



The Weald Federation: French

With God's Love, we grow and learn together.

Intent

IN The Weald Federation, we offer carefully planned sequences of French lessons ensuring progressive coverage of the skills required by the National Curriculum. Our chosen themes 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. Our lessons enable children to express their ideas and thoughts in French and provide opportunities to interact and communicate with others both in speech and in writing. Through the curriculum, 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.

Implementation

The National Curriculum is the starting point for the teaching of all subjects in our school. Teaching a sequential subject like French is not straightforward in a mixed age class setting as the curriculum needs to ensure that skills and knowledge are taught in an order that makes sense. Lessons are sequenced so that prior learning is considered and opportunities provided to revise vocabulary, intonation, pronunciation and grammar. We use the Twinkl mixed year group series of lessons as a starting point.

At the heart of the curriculum is the desire to expose children to authentic French, so pupils are able to listen to native speakers using a variety of online resources. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their speaking and listening skills alongside developing reading and writing. These will be embedded and further developed in Upper KS2, gradually progressing onto more complex language concepts and greater learner autonomy.

The majority of our French lessons are oral, through modelling and repeating words and phrases; interactive songs, stories and rhyme; asking and answering questions; engaging in conversations and presenting ideas. However, this is consolidated with reading and writing key words, phrases and sentences ensuring opportunities exist to make links with a known language (English) and opportunities to use a bilingual dictionary. Children explore cultural links to learn about where in the world French is spoken (and why) and explore the similarities and differences between the French language (and culture) and our own. We also use online apps and websites to support our core curriculum offering.

Assessment is continuous against a set of assessment end points (see page 5 of this document), helping class teachers to identify any gaps, provide support where needed and inform future planning. Further information is gathered through pupil voice, book looks and speaking with teachers to highlight areas of strength and best practice as well as identify areas for improvement. French is a fully inclusive subject and one in which all children are able to participate in fully. If a child has a particular SEND need that requires additional support, then this, of course, is provided. Teachers also plan in opportunities to challenge and stretch (as appropriate)

As with all subjects, we will regularly review and evaluate our French curriculum to ensure that it meets the needs of all the children in our school.

Impact

The planning and teaching of our French curriculum and exposure to French culture is part of our whole school vision to ensure pupils have a wider understanding of the world around us and the different cultures within it. The curriculum at our schools is designed to be exciting and cohesive, to encourage curiosity and provide our pupils with the knowledge and skills they need to transition successfully to the next stage of their education.



The Weald Federation: French Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 3 & 4	Stone Age to Iron Age	Frozen	Robots	Extreme Earth	Ancient Egypt	Ancient Greece
	Getting to know you Greetings / introducing yourself, numbers to 10, saying your age	All About Me Body parts, action words, colours, clothes	Food, Glorious Food Food, likes & dislikes, colours & sizes	On the Move Transport, getting to school, directions	Where in the World? Countries, continents, animals	Holidays & Hobbies Seasons, weather, countries, sports & hobbies, likes & dislikes
Yr 5 & 6	Africa	Adventure	Courage	Travel Through Time	Coasts	Oceans
	Pleased to Meet You Careers, alphabet, feelings & emotions	That's Tasty Food & drink, days and time, likes and dislikes	School Life Furniture, pencil case items, school subjects, number 0-40, shapes	Let's Go Shopping Greetings, shopping items, clothes, colours, numbers 0-500, money	All in a Day Time - o'clock, half past, quarter past, a.m. and p.m., quarter to, 5 minute intervals, 24 hour clock, days, timetables	Our Precious Planet Identifying environmental challenges, actions to save our planet

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 3 & 4	Invasion!	There be Dragons...	Fantastical Adventures	Chocolate!	Environmental Heroes	Rivers
	Family & Friends Introducing family members, pets, the alphabet, rooms of the house <i>Before this unit, children will need an understanding of basic greetings in French. Resources can be found here.</i>	Our School Classroom objects, where things are, subjects, places around school, school activities	Time Counting 0 – 31, days, months, birthday, dates and using a calendar <i>Before this unit, children will need an understanding of the numbers from 0-10. Resources can be found here.</i>	All Around Town Where you live, French towns and cities, counting in tens, saying your address	Going Shopping Fruit & vegetables, clothes, adjectives of colour, shops and shopping, money, numbers to 100 <i>Before this unit, children will need an understanding of the words for colours. Resources can be found here.</i>	What's the Time? Daily routine, school day, counting in fives, o'clock, half past, quarter past and quarter to
Yr 5 & 6	Rainforests	Potions!	To Infinity & Beyond	Journeys	Victorians	Inventions
	All About Ourselves Body parts, describing ourselves, clothes, feelings & emotions	Family & Friends Rhyming and singing, animals, houses & furniture,	Time Travelling Counting to and beyond 1000, reading & understanding dates, saying when you were born	Let's Visit a French Town Saying where you live, places in town, my house, rooms and furniture	This is France! Countries, distances, directions & compass points, what to do in Paris, famous French people	More to Explore Countries, culture



The Weald Federation: French– Progression of Skills (assessment points)

Area	Lower Key Stage 2		Upper Key Stage 2	
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SPEAKING & LISTENING	<ul style="list-style-type: none"> Can repeat modelled words 	<ul style="list-style-type: none"> Can repeat modelled short phrases 	<ul style="list-style-type: none"> Can understand simple sentences containing familiar words 	<ul style="list-style-type: none"> Can understand the main points from a short paragraph of spoken French
	<ul style="list-style-type: none"> Can ask and answer a simple and familiar question with a simple rehearsed response 	<ul style="list-style-type: none"> Can use familiar vocabulary to say a short sentence including asking and answering at least two questions, expressing likes and dislikes and speaking about everyday activities and interests 	<ul style="list-style-type: none"> Can ask and answer more complex questions with a scaffold of responses, including using familiar vocabulary to say longer sentences 	<ul style="list-style-type: none"> Can engage in a short conversation using a range of familiar questions and answers, referring to everyday activities, activities and experiences, conversing briefly without prompts
	<ul style="list-style-type: none"> Can identify individual sounds in words and pronounce accurately when modelled 	<ul style="list-style-type: none"> Can start to recognise the sound of some letter strings in familiar words and pronounce when modelled 	<ul style="list-style-type: none"> Can use knowledge of letter string sounds, elisions and silent letters to pronounce familiar words accurately 	<ul style="list-style-type: none"> Can start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules
	<ul style="list-style-type: none"> Can present simple rehearsed statements about themselves, objects and people to a partner 	<ul style="list-style-type: none"> Can present information in simple sentences using familiar and rehearsed language to a partner or a small group of people 	<ul style="list-style-type: none"> Can present a range of ideas and information, using prompts, to a partner or a small group of people 	<ul style="list-style-type: none"> Can present a range of ideas and information, without prompts, to a partner or a group of people.
	<ul style="list-style-type: none"> Can say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold 	<ul style="list-style-type: none"> Can say one or two short sentences that may contain an adjective to describe people, places, things and actions 	<ul style="list-style-type: none"> Can say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold 	<ul style="list-style-type: none"> Can manipulate familiar language to describe people, places, things and actions, using a wider range of descriptive language
READING & WRITING	<ul style="list-style-type: none"> Can read and show understanding of familiar single words. 	<ul style="list-style-type: none"> Can read and show understanding of simple phrases and sentences containing familiar words. 	<ul style="list-style-type: none"> Can read and show understanding of simple sentences containing familiar and some unfamiliar language. 	<ul style="list-style-type: none"> Can read and understand the main points and some detail from short, written material.
	<ul style="list-style-type: none"> Can use strategies for memorisation of vocabulary, making links with English to work out the meaning of new words 	<ul style="list-style-type: none"> Can use context to predict the meaning of new words 	<ul style="list-style-type: none"> Can use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. 	<ul style="list-style-type: none"> Can use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context, bilingual dictionary);
	<ul style="list-style-type: none"> Can write single familiar words from memory with understandable accuracy 	<ul style="list-style-type: none"> Can write familiar short phrases from memory with understandable accuracy 	<ul style="list-style-type: none"> Can write a simple sentence from memory using familiar language 	<ul style="list-style-type: none"> Can write several sentences from memory with familiar language with understandable accuracy
	<ul style="list-style-type: none"> Can write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; 	<ul style="list-style-type: none"> Can write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<ul style="list-style-type: none"> Can write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold 	<ul style="list-style-type: none"> Can use a wider range of descriptive language in their descriptions of people, places, things and actions, using a bilingual dictionary if needed.
STORIES, SONGS, POEMS & RHYME	<ul style="list-style-type: none"> Can join in with actions, listen and identify specific words in songs and rhymes and demonstrate understanding 	<ul style="list-style-type: none"> Can listen and identify specific phrases in songs and rhymes and demonstrate understanding by joining in with the words of a song. 	<ul style="list-style-type: none"> Can listen and identify rhyming words and specific sounds in songs and rhymes, following the text / written word of familiar songs and rhymes 	<ul style="list-style-type: none"> Can understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.



The Weald Federation: French – Areas of Study & Key Learning

Lower Key Stage 2

CYCLE A

<p>Getting to know you</p> <ul style="list-style-type: none"> greetings introducing yourself; saying how you feel; numbers 0-10; saying your age; using formal and informal language 	<p>All About Me</p> <ul style="list-style-type: none"> classroom instructions; body parts; action words; colours; clothes; using 'un' and 'une' for masculine and feminine nouns; using 'et' to join words in a list 	<p>Food Glorious Food</p> <ul style="list-style-type: none"> food; asking for food, including 'please' and 'thank you'; likes and dislikes; colours and sizes; using 'le/la/les' to mean 'the'; using adjectives in the correct place in a sentence; spelling adjectives correctly according to number and gender of the nouns; 	<p>On the Move</p> <ul style="list-style-type: none"> types of transport/ways of travelling; asking and answering about how you get to school; asking for directions; following directions; matching subject pronouns with the correct form of the verb; reading and saying words containing the French spelling 'ch' pronounced /sh/; substituting vocabulary to vary sentences 	<p>Where in the World</p> <ul style="list-style-type: none"> countries & continents; animals; identifying whether nouns are masculine or feminine; choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands); using an English/French dictionary or online translator; using the past tense to say 'J'ai vu...' using the pronouns 'il/elle' correctly 	<p>Hobbies & Holidays</p> <ul style="list-style-type: none"> seasons & weather; countries; sports and hobbies; likes and dislikes; using the third person plural of 'être'; choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands); using possessive adjectives 'ma/mon/mes'
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CYCLE B

<p>Family & Friends</p> <ul style="list-style-type: none"> introducing family members; pets; the alphabet; asking how words are spelt; rooms of the house; using possessive adjectives 'ma/mon/mes'; using 'tu' to ask my partner questions; using 'il/elle'. 	<p>Our School</p> <ul style="list-style-type: none"> classroom objects; asking where things are; subjects; likes and dislikes; PE verbs and giving/following commands; places around school; school activities; using 'Il/Elle est là.' or 'Ils/Elles sont là.'; converting 'le' and 'la' to 'un' and 'une'. 	<p>Time</p> <ul style="list-style-type: none"> counting from 11-31; days; months; birthdays; dates and using a calendar; turning sentences into questions or statements by rearranging vocabulary order; changing questions or answers to talk about past or future tenses. 	<p>All Around Town</p> <ul style="list-style-type: none"> ask and answer questions about where you live; French towns and cities; places in a town; counting in tens; maths vocabulary (+, -, x, ÷, =); counting to 100; saying your address; features of a town/countryside; using a bilingual dictionary; predicting new language based on patterns. 	<p>Going Shopping</p> <ul style="list-style-type: none"> fruit and vegetables; likes and dislikes; clothes; adjectives of colour; shops and shopping; money – asking how much; numbers to 100; changing 'le/la/l'/les' (the) to 'du/de la/de l' and des' (some); using adjectives in the correct place in a sentence; spelling adjectives correctly according to number & gender of the nouns; using the appropriate form of 'at' ('au' or 'à la'). 	<p>What's the Time?</p> <ul style="list-style-type: none"> o'clock and half past; daily routine; understanding a television schedule; quarter past and quarter to; the school day – times and subjects; counting in fives; starting a sentence with a time connective; choosing the correct word ('avant' or 'après') when comparing two subjects.
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GRAMMAR

<ul style="list-style-type: none"> show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; 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; recognise and use partitive articles; name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; use a simple negative form (ne... pas); 	<ul style="list-style-type: none"> show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; recognise and use the first person possessive adjectives (mon, ma, mes); recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; use simple prepositions in their sentences; use the third person singular and plural of the verb 'être' in the present tense.
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The Weald Federation: French – Areas of Study & Key Learning *cont.*

Upper Key Stage 2

CYCLE A

<p>Pleased to Meet You</p> <ul style="list-style-type: none"> careers, saying what I will be when I grow up; alphabet pronunciation, spelling in French; names and uses of accents in French; feelings and emotions; using a bilingual dictionary; using the simple future tense; spelling adjectives correctly according to the number and gender of nouns 	<p>That's Tasty</p> <ul style="list-style-type: none"> food and drink; days and time – half past and o'clock; likes and dislikes; using 'Je voudrais...'; using 'J'aime...' and 'Je n'aime pas...'; spelling adjectives correctly according to the number and gender of nouns; using the correct form of 'some' (du/de/la/de l'/des). 	<p>School Life</p> <ul style="list-style-type: none"> furniture; pencil case items; school subjects; numbers 0-40; shapes; using 'il' and 'elle'; comparing two things and saying which I like best; using 'Excusez-moi, est-ce que je peux... ?' to ask 'Can I...?'; using 'Où est ?' and 'Où sont ?' to ask where things are 	<p>Let's Go Shopping</p> <ul style="list-style-type: none"> greetings/basic phrases; shopping items; shops; clothes; colours; numbers 0-500; money; using positional language; using the correct form of 'à côté de' depending on the gender of the noun; spelling adjectives correctly according to the number and gender of nouns; using adjectives in the correct order. 	<p>All in a Day</p> <ul style="list-style-type: none"> time – o'clock, half past, quarter past, a.m. and p.m., quarter to, 5 minute intervals, 24 hour clock; reading and interpreting airport arrivals and departures boards; numbers 0-50; days; school subjects – reading and interpreting a timetable; conjugating regular verbs ending in '-ir', '-er' and '-re'; translating simple sentences by conjugating verbs in the present tense 	<p>Our Precious Planet</p> <ul style="list-style-type: none"> identifying environmental challenges; identifying actions we could take to help the planet; using the correct form of the near future tense to match the subject of the sentence; using 'Je pense que...' and the near future to say what people might do; linking sentences with 'et', 'aussi', 'mais' and 'en plus'
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CYCLE B

<p>All About Ourselves</p> <ul style="list-style-type: none"> body parts; describing ourselves; action verbs; clothes; feelings and emotions; using the verb 'avoir'; using adjectives in the correct place in a sentence; spelling adjectives correctly according to the number and gender of nouns; asking 'Qu'est-ce que tu fais ?'; using 'à la', 'au' or 'aux' correctly 	<p>Family & Friends</p> <ul style="list-style-type: none"> rhyming and singing; animals; houses and furniture; recognising and using possessive adjectives; knowing the difference between 1st and 3rd person; using a bilingual dictionary; spelling adjectives correctly according to the number and gender of nouns; using co-ordinating conjunctions; recognising and pronouncing phonemes accurately 	<p>Time Travelling</p> <ul style="list-style-type: none"> counting above 1,000; reading and understanding dates; saying when you were born; using 'avoir' correctly; matching subject and verb; using past tense – identifying past participle verbs; identifying and conjugating auxiliary verbs; changing the past participle to agree with gender and number of the noun. 	<p>Let's Visit a French Town</p> <ul style="list-style-type: none"> saying where you live; places in a town and saying what there is to do; maths and ordinal numbers; my house – rooms and furniture; songs; using the verb 'habiter' and choosing the correct form of the verb to match the subject; using a bilingual dictionary; using prepositional phrases. 	<p>This is France!</p> <ul style="list-style-type: none"> countries; distances; directions and compass points; what to do in Paris; famous French people; using the correct form of 'de'; using the correct form of 'être'; using the correct form of adjectives 	<p>More to Explore</p> <ul style="list-style-type: none"> countries; learning vocabulary; pronunciation; culture; reading/writing/speaking/listening skills; using a bilingual dictionary; using nouns, adjectives and adverbs correctly; using high-frequency verbs in French; using different verb forms to refer to past, present and future.
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GRAMMAR

<ul style="list-style-type: none"> identify word classes; demonstrate understanding of gender and number of nouns and use appropriate determiners; explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; name and use a range of conjunctions to create compound sentences; use some adverbs; demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; explain and use elision; state the differences and similarities with English; recognise and use the simple future tense of a high frequency verb; compare with English; 	<ul style="list-style-type: none"> 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); recognise and use a range of prepositions; use the third person plural of a few high frequency verbs in the present tense; name all subject pronouns and use to conjugate a high frequency verb in the present tense; recognise and use a high frequency verb in the perfect tense; compare with English; 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.
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National Curriculum in England: Modern Foreign Languages (MFL)

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.

Aims

The national curriculum for languages aims to ensure that all pupils:

- 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

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

National Curriculum statutory requirements

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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 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