

French

Intent

According to the National Curriculum, children from KS2 are required to be taught a foreign language. St Mary's exceed 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 the in the French language.
- To enjoy the culture and lifestyle of a foreign country.
- To develop the confidence to achieve this at a very young age.
- To have high expectations of the children in the learning of the French language.

For

labour

God and mankind we live, we

French Topic and Skills Overview

Year One:	Subject Rationale:	Skills:
Autumn:	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"> To begin to develop oral and listening skills. To become familiar with basic greeting and begin to ask and answer simple questions. To become familiar with French Christmas customs and to learn a Christmas song.
Spring:	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.	<ul style="list-style-type: none"> To continue to develop oral and listening skills. To begin to join in and respond to questions. To learn through rhymes. To become familiar with colours.
Summer:	This prepares them for Year 2, where the children are encouraged to contribute orally throughout each lesson.	<ul style="list-style-type: none"> To continue to develop oral and listening skills. To become familiar with the names of people and places.
Year Two	Subject Rationale:	
Autumn:	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"> To understand and respond to greetings in the language, during the register. To begin to show interest and take part in short oral exchanges by asking and answering simple questions.
Spring:	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 confidence in speaking the language. It is vital to develop this confidence in preparation for Year 3, where they will begin to respond to written text.	<ul style="list-style-type: none"> To listen attentively to language and demonstrate understanding by joining in and responding appropriately. To extend repertoire and linguistic and cultural understanding of rhymes and songs.
Summer:		<ul style="list-style-type: none"> To begin to be able to orally describe people and places relevant to them in short sentences, following a basic structure. To begin to recognise and understand some written words.

Year Three	Subject Rationale:	Skills:
Autumn:	<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>Having built up a repertoire of vocabulary and short phrases, the children begin to put these into writing, recognising some grammatical structures. This prepares them for Year 4, when they begin to converse both orally and in writing with their penpals.</p>	<ul style="list-style-type: none"> • To learn the French alphabet to develop accurate pronunciation of familiar words and sentences. • To speak in short sentences using familiar vocabulary about themselves and winter. • Begin to write and respond to written text, recognising grammar structures
Spring:		<ul style="list-style-type: none"> • To develop accurate pronunciation and intonation of familiar words and sentences, to be understood when reading aloud. • To develop the ability to understand new words that are introduced in a familiar written context. • To understand basic grammar, relevant to the language being studied.
Summer:		<ul style="list-style-type: none"> • Begin to be able to ask and answer questions by listening attentively to spoken language and joining in about Summer, myself, food and clothes • To begin to write phrases and responses to written text from memory
Topics	Year Four	Skills:
Autumn:	<p>Building on their short sentence and accurate pronunciation, children are asked developed these skills with more complex words and sounds. Furthermore, they are given real life context with links with two French schools where the children</p>	<ul style="list-style-type: none"> • To develop accurate pronunciation and intonation of more complex sounds and words.

<p>Spring:</p>	<p>write letters and develop relationships. They are then able to develop their conversational skills when the pen pals visit in the Spring Term.</p> <p>The children draw upon previous learning and acquired skills so they begin to converse both orally and in writing with their penpals. 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.</p>	<ul style="list-style-type: none"> • To be able to discuss things relevant to the child in short, simple, grammatically accurate sentences. • To begin to write phrases and responses to written text from memory in context • - Letters to Pen Pals
<p>Summer:</p>		<ul style="list-style-type: none"> • To develop accurate pronunciation and intonation of more complex sounds and words.- Recognise difference in pronunciation and spelling • To be able to extend descriptive language in written sentences about things familiar to the child- pencil case task
<p>Topics</p>	<p>Year Five</p>	<p>Skills</p>
<p>Autumn:</p>	<p>The children are given a second opportunity to develop their relationships with their pen friends in France and this is underpinned with the ability 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>	<ul style="list-style-type: none"> • 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? • To read carefully and understand short sentences- I like/ I don't like
<p>Spring:</p>	<p>Drawing upon skills acquired in Year 4, the children have the opportunity to converse again with penpals with increased independence. This prepares them for conversational activities where they need to expression opinions about real life situations allowing them to develop more accurate pronunciation.</p>	<ul style="list-style-type: none"> • To develop accurate pronunciation and intonation- complex sounds in descriptive adjectives and when giving commands • To write sentences and phrases independently- Pen pal letter

Summer:		<ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others- weather To speak in full sentences using masculine/ feminine il/elle
Topics	Year Six	Skills
Autumn:	<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>	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation of words with silent sounds in them Begin to develop ability to adapt known language to extend
Spring:		<ul style="list-style-type: none"> Engage in conversation, expressing opinions- I like/ don't like- subjects To use and understand verb- to be in independent sentence construction
Summer:	<p>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.</p>	<ul style="list-style-type: none"> Listen attentively to spoken language, engage in conversation and express opinions.- asking for the bill To write sentences and sentences from memory, to adapt and extend to create new sentences

