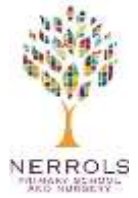


Languages



Languages - French



Intent

At Nerrols Primary School, we aim to provide all of our children with a high-quality education in languages, equipping them with the skills, knowledge and understanding necessary to become confident communicators in the French language.

Through the provision of high quality teaching and learning opportunities, we aim for our children to be able to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

We aim to ensure that pupils of all abilities develop a love of learning languages and have a strong foundation from which they are able to continue learning French into Key Stage Three and beyond. We hope that by developing children's curiosity about language, they will expand this by learning other languages and will be well equipped to visit, study and work in other countries.

Throughout their language learning, children will deepen their understanding of the world and broaden their understanding of other cultures, gaining an insight into the culture and traditions of France and other French speaking countries, developing a strong cultural awareness.

Implementation

At Nerrols Primary School, we aim to stimulate and encourage children's curiosity about language from an early age. As our children start school, they begin to learn about France and learn to say hello and goodbye in French. Throughout their time in Key Stage One, children begin to be introduced to the French language through songs, simple nursery rhymes, classroom instructions and daily routines such as greetings. This familiarises the children with some basic vocabulary and sounds of the French language.

As the children enter Key Stage Two, the children begin weekly French lessons. Our programme of study is carefully tailored with support from Language Angels and ensures progressive exposure to the French language. The modules we have selected focus on developing language for practical purposes which will be relevant and useful in the children's lives.

Scope and Sequence

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonetics 1 I'm Learning French (e)	Phonetics 2 Vegetables (e)	Phonetics 3 Do you have a pet?(i)	Phonetics 4 At School (p)
Autumn 2	Animals (e)	Presenting myself (i)	What is the date? (i)	Grammar Explained
Spring 1	Musical Instruments (e)	Family (i)	The Weather (i)	The Weekend (p)
Spring 2	Fruit (e)	My Home (i)	Clothes (i)	Healthy Eating (p)
Summer 1	Little Red Riding Hood (e)	Goldilocks (i)	Olympics (i)	Irregular verbs (p)
Summer 2	I can ... (e)	Classroom (i)	Regular verbs (p)	Me in the world (p)
Key c = core vocab unit, e = early language unit, I = intermediate unit, p = progressive language unit, ge = grammar explained				

Each unit includes a combination of the key language learning skills - speaking, listening, reading, writing and grammar, and provides opportunities to build on previous knowledge, revisiting and consolidating previously learnt language.

Our children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate themes, steadily building blocks of language into more complex, fluent and authentic language.

Our children are taught how to look up and research language they are unsure of and have a bank of reference materials to help them with their spoken and written tasks. This bank of reference materials develops into a reference library to help our children recall and build on previous knowledge throughout their primary school language learning journey.

Every unit includes a grammar concept which increases in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units. As well as integrating grammar within units, we also teach discreet grammar sessions. These specific grammar units ensure our children are exposed to the appropriate grammar needed to create their own accurate and personalised responses to authentic foreign language questions by the end of Key Stage Two.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Grammar rules and patterns start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units. The children then move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units. Finally, they consider opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.

Progression of Skills

	Speaking	Listening	Reading	Writing	Grammar
Year 3	<ul style="list-style-type: none"> • Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself) • Speak aloud familiar words or short phrases in chorus • Use correct punctuation when speaking and start to see the links between pronunciation and spelling. 	<ul style="list-style-type: none"> • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs) • Develop understanding of the sounds of individual letters and groups of letters (phonics) 	<ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person 'I' form of simple verbs) in written text • Read aloud simple familiar words or short phrases in chorus 	<ul style="list-style-type: none"> • Write some familiar words from memory or using supported written materials (e.g. familiar nouns) 	<ul style="list-style-type: none"> • Start to understand the concept of gender (masculine, feminine) and how this is shown in French.
Year 4	<ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions, using longer phrases and sentences • Present short pieces of information to another person • Apply phonic knowledge to support speaking (also reading and writing) 	<ul style="list-style-type: none"> • Listen for and identify specific words and phrases in instructions, stories and songs. • Follow a text accurately whilst listening to it being read 	<ul style="list-style-type: none"> • Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character / place descriptions) • Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. 	<ul style="list-style-type: none"> • Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns. • Introduce and use the negative form • Begin to look at what a fully conjugated verb looks like.
Year 5	<ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary • Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning • Understand and express simple opinions using familiar topics and vocabulary 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences in longer passages of French (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). • Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	<ul style="list-style-type: none"> • Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails, or letters from a partner school). 	<ul style="list-style-type: none"> • Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank) • Use verbs in the correct form (e.g. first person 'I' or third person 'he', 'she', 'you' in their writing to express what they and other people do, like etc.) • Check spellings with a dictionary 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns. • Use the negative form, possessives and connectives. • Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.
Year 6	<ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. • Present to an audience about familiar topics (e.g. role play, presentation or read / repeat from a text or passage). • Use connectives to link together what they say so as to add fluency 	<ul style="list-style-type: none"> • Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. • Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear. 	<ul style="list-style-type: none"> • Read aloud with expression and accurate pronunciation • Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, or letters from a partner school or internet sites in French (supervised). 	<ul style="list-style-type: none"> • Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank) • Use verbs in the correct form (e.g. first person 'I' or third person 'he', 'she', 'you' and plurals 'we' and 'they' to express what they and other people do, like etc.) • Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns. • Understand what the different parts of a fully conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs • Be able to identify and correctly use adjectives (e.g. colour or size) and connectives and understand the concept of adjectival agreement

By the end of Year 3

- Understand numbers 1-10 and be able to say, read and write them
- Be familiar with the days of the week and be able to say them and recognise them in written form
- Use simple greetings (e.g. saying hello and goodbye, saying how they are)
- Ask and answer simple questions about name and age
- Understand and communicate familiar nouns (e.g. animals, musical instruments including the correct article (dependent on gender).
- Use simple adjectives (e.g. colours)
- Use some simple verbs in the first person 'I' form (e.g. I am and I play)
- Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.

By the end of Year 4

- Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities)
- Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc)
- Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drinks)
- Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live)
- Understand and use verbs in the first person 'I' form (perhaps also look at the fully conjugated regular verb and show where the first person 'I' form is).
- Write slightly longer phrases and basic sentences using a verb in the first person 'I' form and a noun including the correct article

By the end of Year 5

- Understand and use the alphabet to assist in correct spelling and pronunciation
- Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing)
- Be able to say, read and write the date including the day, number and month of the year. All numbers from 1 -100 in multiples of 10 as well as all numbers from 1-31 should be familiar.
- Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).
- Understand and communicate simple decisions orally and in writing (e.g. of a scene, a person, a place, the weather)
- Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions)
- Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country)
- Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking listening, reading and writing activities (e.g. first person form 'I', third person forms 'he' 'she' 'you' and plural forms 'we' and 'they'. This can be done using familiar verbs such as 'to wear' regarding clothes and they can then build sentences about what they and their friends are wearing).

By the end of Year 6

- Understand numbers 1-100 and be able to use them in context (e.g. the date, age prices)
- Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, and quarter to the hour.
- Understand, express and be able to justify opinions orally and in writing (e.g. school subjects, food, leisure activities they like and dislike)
- Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese)
- Understand and use transactional language (e.g. in a café role play 'I would like', 'how much' etc)
- Use adjectives (e.g. colour or size etc) to make their sentences more descriptive, making sure the adjectives agree with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective
- Use connectives to make sentences more descriptive and fluent (e.g. 'after', 'also', 'and', 'later on', 'finally' etc)
- Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are).
- Use their subject knowledge to be challenged by longer passages of unknown text or language in French. Use their language learning skills to decode meaning and gist from more complex passages.
- Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking listening, reading and writing activities (e.g. first person form 'I', third person forms 'he' 'she' 'you' and plural forms 'we' and 'they'. Identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.

Impact

As the children move through Key Stage Two learning increases in level of challenge, stretch and linguistic and grammatical complexity. Our children will continuously build on their previous knowledge as they progress in their French language learning journey. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Opportunities for assessment are embedded within each session and each unit. Our children review their learning using peer and self-assessment 'I can... grids' and reflect on whether they have met their learning objectives. At the end of each unit, learning and progression is assessed in the key language skills of speaking, listening, reading and writing and against the 12 attainment targets in the DfE Languages Programme of Study for Key Stage 2. Any areas that require additional attention are identified and addressed in order to better support children's learning and development