

Languages | Intent and Implementation

Why do we teach languages?

The purpose of our languages education is to foster pupils' curiosity and deepen their understanding of the world. The teaching of French through years 3 to 6 should enable pupils to express their ideas and thoughts in French 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 examples of literature in French. Language teaching should provide the foundation for learning further languages as children progress to their secondary schools, eventually equipping pupils to study and work in other countries.



What is our curriculum aim?

Our French curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes – Time Travelling, Let's Visit a French Town and This Is France – provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world.

A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. French enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of Our curriculum for French is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

Through our French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

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How is language taught?

We follow the Rachel Hawkes scheme of work for French. Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Lessons occur weekly in years 3-6, taking 30-45 minutes.

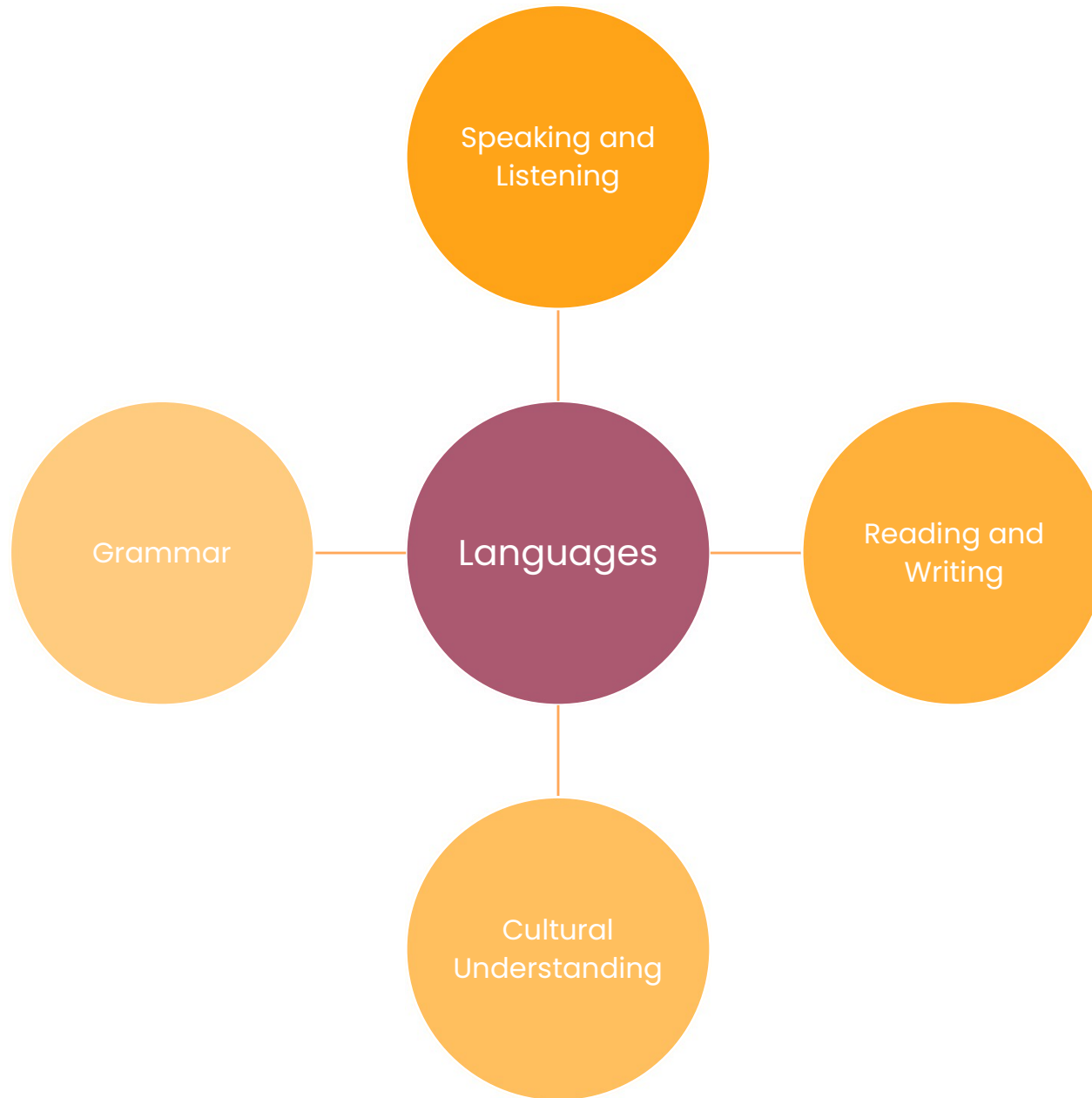
Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities.

The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning.

PlanIt French has been designed by our language specialist teaching team, including French native speakers, so that teachers feel confident and supported. All of our lesson packs contain adult guidance, accurate language subject knowledge and accompanying audio materials.



Languages | Key Concepts



Languages I Content Spine



	Autumn	Spring	Summer
Y3	<p>Describing me and others</p> <ul style="list-style-type: none"> • in class • in Haiti and in France 	<p>Saying what I and others have</p> <ul style="list-style-type: none"> • at home • with friends • Revision • Christmas <p>Saying what I and others like</p> <ul style="list-style-type: none"> • family & friends • at home 	<p>Saying what I and others do</p> <ul style="list-style-type: none"> • Mother's day • at the zoo • Tintin • Favourites <p>Expressing likes and saying what I and others do</p> <ul style="list-style-type: none"> • at school • Friendship <ul style="list-style-type: none"> • The Hungry Caterpillar
Y4	<p>Describing me and others</p> <ul style="list-style-type: none"> • in class • in France 	<p>Saying what I and others have</p> <ul style="list-style-type: none"> • French club • at home • Nice carnival <p>Saying what I and others like</p> <ul style="list-style-type: none"> • family & friends • Travelling <p>Saying how many and describing things</p> <ul style="list-style-type: none"> • my monster 	<p>Describing things and people</p> <ul style="list-style-type: none"> • favourites • birthdays <p>Expressing likes and saying what I and others do</p> <ul style="list-style-type: none"> • at school • end of term show <ul style="list-style-type: none"> • Un poème

Languages I Content Spine



	Autumn	Spring	Summer
Y5	<p>Describing me and others (B)</p> <ul style="list-style-type: none"> • back to school in France • teachers • dates, birthdays 	<p>Saying what I and others have (B)</p> <ul style="list-style-type: none"> • in school • comparing schools and homes • physical description 	<p>Saying what I and others do</p> <ul style="list-style-type: none"> • activities at home • a surprise party • weather • sports and instruments <p>Expressing likes and actions</p> <ul style="list-style-type: none"> • what we do • what we like / dislike doing • food for a picnic
Y6	<p>Interactions (V)</p> <ul style="list-style-type: none"> • back to school (Haiti) • online exchange • dates, festivals and concerts 	<p>Interactions (V)</p> <ul style="list-style-type: none"> • describing town/village • comparing • physical description (celebrities) 	<p>Saying what I and others do</p> <ul style="list-style-type: none"> • at the kite festival • a weekend at home • sports and instruments <p>Expressing likes and actions</p> <ul style="list-style-type: none"> • what I want / would like to do • at a café

Languages I Progression Map – Speaking and Listening



Year 3

- repeat modelled words
- listen and show understanding of single words through physical response
- recognise a familiar question and respond with a simple rehearsed response
- name objects and actions and may link words with a simple connective
- present simple rehearsed statements about themselves, objects and people to a partner

Year 4

- repeat modelled short phrases
- listen and show understanding of short phrases through physical response
- ask and answer a simple and familiar question with a response
- use familiar vocabulary to say a short sentence using a language scaffold
- speak about everyday activities and interests
- say one or two short sentences that may contain an adjective to describe people, places, things and actions

Year 5

- listen and understand the main points from short, spoken material in French
- engage in a short conversation using a range of simple, familiar questions
- ask and answer more complex questions with a scaffold of responses
- pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules
- manipulate familiar language to present ideas and information in simple sentences

Year 6

- listen and understand the main points and some detail from short, spoken material in French.
- express a wider range of opinions and begin to provide simple justification;
- converse briefly without prompts.
- appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- adapt intonation, for example to mark questions and exclamations.

Languages I Progression Map – Reading and Writing

Year 3

- read and show understanding of familiar single words
- use strategies for memorisation of vocabulary
- use context to predict the meaning of new words
- write single familiar words from memory with understandable accuracy
- copy simple familiar words to describe people, places, things and actions using a model

Year 4

- read and show understanding of simple phrases and sentences containing familiar words
- make links with English or known language to work out the meaning of new words
- write familiar short phrases from memory with understandable accuracy
- replace familiar vocabulary in short phrases written from memory to create new short phrases
- write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold

Year 5

- read and show understanding of simple sentences containing familiar and some unfamiliar language
- use a bilingual dictionary to identify the word class
- write a simple sentence from memory using familiar language
- manipulate familiar language to describe people, places, things and actions, maybe using a dictionary

Year 6

- read and understand the main points from short, written material
- use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English
- write several sentences from memory with familiar language with understandable accuracy
- use a wider range of descriptive language in their descriptions of people, places, things and actions

Languages I Progression Map – Cultural Understanding



Year 3

- listen and identify specific words in songs and rhymes and demonstrate understanding
- join in with actions to accompany familiar songs, stories and rhymes

Year 4

- listen and identify specific phrases in songs and rhymes and demonstrate understanding
- join in with words of a song or storytelling

Year 5

- listen and identify rhyming words and specific sounds in songs and rhymes
- follow the text of familiar songs and rhymes, identifying the meaning of words
- follow the text of a familiar song or story

Year 6

- read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling
- follow the text of a familiar song or story and sing or read aloud
- understand the gist of an unfamiliar story or song using familiar language and sing or read aloud

Languages I Progression Map – Grammar



Year 3

- show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English
- show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use
- use simple prepositions in their sentences

Year 4

- name the gender of nouns
- name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns
- use the correct form of some regular and high frequency verbs in the present tense with first and second person;
- recognise and use the first person possessive adjectives (mon, ma, mes)
- show awareness of subject-verb agreement
- use the third person singular and plural of the verb 'être' in the present tense

Year 5

- identify word classes
- name and use a range of conjunctions to create compound sentences
- recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed
- recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses)

Year 6

- demonstrate understanding of gender and number of nouns and use appropriate determiners
- use some adverbs
- recognise and use the simple future tense of a high frequency verb
- recognise and use a range of prepositions
- follow a pattern to conjugate a regular verb in the present tense
- choose the correct tense of a verb (present/perfect/imperfect/future) according to context