

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

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	<ul style="list-style-type: none">• To listen attentively to language and demonstrate understanding by joining in and responding appropriately.

	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.	<ul style="list-style-type: none"> 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:		<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:	<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.</p>	<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:		<ul style="list-style-type: none"> • To develop accurate pronunciation and intonation of more complex sounds and words. • 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
Spring:	<p>Building on their short sentence and accurate pronunciation, children are asked developed these skills with more complex words and sounds.</p> <p>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.</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
Summer:		<ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others • To be able to extend descriptive language in written sentences about things familiar to the student
Topics	Year Five	Skills
Autumn:	<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>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.</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
Spring:		<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 more independently

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> <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"> 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:		<ul style="list-style-type: none"> Listen attentively to spoken language, engage in conversation and express opinions. To write sentences and sentences from memory, to adapt and extend to create new sentences



TERM	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	<p>Listening: Listen attentively and begin to understand instruction, everyday classroom language and praise words</p> <p>Speaking: Begin to say and repeat single words and simple sentences</p> <ul style="list-style-type: none"> Greetings Asking and answering simple questions Counting to 10 	<p>Listening: Listen attentively and understand instruction, everyday classroom language and praise words</p> <p>Speaking: Say and repeat single words and simple sentences</p> <ul style="list-style-type: none"> Greetings Asking and answering simple questions Counting to 10 	<p>Listening: Listen attentively and understand instruction, everyday classroom language and praise words</p> <p>Speaking: Say and repeat single words and simple sentences</p> <p>Writing: introduce writing of simple phrases and written work. Reinforcing writing what we learnt in Y2</p> <p>Getting to know you and All about me!</p> <ul style="list-style-type: none"> Greetings/Salutations What's your name? How old are you? How are you Nos 1- 20 Classroom instructions/action words 	<p>Listening: I can understand a range of spoken phrases</p> <p>Speaking: I can answer simple questions and give basic information</p> <p>Writing: I can write one or two sentences to a model and fill in the words on a simple form</p> <p>Getting to Know You</p> <ul style="list-style-type: none"> Greetings/Salutations Basic conversation questions Alphabet Numbers 1-20 How are you feeling? 	<p>Listening: I can understand the main points made up of familiar language</p> <p>Speaking: I can make up simple questions and talk about my interests</p> <p>Writing: I can write a few short sentences with support, using expressions which I have already learnt.</p> <p>Getting to Know You</p> <ul style="list-style-type: none"> Greetings/Salutations Basic conversation questions Alphabet Numbers 1-20 How are feeling? 	<p>Listening: I can understand the main points and some detail from a spoken passage made up of familiar language in a simple language</p> <p>Speaking: I can take part in a simple conversation and can express my opinions</p> <p>Writing: I can write a short text on a familiar topic, adapting language which I have already learnt</p> <p>Getting to Know you</p> <ul style="list-style-type: none"> Greetings/Salutations Basic conversation questions Alphabet Numbers 1-20 How are you feeling?
AUTUMN 2	<ul style="list-style-type: none"> Make a Christmas card Learn a Christmas song Christmas traditions in France colours 	<ul style="list-style-type: none"> Make a Christmas card Learn a Christmas song Christmas traditions in France colours 	<p>All About Me</p> <ul style="list-style-type: none"> Parts of the body Colours What's in the wardrobe? What are you wearing? Make a Christmas card Learn a Christmas song Christmas traditions in France 	<p>All Around town</p> <ul style="list-style-type: none"> Where do you live? In my town Counting in tens Counting to 100 My address is... How do you say? <p>Make a Christmas card Learn a Christmas song Christmas traditions in France</p>	<p>Getting to Know You</p> <ul style="list-style-type: none"> Look what I can do When I grow up How do you spell? How are you feeling? What am I going to do? Je me presente <p>Make a Christmas card Learn a Christmas song Christmas traditions in France</p>	<p>Getting to Know You</p> <ul style="list-style-type: none"> Look what I can do When I grow up How do you spell? How are you feeling? What am I going to do? Je me presente <p>Make a Christmas card Learn a Christmas song Christmas traditions in France</p>

SPRING	<ul style="list-style-type: none"> • Colours • rhymes 	<ul style="list-style-type: none"> • Colours • Rhymes 	<u>Food</u> <ul style="list-style-type: none"> • The very hungry dog – story • Please may I have • Food likes and dislikes • What colour is it? • What did he eat? • I'm hungry! 	<u>On the Move</u> <ul style="list-style-type: none"> • Transport • How do you go to school • Directions • How do I get to...? • We all go together 	<u>All About Ourselves</u> <ul style="list-style-type: none"> • The body • What do I look like? • What are you doing? • Fashion • How are you feeling today? • What's the matter? 	<u>All About Ourselves</u> <ul style="list-style-type: none"> • The body • What do I look like? • What are you doing? • Fashion • How are you feeling today? • What's the matter?
SPRING 2	<ul style="list-style-type: none"> • French stories • Parts of the body 	<ul style="list-style-type: none"> • French stories • Parts of the body 	<u>Family and Friends</u> <ul style="list-style-type: none"> • My family • Pets • What's his name? • In my home 	<u>Shopping</u> <ul style="list-style-type: none"> • Fruit • Vegetables • Clothes • Where can I buy? • French money • Let's go shopping 	<u>That's Tasty</u> <ul style="list-style-type: none"> • I'm thirsty • Open and Closed • Breakfast • Sandwiches • I Like to eat • Pizzas 	<u>That's Tasty</u> <ul style="list-style-type: none"> • I'm thirsty • Open and Closed • Breakfast • Sandwiches • I Like to eat • Pizzas
SUMMER	<u>My family</u>	<u>My family</u>	<u>School</u> <ul style="list-style-type: none"> • What's in the classroom? What's in your pencil case? School Subjects • Around school • What do you like to do? 	<u>Where in the World</u> <ul style="list-style-type: none"> • The UK • Where do they speak French? • Continents • Animals • Which continent are they from? 	<u>School Life</u> <ul style="list-style-type: none"> • Where are they in the classroom? • Where are the objects? • School subjects 	<u>School Life</u> <ul style="list-style-type: none"> • Where are they in the classroom? • Where are the objects? • School subjects
SUMMER 2	<ul style="list-style-type: none"> • Food and shopping 	<ul style="list-style-type: none"> • Food and shopping 	<u>Time</u> <ul style="list-style-type: none"> • Counting 11-31 • Days of the Week • Months of the year • Mon anniversaire • What is the date today? 	<u>Holidays and hobbies</u> <ul style="list-style-type: none"> • The Seasons • The Weather • Weather Around the World • Holidays • Sports • Hobbies 	<u>Holidays and hobbies</u> <ul style="list-style-type: none"> • The Seasons • The Weather • Weather Around the World • Holidays • Sports • Hobbies 	<u>Holidays and hobbies</u> <ul style="list-style-type: none"> • The Seasons • The Weather • Weather Around the World • Holidays • Sports • Hobbies