

Language Curriculum

French



'Be The Best We Can Be'

National Curriculum Purpose of Study

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.

National Curriculum Aims

- 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 that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied

How do we grow our 'French linguists' to be the best they can be?

What is our INTENT for our Brookfield French Linguists?	How do we IMPLEMENT this for our French Linguists?	How do we measure success for our French Linguists?
Our curriculum goes beyond a plan of what will be taught and when it will be taught. It covers all the experiences a child receives under our guidance. As educationalists we take our responsibility for the future of our young learners very seriously. Our curriculum will ensure that our children become confident, independent, resilient, curious learners with self-belief and our school ethos fully supports this. Our aim is for every child "To Be The Best They Can Be". At Brookfield Primary School, the teaching of languages is regarded as an important part of a child's education. The children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence, we strive to stimulate and encourage children's curiosity about language. Whilst planning, we actively plan links to develop their awareness of cultural differences in other countries through; the Brookfield Values, British values and curriculum enrichment opportunities. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning. Our language curriculum is designed to progressively develop children's skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. We use the Light Bulb Languages resources to ensure coverage and progression across school. All our children in KS2 will have regular language lessons.	Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. -Displays are used to remind children of key vocabulary. -Practical activities, songs and games are used to help improve memory and recall. -In the classroom where possible instructions are given in French to expose children to the language as much as possible and in day to day contexts. -Visual prompts are used to support children in translating new vocabulary.	How it is assessed: We strive to ensure that our pupil's attainment is in line or exceeds their potential when teaching French. This scheme is used to plan and teach languages, it ensures that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

Key Stage content/ expectation		What will the progress of skills be in each year group?
KS2	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe people, places, things and actions orally* and in writing - understand basic grammar appropriate to the language being	<u>Year 3</u> In Year 3, children... - learn a small amount of vocabulary including nouns, verbs, adjectives and a conjunction - recognise certain phonemes when they hear them, and identify the graphemes that can be used to represent them - create simple spoken and written sentences, e.g. <i>Voici un chat rouge et un chien bleu.</i> <i>Je mets un pantalon jaune et un pull vert.</i> - memorise and recite a bank of finger rhymes - listen to stories and become familiar with stories known and loved by French children - listen to and sing along with traditional French folk songs - listen to and sing along with songs by the popular singer Henri Dès - become familiar with the works of the painters Renoir and Monet and the music of the composer Debussy - become familiar with the city of Paris by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits ASSESSMENT This is a portfolio approach including photographs of the children and some I can statements which the children and staff can assess against. The learning focus in lessons is largely focussed on oracy or literacy learning objectives, within a context of cultural awareness
		<u>Year 4</u> In Year 4, children... - continue to use the vocabulary learnt in year 3, and learn a small amount of new vocabulary including nouns, verbs, adjectives and a conjunction. They learn to use sentence starters (in the form of simple adverbial phrases of place), e.g. Dans le sac, Chez moi. They learn to recognise and use plural forms of nouns, and to apply adjectival agreement by gender and number. - recognise certain phonemes when they hear them, and identify the graphemes that can be used to represent them - compare pronunciation at word and sentence level by learning about the concepts of liaison and elision, knowing that the final consonant of a word is almost always silent at word level and that the final consonant in the word <i>et</i> is always silent. - create simple and sometimes more complex spoken and written sentences, e.g. <i>Dans le sac il y a un chat rouge et un chien bleu.</i> <i>Dans le sac il y a trois petits chats verts et une grande baleine bleue.</i> - memorise and recite a bank of finger rhymes - listen to stories and become familiar with stories known and loved by French children

	studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	• learn about customs and celebrations in France and make comparisons with customs and celebrations in their own culture • listen to and sing along with traditional French folk songs • listen to and sing along with songs by the popular singer Henri Dès • become familiar with the works of the painters Degas, Cézanne and Matisse and the music of the composer Ravel • become familiar with the region of the Dordogne in France by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits ASSESSMENT This is a portfolio approach including photographs of the children and some I can statements which the children and staff can assess against. The learning focus in lessons is largely focussed on oracy or literacy learning objectives, within a context of cultural awareness. <u>Year 5</u> In Year 5, children... • continue to use the vocabulary learnt in years 3 and 4, and they learn new vocabulary consisting of nouns, verbs, adjectives and conjunctions. They develop their use of sentence starters, which still comprise simple adverbial phrases of place, for example <i>dans la cuisine, dans le jardin, dans la piscine</i>. They continue to develop their knowledge of singular and plural concepts and to understand how this can change pronunciation. • learn about syntax and make comparison between French and English and other languages they know. • can follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using either <i>Le Manuel Phonique</i> or <i>Methode d'apprendre à lire Pas a Pas</i>. The PowerPoint slides that are an integral part of the scheme of work model the phonemes and show the graphemes. • continue to develop pronunciation and fluency when speaking or when reading aloud, and continue to apply knowledge of liaison and elision. • use speaking frames and writing frames to create simple and more complex spoken and written sentences, for example <i>Dans mon placard je vois un petit lion jaune et une grande araignée bleue.</i> <i>Dans le jardin j'entends un petit cochon rouge et une grande libellule verte.</i> • Practise reading aloud, or reciting from memory, short passages of text from a book about the universe. • Continue to listen to stories and to join in reading aloud, and become familiar with stories known and loved by French children • learn about products and symbols from France and make comparisons with products and symbols from the UK • listen to and sing along with traditional French and British folk songs and learn and perform French folk dances • listen to and sing along with songs by the popular singer Henri Dès • become familiar with the works of the painters Gauguin, Manet and Pissarro and the music of the composer Satie • become familiar with the town of Vichy and the surrounding volcanic region in France by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits • practise regular physical fitness routines listening to music such as France Gall.
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Year 6

In Year 6, children...

- continue to use the vocabulary learnt in years 3, 4 and 5, and they learn new vocabulary consisting of nouns, verbs, adjectives, conjunctions and verbs. They develop their use of sentence starters, which comprise simple adverbial phrases of place, e.g. *dans la cuisine, dans le jardin, dans la piscine* and also adverbial phrases of time such as *aujourd'hui, À trois heures et demie*. They begin to develop an understanding of tense by changing the verb and using an adverb of time. They have opportunities to use the following tenses: *present, futur proche, passé compose* and *imparfait*.
- continue to learn about syntax and make comparison between French and English and other languages they know.
- can follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using either *Le Manuel Phonique* or *Methode d'apprendre à lire Pas a Pas*. The PowerPoint slides that are an integral part of the scheme of work model the phonemes and show the graphemes.
- continue to develop pronunciation and fluency when speaking or when reading aloud, and continue to apply knowledge of liaison and elision..
- use speaking frames and writing frames to create simple and more complex spoken and written sentences, e.g.
Aujourd'hui je vais nager dans la piscine..
Hier j'ai entendu un petit loup gris qui chantait dan la forêt.
- Practise reading aloud, or reciting from memory, short passages of text from a book about the history of France.
- Continue to listen to stories and to join in reading aloud, and become familiar with stories known and loved by French children
- consider stereotypes and role models
- listen to and sing along with traditional French and British folk songs and learn and perform French folk dances
- listen to and sing along with songs by the popular singer Henri Dès
- become familiar with the works of the painters Toulouse Lautrec and Magritte and the music of the composer Chopin
- become familiar with the town of Vichy and the surrounding volcanic region in France by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits
- practise regular physical fitness routines listening to music such as France Gall.

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