

Malvern Wyche C of E Primary School French Education Document

Together We Soar

1 French Vision

At the Wyche, our motto is 'Together we Soar', based on the verse from Isaiah "they will soar on wings like eagles". In French this means that we will support each other to learn a new language, raising our hearts through the joy of language acquisition and discovery, and broadening our horizons with the opportunity for conversation, wider reading, comprehension and travel which would not exist without language learning.

Our French curriculum will give pupils knowledge and understanding of other people and cultures, helping them understand that we are more alike than different, wherever one travels, and understanding that France, and other French speaking countries have their own history, literature, culture and mindset, which language and travel unlocks.



1.1 French at The Wyche will:

- Equip pupils with the necessary French language knowledge and skills to prepare them for the next stages of education and employment.
- Deepen understanding of the French language, France and the French people.
- Develop comprehension of vocabulary and grammar, accuracy of pronunciation and fluency of speech, reading and writing.
- Make connections between aspects of French language and culture, and other subjects and knowledge taught (i.e. Roman expansion in Europe, France's role in WW2 and cooking in DT).
- Develop curiosity, interest for historical sites, artefacts and sources.
- Understand that French is not a direct translation of English but rooted in Latin with its own unique vocabulary, concepts and mindset.
- Give the expansion of understanding and increased wellbeing that language learning can bring.

1.2 Relevance of Christian Values in French

Safety

We will create a safe risk-taking environment where people can attempt new vocabulary and pronunciation and be supported and respected. French activities or trips will be adequately risk assessed.

Trust

We will trust each other as we explore a new language and put our trust in teachers and resources to enable us to learn.

Respect

We will respect each other as language learners and will respect the French language, culture and people, developing an understanding and empathy for another sovereign nation with a rich culture.

Inspiration

We will seek inspiration from lessons and resources but also be inspired by the new vocabulary, ideas, mindset and culture that language learning, in this instance French, brings, seeking out aspects of France and French culture which may give inspiration.

Value

We will not only value our lessons and opportunities, but will learn to value the French language, French culture and people and understand the part French has played in the development of the English language and value the relationship England has with its close neighbours.

Engagement



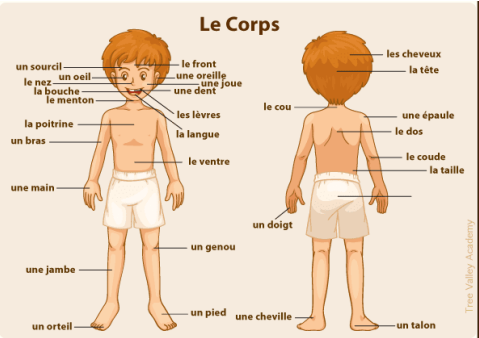



We will take part in lessons, attempt tricky words, be prepared to make mistakes, immerse ourselves in conversation and join in activities designed to help us comprehend France and the French. We will engage not just with vocabulary and grammar, but with a people and their culture.






2 French Language Curriculum

History Long Term Plan Key Stage 2 National Curriculum (Otter & Stoat Class)

Year 3, 4 & 5

Year A

Term	Substantive Knowledge: "I know that". (<i>What we are learning about</i>)	Disciplinary Knowledge "I know how to" (<i>What we are learning that linguists and French people do?</i>)
Aut 1	<p>Getting to know you Song: The Greeting Song Pupils will know:</p> <ul style="list-style-type: none"> A range of French salutations including: <i>Bonjour! Salut! Au revoir! Bonsoir! Bonne nuit! Bon week-end! À bientôt! À demain! À tout à l'heure!</i> Formal titles for adults: <i>Monsieur, Madame, Mrs Mademoiselle</i> Numbers to 10 and how to ask and give age. <i>Quel âge as tu? J'ai sept ans.</i> There are formal and informal expressions and I know when to use them. 	 <p>L1 Listen & Explore Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes. L2 Speak & Converse Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Describe themselves orally L3 Read & Understand. • Appreciate stories, songs, poems and rhymes in the language. L4 Write & Express Write greeting phrases from memory, describing people in writing (<i>Jaqueline et huit ans</i>) • Understand basic grammar appropriate to the language being studied.</p>
Spr	 <p>All about me Pupils will learn to understand and follow instructions, name parts of the body, identify colours and say what they are wearing. Pupils will know:</p> <ol style="list-style-type: none"> Simple classroom instructions (<i>fermez la porte</i>) Names of parts of the body: <i>la jambe, la tête, le corps, le bras, la pied, la main, le genou, le ventre</i> Names of items of clothing <i>Un</i> and <i>une</i> refer to masculine and feminine nouns. Names of colours (<i>verts, rouge, rose, bleu, blanc, noir</i>). 	 <p>L1 Listen & Explore Listen attentively to identify instructions, parts of the body, colours and clothing showing understanding by joining in and responding. L2 Speak & Converse Engage in conversations; give simple classroom instructions and ask and answer questions about body parts, seeking clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation of body parts, colour names and clothing. L3 Read & Understand Describe people orally referring to body parts • Link the spelling, sound and meaning of words • Read carefully and show understanding of words, phrases and simple writing. Say which terms are similar to English L4 Write & Express Write phrases from memory, describing colour, clothing and body parts with feminine and masculine.</p>
Sum	 <p>Family and friends</p> <ul style="list-style-type: none"> The vocabulary for relations: <i>ma mère, mon père, mon frère, ma sœur, mon oncle, ma tante, mon grand-père, ma grand-mère, mon cousin, ma cousine.</i> The vocabulary for pets: 'Un chien' - A dog 'Un chat' - A cat 'Un hamster' - A hamster 'Un cochon d'Inde' - A guinea pig 'Un poisson' - A fish 'Une tortue' - A tortoise 'Un mouton' - A sheep 'Un cochon' - A pig, 'Une vache' - A cow, 'Une Poule' - A chicken. Vocabulary for rooms in the house: <i>la salle, la salle a manger, la cuisine, la WC, la toilette, la salle a bain, la maison.</i> 	 <p>L1 Listen & Explore Listen attentively to others identifying and introducing their relations, joining in and responding. L2 Speak & Converse Ask and answer questions describing family and pets, in sentences. L3 Read & Understand Link the spelling, sound and meaning of words • Broaden their vocabulary to include family members, pets and rooms in the house using a dictionary • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language. L4 Write & Express Write new sentences by substituting vocabulary • Describe people, places, things and actions in writing • Understand that nouns are masculine and feminine and reflect on which words are similar to English.</p>

Year B	
Term	Substantive Knowledge: "I know that" (What we are learning about)
Aut 1	<p>Time (dates and Seasons)</p> <ul style="list-style-type: none"> Vocabulary of numbers to 30 Vocabulary of 12 months of the year Vocabulary of days of the week Dates are given as cardinal numbers, not ordinal numbers 2 Avril, not 2nd April The key form of the verb 'to be' for time c'est = it is Yesterday, tomorrow, today: <i>hier, demain, aujourd'hui,</i> 
SPR	<p>On The Move</p> <ul style="list-style-type: none"> French words for transport: <i>le train, le tram, la voiture, le bus, le ferry, l'avion, le bateau, la montgolfiere, le tracteur, les velo.</i> Forms of "to go" <i>Je vais, tu vas, il or elle va.</i> <i>La</i> and <i>une</i> are for feminine nouns, <i>Le</i> and <i>un</i> are for masculine nouns. Positional language <i>sur/on, sous/under, dans/inside, derriere/behind, devant/in front of</i> Turn left and turn right (<i>tourner à gauche/e, tourner à droite/e</i>)  
Sum	<p>Holidays</p> <ul style="list-style-type: none"> Vocabulary for the seasons: <i>L'hiver, l'automne, la printemps</i> and <i>l'été</i> '<i>Quel temps fait-il?</i>' - What's the weather like? '<i>Il fait chaud</i>' - It's hot, '<i>Il fait froid</i>' - It's cold, '<i>Il fait nuageux</i>' - It's cloudy, '<i>Il fait du vent</i>' - It's windy, '<i>Il pleut</i>' - It's raining, '<i>Il neige</i>' - It's snowing. Ways of going on holiday (<i>les vacances</i>) <i>à pied, en voiture, à vélo, en bateau, en avion, en bus.</i> Holiday destinations: <i>Europe, l'Espagne, La France, L'Angleterre, Londres, Paris, L'Etat-Unis</i>  

Disciplinary Knowledge "I know how to" (What we are learning that historians do.) [See history progression of skills for age-appropriate descriptors.]

L4 Write & Express Write a series of simple statements by substituting vocabulary • Describe food and write menus • write the correct feminine and masculine article

L1 Listen & Explore Listen attentively to hear another's birthday or discern the date or time.

L2 Speak & Converse Say and order the days of the week • say and order the months of the year • count to 11-31 • say their own birthday

L3 Read & Understand Link the spelling, sound and meaning of words, relating them to other French words and English equivalents (Avril/April) • Broaden their vocabulary of time vocab through using a dictionary • Read carefully and show understanding of words, phrases and simple writing • Learn and sing rhymes for time vocabulary.

L4 Write & Express recognise how some larger numbers are made by combining words for smaller numbers. Write the time or date using correct vocabulary I the present tense.

L1 Listen & Explore Listen to speech to discern modes of transport and directions.

L2 Speak & Converse Engage in conversations, asking and answering directions, seeking clarification & help • use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun • Use *un* or *une*, *le* or *la* according to word gender • Develop accurate pronunciation of place names and directions and the verb "to go".

L3 Read & Understand • Follow simple directions to find places in France on a map Discuss the similarities and differences in French and English words (a tram, le tram, etc.)

L4 Write & Express Write directions and describe travel and transport, adapting these to create new sentences.

L1 Listen & Explore Listen attentively to spoken language and show understanding by joining in and responding.

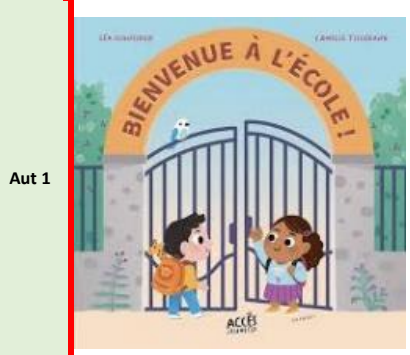
L2 Speak & Converse Engage in conversations asking and answering questions about holidays using specific vocabulary • Speak in sentences, choosing whether the mode of transport needs *en* or *à* and accurately selecting *en* or *au* for masculine and feminine countries.

L3 Read & Understand Link the spelling, sound and meaning of new vocab to other French words and their English counterparts • Recognise seasons, weather and countries in print when reading French

L4 Write & Express Write a sentence about their holiday destination adapting these to write new sentences • choose the correct preposition for feminine and masculine countries.

Year C

Ter m **Substantive Knowledge:** "I know that" (*What we are learning about*) **Disciplinary Knowledge** "I know how to" (*What we are learning that historians do.*)
 [See *history progression of skills* for age-appropriate descriptors.]



Our School

- *Voici* means here is,
- Vocabulary for classroom furniture and equipment: *la salle de classe, la porte, la fenêtre, la chaise, la table, l'ordinateur, le livre, les lumières,*
- Vocabulary of the pencil case: *le stylo, le dessin, les ciseaux, le crayon, le gomme*
- *Où est?* means where is?
- *il* and *elle est là* means it's there, (*m* and *m* forms),
- *Où sont?* Means Where are?, *ils /elles sont là* is the *m* and *f* plural for they're there.

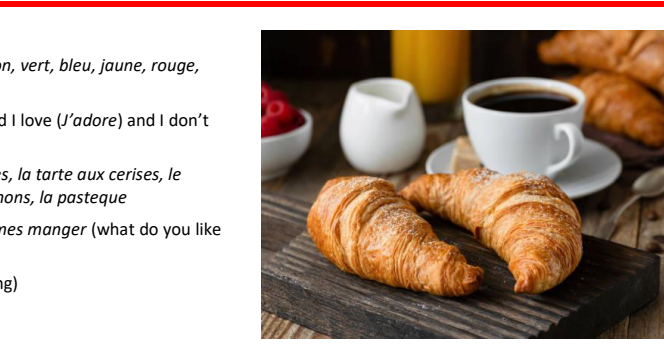
Aut 1

L1 Listen & Explore Listen attentively to commands and follow instructions in French.
L2 Speak & Converse Engage in conversation to ask and explain where things are in the classroom • Describe the contents of my pencil case • To express opinions about school subjects • To ask and answer questions about places in school, developing correct pronunciation and intonation.
L3 Read & Understand. • Link the spelling, sound and meaning of words in French to each other and to English words • Broaden their vocabulary to include school equipment and subjects, using a dictionary.
L4 Write & Express write sentences converting *le/la* to *un/une* • construct simple sentences to say what I like to do at school. Select the correct article for masculine and feminine nouns.



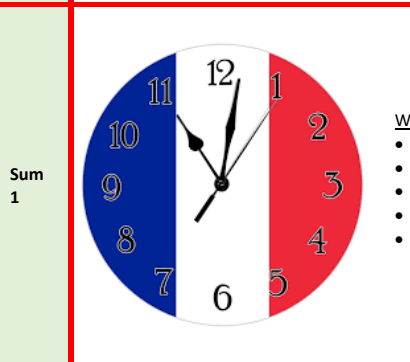
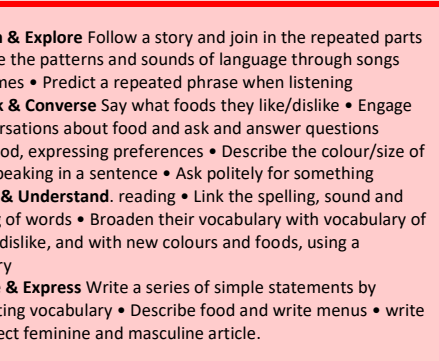
3.3 Food glorious food
 The words for colours in French: *rose, marron, vert, bleu, jaune, rouge, noir, gris, orange,*

- The words for I like (*J'aime*), and I love (*J'adore*) and I don't like (*Je n'aime pas*), and I hate (*Je deteste*)
- Vocabulary of foods: *les sucettes, la tarte aux cerises, le gateau, le saucisson, les pommes, les cornichons, la pasteque*
- The phrase *Qu'est-ce que tu aimes manger* (what do you like to eat?)
- The words *ils mange* (he is eating)
 The words for I would like *Je voudrais*



Spr 1

L1 Listen & Explore Follow a story and join in the repeated parts • Explore the patterns and sounds of language through songs and rhymes • Predict a repeated phrase when listening
L2 Speak & Converse Say what foods they like/dislike • Engage in conversations about food and ask and answer questions about food, expressing preferences • Describe the colour/size of foods, speaking in a sentence • Ask politely for something
L3 Read & Understand. reading • Link the spelling, sound and meaning of words • Broaden their vocabulary with vocabulary of like and dislike, and with new colours and foods, using a dictionary
L4 Write & Express Write a series of simple statements by substituting vocabulary • Describe food and write menus • write the correct feminine and masculine article.

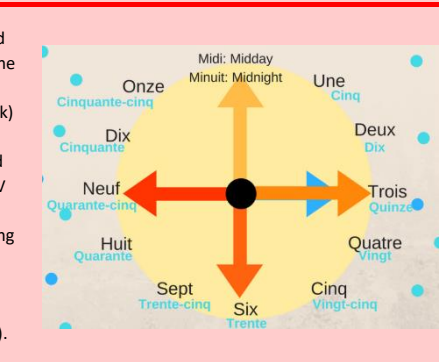



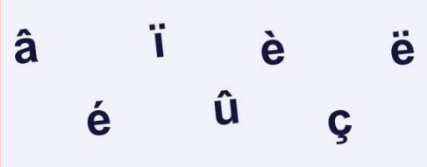




What's the Time?

- *Avant* means before and *apres* means after.
- The twelve hours of the clock
- Heuer means hour
- *Cinq, dix, quinze, vingt, vingt-cinq* and *trieze*
- *Quel heur est il?* Means what time is it? *A quel heure* means at what time?

Sum 1

L1 Listen & Explore Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes.
L2 Speak & Converse • say a sentence to tell the time (o'clock) and engage in conversations to ask and answer questions about the time; count in fives to at least 30 • understand and use the terms *avant* and *après* • answer questions about a TV schedule.
L3 Read & Understand. • Link the spelling, sound and meaning of time vocabulary to other French words and their English counterparts • Read carefully a TV schedule and show understanding.
L4 Write & Express Write a sentence to tell the time (o'clock).



Year A	Year B	Year C
<p>Term Substantive Knowledge: "I know that" (<i>What we are learning about</i>)</p>	<p>Disciplinary Knowledge "I know how to" (<i>What we are learning that historians do.</i>) [See <i>history progression of skills</i> for age-appropriate descriptors.]</p>	
<p>Aut</p>  <p>Pleased to Meet You</p> <ul style="list-style-type: none"> The five accents are: cedilla ç, acute é, grave è, circumflex ê and trema ë "How do you write it?" <i>Comment ça s'écrit? C'est écrit</i> It is written. Vocab for feelings: <i>fatigué, content, triste, effrayé/é, heureux/euse, agace/é, étonné/é, anxieux/euse, fâché/é</i> Je serais un/une- I will be a(m) / a(f) Vocab for <i>les métiers</i> jobs: <i>medecin, dentiste, professeur/euse, coiffeur/euse, fermier/fermière, artiste, pompier, avciteur.trice, soldat.</i> 	<p>L1 Listen & Explore Listen to speech and understand if it is the past or future tense. L2 Speak & Converse Ask how to spell a word in French and sepll simple French words verbally • Express hopes in the future tense using <i>serais</i> (future of <i>être</i>) L3 Read & Understand Understand people's feelings and hopes for the future by reading their sentences • notice and describe accents in writing. L4 Write & Express Write words in French to show the 5 accents, e.g. <i>garçon, Noël, pâte, père</i> and <i>été</i> • Write sentences about how they are feeling and their hopes for the future.</p> 	
<p>Spr</p> <p>Where in the World?</p> <ul style="list-style-type: none"> The vocabulary for exotic animals: <i>une baleine, un bison, un kangourou, un zèbre, un lion, un cobra, un ours brun, un capybara, un panda, un ours polaire, un pingouin, un renne</i> The names of continents: <i>l'Amérique du Nord, (f) [North America], l'Amérique du Sud (f) [South America], l'Afrique (f) [Africa], l'Europe (f) [Europe], l'Asie (f) [Asia], l'Antarctique (f) [Antarctica], l'Océanie (f) [Oceania]</i> The names of countries: <i>Le Japon, Les Etats-Unis, Angletterre, La France, L'Australie, La Tanzanie</i> The points of the compass <i>Le Nord, L'Est, La Sud, l'Ouest</i> A continent is always feminine the preposition 'en' is always used for 'in'. 	<p>L1 Listen & Explore Listen attentively to spoken language and show understanding by joining in and responding L2 Speak & Converse Engage in conversations saying where asking and answering about locations and native creatures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • describe locations orally in terms of their continent, country or compass direction. L3 Read & Understand. Link the spelling, sound and meaning of new vocabulary using a dictionary • Read carefully and show understanding of words, phrases and simple writing. L4 Write & Express Write the locations of continents and countries using the correct preposition <i>au, en</i> or <i>à: en, (in, feminine en Europe) au (in masculine au Japon) and á (for an island á Haiti),</i> depending on gender and size.</p> 	
<p>Sum</p>  <p>5.5 School Life</p> <ul style="list-style-type: none"> He and she is <i>ils</i> and <i>elle</i> Vocabulary associated with 2D shape (<i>cotes/sides, aves/has</i>) names of shapes (<i>un pentagone, un rectangle un carré, un octagone, un triangle, un hexagone, un losange, un-cerf volante</i>) Vocabulary associated with school: <i>le livre, chaise, le stylo, le dessin, les ciseaux, le crayon, le gomme, l'ecole, les enfants</i> True and false is <i>vrais</i> or <i>faux</i>. 	<p>L1 Listen & Explore Listen attentively and respond to spoken language in a simple French Maths lesson. L2 Speak & Converse Engage in conversations about the position of everyday school items and within a French maths lesson. seeking clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation of shapes and everyday objects in French, including new positional language. L3 Read & Understand. • Link the spelling, sound and meaning of words • Use a dictionary to clarify the meaning and spelling of French words • Read carefully and show understanding of words, phrases and simple writing L4 Write & Express Write phrases from memory in a French maths lesson. • Describe positions of objects in writing • Understand basic grammar appropriate to the language being studied, including masculine and feminine and plurals.</p>	

3 Pedagogy: Learning & Teaching French

3.1 French will be taught as a discrete subject in Key Stage 2, expressing the National Curriculum's aims and programmes of study in termly themed planning. We will use the Twinkl French resources to provide accurate content and as a model for pronunciation. Reception and Key Stage 1 will have some exposure to French language, especially in some cross-curricular subjects but it will not be taught progressively as a discrete subject until Year 3 onwards. We will teach and assess the curriculum mapped above (2 Curriculum) and the progression of specific language skills/behaviours outlined below (4 Assessment). French learning will be recorded in its own French book.



3.2 In addition to being taught as a discrete subject, French will often occasionally have relevance and be useful in other curriculum areas, giving opportunities for building vocabulary and refining pronunciation, such as Geography (Transhumance, The Alps unit), Art & Design (Monet & Matisse units in KS2) for example, and History (the role of France and the French in WW2) and other subject disciplines will be strategically used to deepen understanding and widen the context of the subject.

3.3 Above all, our pedagogical approach to history will be empathic, answering the question "how do French people speak and live; how is that different from the UK and how is it the same?"

3.4 Children will explore the French Language and culture through listening, conversation, reading and writing. They will have access to high quality resources, including comics and books in French, the Twinkl resource bank, and engage in roleplay, creative projects and activities such as the French café.

4 Assessment

Assessment in history will establish the extent to which children are gaining and retaining French vocabulary, grammar, fluency, pronunciation and comprehension. This will be done through a range of techniques in line with our assessment policy, but which will include most, but not all of:

- Entry quizzes and assessment tasks.
- Exit quizzes and assessment tasks.
- Questioning in lessons, individual, group and class.
- French conversation, comprehension and singing.
- Marking ongoing French recording.
- Observation of conversation, role-play such as the French Café.

Judgements will be made as a secure fit, and records kept of pupils who are working **below**, **at** or **above** their chronological year.



 Malvern Wyche C of E Primary School French Language Progression of skills

Document	EYFS	KS1 National Curriculum		KS2 National Curriculum			
Band	Reception, Year 1 & 2			Year 3, 4 & 5			Year 6
Year	R	1	2	3	4	5	6
	<i>In an enabling environment</i>	<i>With Support</i>	<i>Competently</i>	<i>With Support</i>	<i>Competently</i>	<i>Reliably</i>	<i>Confidently</i>
L1 Listen & Explore				<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes.</p>			
L2 Speak & Converse				<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally.</p>			
L3 Read & Understand				<p>Link the spelling, sound and meaning of words.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced in the familiar written material, including through using a dictionary.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>			
L4 Write & Express				<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions in writing.</p> <p>Understand basic grammar appropriate to the language being 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.</p>			

By the end of...	Progress Statement	The Wyche Way practical (disciplinary) knowledge descriptor for history. (pupils are successful when, by the end of the year ...)
Reception	In an enabling environment	<ul style="list-style-type: none"> • Pupils develop skills, abilities and emergent awareness through formal and informal early learning. • Pupils explore the world around them developing skills and abilities through trial and error. • There are high levels of adult- and peer- interaction and exploratory and experiential learning.
Year 1	With Support	<ul style="list-style-type: none"> • Pupils will demonstrate <i>many</i> of the end of Key Stage 1 language skills and processes <i>with support</i> from adults. • They make many mistakes and are supported to recognise them and learn from them. • They need repetition, re-iteration and reminders to achieve reliable results.
Year 2	Competently	<ul style="list-style-type: none"> • Pupils will <i>use & apply</i> end of KS1 language skills and processes with <i>minimal support</i>. • They make mistakes and are beginning to accept feedback and self-correct with support.
Year 3	With Support	<ul style="list-style-type: none"> • Pupils demonstrate <i>some</i> KS1 & 2 language skills and processes with frequent support and supervision. • They make frequent mistakes and are beginning to accept and respond to feedback.
Year 4	Competently	<ul style="list-style-type: none"> • Pupils demonstrate <i>many</i> KS1 & 2 language skills and processes with occasional support and reminders. • They are beginning to learn from their mistakes and accept and respond to feedback.
Year 5	Reliably	<ul style="list-style-type: none"> • Pupils demonstrate <i>most</i> KS1 & 2 language skills and processes with <i>occasional</i> support and supervision. • They achieve mostly reliable results and self-correct, frequently learning from mistakes. • They begin to instruct and advise others with adult oversight.
Year 6	Confidently	<ul style="list-style-type: none"> • Pupils demonstrate <i>all</i> primary language skills and processes with minimal support and supervision. • They achieve consistent and predictable results, recognising and valuing their mistakes. • They are confident to instruct and advise others.