencil case/schoolbag</li> <li>What colour are your school items?</li> </ul> <p>Make a Christmas card<br/>Learn a Christmas song<br/>Christmas traditions in France</p> | <p><b>Listening:</b> I can understand the main points and some detail from a spoken passage made up of familiar language in a simple language</p> <p><b>Speaking:</b> I can take part in a simple conversation and can express my opinions</p> <p><b>Writing:</b> I can write a short text on a familiar topic, adapting language which I have already learnt</p> <p><b>My family</b></p> <ul style="list-style-type: none"> <li>Say who is in your family</li> <li>Say their names and age</li> <li>Numbers to 100</li> </ul> <p>Make a Christmas card<br/>Learn a Christmas song<br/>Christmas traditions in France</p> |
| AUTUMN 2 | <ul style="list-style-type: none"> <li>Make a Christmas card</li> <li>Learn a Christmas song</li> <li>Christmas traditions in France</li> <li>colours</li> </ul>   | <ul style="list-style-type: none"> <li>Make a Christmas card</li> <li>Learn a Christmas song</li> <li>Christmas traditions in France</li> <li>colours</li> </ul>   |   |  |   |   |

|                 |   |   |  |  |   |   |
|-----------------|---|---|--|--|---|---|
| <b>SPRING 1</b> | <ul style="list-style-type: none"> <li>• Colours</li> <li>• rhymes</li> </ul>                   | <ul style="list-style-type: none"> <li>• Colours</li> <li>• Rhymes</li> </ul>                   | <u>How are you?</u> <ul style="list-style-type: none"> <li>• I can greet people</li> <li>• Say how you are</li> <li>• Describe how you are feeling</li> </ul>                            | <u>What's in your town?</u> <ul style="list-style-type: none"> <li>• Say what's in your town</li> <li>• Practice singular and plural nouns</li> </ul>                                | <u>What's the weather like?</u> <ul style="list-style-type: none"> <li>• Understand and use weather expressions</li> <li>• Use time frames and seasons</li> <li>• Use grammatical constructions</li> <li>• Find a place on a map</li> </ul> | <u>What are you like?</u> <ul style="list-style-type: none"> <li>• Say what type of person you are</li> <li>• Quantifiers/Intensifiers</li> </ul>                                 |
| <b>SPRING 2</b> | <ul style="list-style-type: none"> <li>• French stories</li> <li>• Parts of the body</li> </ul> | <ul style="list-style-type: none"> <li>• French stories</li> <li>• Parts of the body</li> </ul> |  |  |   |   |
| <b>SUMMER 1</b> | <ul style="list-style-type: none"> <li>• Food and shopping</li> </ul>                           | <ul style="list-style-type: none"> <li>• Food and shopping</li> </ul>                           | <u>Mon Anniversaire</u> <ul style="list-style-type: none"> <li>• Numbers to 31</li> <li>• Months of the Year</li> <li>• Days of the week</li> <li>• say when your birthday is</li> </ul> | <u>Do you have a pet?</u> <ul style="list-style-type: none"> <li>• Say what pets you have at home</li> <li>• What colour your pets are</li> <li>• What your pet is called</li> </ul> | <u>Where do you come from?</u> <ul style="list-style-type: none"> <li>• Say where you are from</li> <li>• Say what languages you speak</li> <li>• Use some connectives</li> </ul>   | <u>What subjects do you learn?</u> <ul style="list-style-type: none"> <li>• Say what subjects you study</li> <li>• Days of the week</li> <li>• Opinions – like/dislike</li> </ul> |
| <b>SUMMER 2</b> |   |   | <u>Revisit year 3 topics</u>   | <u>Revisit year 4 topics</u>   | <u>Revisit year 5 topics</u>  | <u>Revisit all the topics</u>   |