THAKEHAM PRIMARY SCHOOL

At Thakeham we CARE

courage ambition respect enjoyment

CARE



KNOWLEDGE DEVELOPMENT OVERVIEW: MFL (French)

SUBJECT: FRENCH

NATIONAL CURRICULUM

Purpose of study

Learning a foreign language 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.

INTENT

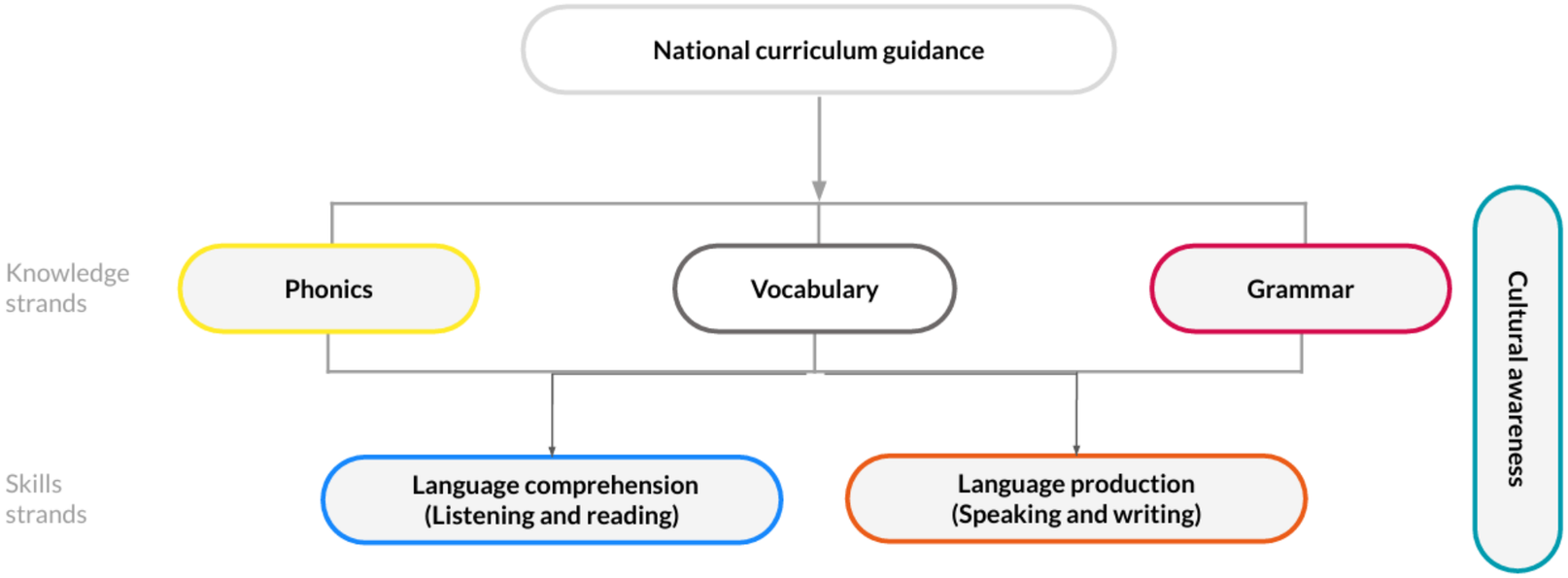
The French curriculum at Thakeham Primary School seeks to complement the wider curriculum, where possible, whilst enabling all pupils to develop key language learning skills, as set out by the national curriculum. In Key Stage 2 our pupils will foster an interest in learning another language and begin to explore their own cultural identities as well as those from French-speaking countries around the world.
Drawing on up to date research from NCELP (The National Centre for Excellence for Language Pedagogy) is an initiative funded by the Department for Education and co-directed by The University of York and The Cam Academy Trust), our French curriculum embeds the three pillars of phonics, vocabulary and grammar as building blocks to acquire a solid foundation in:

- speaking, with increasing accuracy in pronunciation and intonation;
- listening, including awareness raising of sound symbol correspondence;
- reading, through the use of authentic materials such as poems and stories and
- writing, developing accuracy of spelling and grammar and focusing on age and stage appropriate expectations.

They will learn to understand and respond to spoken and written language from a variety of sources and grow in confidence to speak fluently in French. They will have opportunities to write at varying lengths, for different purposes and audiences and use the grammatical structures that they have learnt. The children will create and work from a curriculum that engenders an enthusiasm for learning new skills and content, whilst embedding past learning to ensure it is purposeful and builds a secure foundation on which children can confidently manipulate their existing knowledge, in order to support new learning. They will begin to read with confidence and independence, and feel secure in making predictions about new or unknown language.

IMPLEMENTATION

French is taught to Key Stage 2 in one hour lessons each week. At Thakeham we follow the KAPOW scheme of learning, building in complexity throughout the four years. From the Ofsted research review series: languages, KAPOW have identified three knowledge strands or 'pillars'. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National curriculum. Throughout the scheme of work, children will also be developing their Cultural awareness of France and the French-speaking world.



Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies to ensure every pupil can access the learning. This is reviewed as part of the Assess, Plan, Do, Review cycle.

IMPACT

As pupils develop their confidence, knowledge and understanding of French, they will be able to produce longer spoken utterances with increasing accuracy as well as more complex written responses, applying their knowledge of sentence structure, adjectives, connectives and intensifiers as well as opinions and justifications to personalise their response. Pupils will be encouraged to make links between the units, to recap prior learning and to recognise the wide ranging application of the language building blocks they are learning to express their ideas.

By the time pupils leave Thakeham, they will have acquired basic skills in the learning of a foreign language, creating a solid foundation upon which to pursue further language study at Key Stage 3 and fostering a love of languages and an appreciation of other cultures.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets takes place at the end of each unit of work through the use of ongoing teacher assessment, and short informal summative activities such as listening and reading tasks through an end of unit quiz.

The French curriculum at Thakeham Primary School has as its overarching impact, to instil within its pupils both a love of language learning and the confidence to continue their language study at Key Stage 3 and beyond.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our subject link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo evidence of the pupils' practical learning.
- Foundation Assessments at the end of a unit of work.

National Curriculum Requirements

Early Years Statutory Framework: Expressive Arts and Design	Key Stage 1	Key Stage 2
		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.

Support	Challenge
We: Provide visual cues, scaffolds and/or sentence frames. Reduce vocabulary demands.	Reading - Using the knowledge of the sound of some letter strings, read aloud individual familiar words. Apply knowledge to read aloud unfamiliar words. Demonstrate knowledge of liaison and elision when reading aloud. Read longer sentences and short paragraphs and understand the gist and some detail. Writing - write some words and phrases accurately from memory. Write some words, phrases and sentences accurately from memory. Write sentences from memory, using familiar vocabulary with a high degree of accuracy.

Knowledge Development

		Year 3/4	Year 5/6
	Phonics	Knowledge • To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). • To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et. • To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â • To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound. • To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand. • To recognise and begin to predict key word patterns and spellings. • To know that 'h' at the start of a word in French is not pronounced. • To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English).	Knowledge • To consistently recognise and apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è)and cedilla (ç) • To know that a change in voice intonation can indicate when a question is being asked. • To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? • To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. • To consistently recognise and apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è)and cedilla (ç) • To know that a change in voice intonation can indicate when a question is being asked. • To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?

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	Grammar	Knowledge Feminine and masculine forms: Nouns • To understand that every French noun is either masculine or feminine. • To know that the gender affects the form of the indefinite article un or une. • To know that feminine nouns often (but not always) end in 'e' . • To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. • To know that the pronoun ça means 'it'. • To know that the pronoun y means 'there'. • To know that the preposition à can be contracted with a definite article to indicate a place: au/à la/aux. • To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. • To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. • To understand that every French noun is either masculine or feminine. • To know that the gender affects the form of the indefinite article un or une. • To know that feminine nouns often (but not always) end in 'e' . • To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. • To know that the pronoun ça means 'it' • To know that the pronoun y means 'there' • To know that the preposition à can be contracted with a definite article to indicate a place: au/à la/aux. • To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. • To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. Feminine and masculine forms: Adjectives • To know that most adjectives are placed after the noun in French. • To know that adjectives of size such as petit and grand are placed before the noun. • To know that the ending of an adjective changes depending on the gender and number of the noun it describes. • To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. • To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse. Verbs (including conjugation and negation)	Knowledge Feminine and masculine forms: Nouns • To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. • To know whether to use the pronouns il 'he' or elle 'she' when describing someone. Feminine and masculine forms: Adjectives • To know that adjectives must agree with the gender and number of the noun being described. • To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison. • To know a range of prepositions to describe the position of objects or places. • To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe. Verbs (including conjugation and negation) • To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. • To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. • To know that the same verb is not always used in English and French for a given phrase. • To know that compound sentences join two simple sentences together using connectives such as et and mais. • To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus. • To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go) • To conjugate the verbs aller, jouer and faire. • To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports. • To know that, for regular verbs, the formal imperative verb (tu) is formed by removing the pronoun vous and just keeping the -ez form of the verb e.g. tournez ! • To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin. Key features and patterns of the language • To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sœur de mon père. • To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers.

		• To know that there are high frequency verbs s'appeler, avoir , être and aller which are used to formulate and answer questions. • To know that je/j', and tu and vous are subject pronouns. • To know that c'est means ''it is" and is used to describe what something is. • To know that il y a is used to say 'there is/are.' • To know that placing ne…pas around the verb makes it negative: ne + verb + pas . • To know that the endings of verbs change according to the subject. • To know that we can use conjunctions to link phrases such as et/mais. • To know how to form the first, second and/or third person of the verbs avoir (to have) and être (to be). • To know that the verb aimer is used to express an opinion, including with the negative form ne … pas. Key features and patterns of the language • To know that the word order is sometimes different in French compared to English. • To know that we can use conjunctions such as et (and), mais (but) and puis (then) to join phrases/clauses. • To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. • To know that accents in French can change the sound of a letter. • To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. • To know that basic sentence structure English and French have the same pattern: subject + verb + object. • To know that you can make a statement into a question simply by changing the intonation of your voice in French. • To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.	• To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'. • To understand that words in French and English will not always have a direct equivalent in the other language. • To know that parce que and/or car(because) can be used to extend a sentence and give a justification.
	Language comprehension (Listening and reading)	Skills • Listening and responding to single words, short phrases and full sentences. • Listening and noticing rhyming words when joining in with songs. • Beginning to notice common spelling patterns. • Reading aloud some words from simple songs, stories and rhymes • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar French words in written form. • Beginning to understand and notice cognates and near cognates. • Beginning to explore various language detective strategies. • Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary,	Skills • Listening and inferring information from audio passages using language detective skills. • Independently identifying rhyming words and spelling patterns when joining in with songs. • Beginning to predict spelling patterns. • Reading short authentic texts for enjoyment or information. • Identifying and extracting key information in a range of authentic texts. • Reading and using language detective skills to assess meaning including context, text type and sentence structure. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.
	Language production (Speaking and writing)	Skills Speaking • Recognising, asking and/or answering simple questions. • Forming simple statements with information including the negative. • Practising speaking with a partner. • Beginning to form opinion phrases. • Using a variety of conversational phrases. • Using short phrases to give information.	Skills Speaking • Planning, asking and answering questions. • Beginning to use conversational phrases for purposeful dialogue. • Developing extended sentences to justify a fact or opinion. • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Planning and giving a short oral presentation.

		• Recognising, repeating and adapting phrases from familiar rhymes and songs. • Using a model to form a spoken sentence. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Recognising how intonation and gesture are used to differentiate between statements and questions • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play, song or story. Writing • Selecting and writing simple words and short phrases, some from memory. • Making short phrases or sentences using word cards, knowledge organisers and cloze exercises. • Choosing appropriate adjectives from a range of adjectives.	• Modifying, expressing and comparing opinions • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. • Creating and presenting a dialogue or role-play. • Giving a presentation drawing upon learning from a number of previous topics. Writing • Adapting model sentences to express different ideas • Using existing knowledge of vocabulary and phrases to create new sentences. • Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. • Using adapted phrases to describe an object, person or place. • Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. • Using a wide range of descriptive words and phrases independently.
	Cultural Awareness	Skills • Discussing similarities and differences between customs and traditions in France and the UK. • Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse. • Discovering French festivals and their traditions. • Ordering typical French food and/or drink. Knowledge • To know that in French there are formal and informal greetings. • To know some playground games played in France. • To know the names and locations of some of the cities in France. • To name some famous paintings by French artists. • To know that in French there is a formal and informal version of the word for 'you', and when to use which one. • To know that the currency used in France is euros and to recognise some of the notes and coins. • To know that orders are typically taken at the table in France.	Skills • Identifying key geographical features of countries in the French-speaking world. • Analysing climate data for some French-speaking countries. • Playing the traditional French game of la pétanque. • Comparing sporting activities in France and the UK. Knowledge • To know that French is spoken in different countries around the world. • To be able to name French-speaking countries and recognise the flags of those countries. • To be able to explain how climate varies in some French-speaking countries. • To know the rules for playing French bowls. • To know informal and formal terms of address in France.