

# THAKEHAM PRIMARY SCHOOL

At Thakeham we CARE

**CARE**  
courage ambition respect enjoyment



# KNOWLEDGE DEVELOPMENT OVERVIEW: MFL (French)

## SUBJECT: FRENCH

### NATIONAL CURRICULUM

#### 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.

### 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 by a French-speaking specialist teacher to Key Stage 2 in one hour lessons each week. Building in complexity throughout the four years, our curriculum allows for many opportunities for pupils to revisit prior learning, developing their knowledge and understanding as their language learning journey progresses. Planting the seed of grammatical ideas in years 3 & 4 allows pupils to begin to understand some of the similarities and differences between English and French, with ideas being revisited in later units and grammatical concepts being explored in more depth. Drawing on the three pillars of NCELP (phonics, grammar and vocabulary), pupils quickly move from the foundations of single words to sentence level within all units, incorporating key grammatical concepts such as adjective agreements, negatives, basic verbs and gender. An emphasis is placed on high frequency verbs and structures to support students in being able to apply their knowledge across concepts, recycling learning and establishing a foundation for future language learning. The children learn through a wide range of activities including conversations, singing and games and use resources such as French story books, French songs and short video excerpts. They show understanding by joining in and responding to the stimuli. They engage in conversations, asking and answering questions. They express opinions using a growing bank of vocabulary organised around topics, ensuring a correct pronunciation and intonation.

As language proficiency develops, pupils have the opportunity to appreciate further songs, poems and a range of authentic materials from the target culture, allowing them to develop their cultural understanding of French speaking countries as well as providing a stimulus for pupils' own language to develop.

Each term of learning ends with a specific 'End Product' or 'Fab Finish' which is designed to allow the children to demonstrate the cumulative progress and knowledge gained over the term. This may focus on a particular skill such as speaking or writing. Examples include; writing a French postcard home from travels around France for year 3 and 4 or writing a French art critique for year 5 and 6. Year 3 and 4 extend their intercultural awareness through Paris research, displaying their understanding with an informative poster. Year 5 and 6 develop their understanding of 'la Francophonie' through an exploration of Martinique and its history. Where it can further enhance the learning experience for the children, cross curricular skills are also used, such as creating art in the style of Matisse or using speaking and drama skills to present a runway for Paris Fashion Week!

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 in order 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, role play and short informal summative activities such as listening and reading tasks.

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

<p><u>Early Years Statutory Framework: Expressive Arts and Design</u></p>	<p><u>Key Stage 1</u></p>	<p><u>Key Stage 2</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• 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.</li> </ul>
<p><b><u>Support</u></b></p> <p>We:</p> <p>Provide visual cues, scaffolds and/or sentence frames. Reduce vocabulary demands.</p>	<p><b><u>Challenge</u></b></p> <p>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.</p>	

## Knowledge Development

### Cycle A

		EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Autumn			<ul style="list-style-type: none"> <li>• Colours</li> <li>• numbers 1-10</li> <li>• To appreciate stories in the target language of French (Bonne Nuit Petit Monstre Vert). <a href="https://www.youtube.com/watch?v=Kgdll-ZWvy0">https://www.youtube.com/watch?v=Kgdll-ZWvy0</a></li> <li>• Vocabulary for facial features.</li> <li>• Size adjectives grand/petit.</li> <li>• Using un/une correctly.</li> <li>• Recognising and understanding gender.</li> <li>• Placing colours after objects.</li> <li>• Fab Finish- Creating and labelling their own petit monster!</li> <li>• AfL assessment given at the start and end of term</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary for rooms of the house.</li> <li>• Size adjectives.</li> <li>• All four preferences.</li> <li>• Using 'voici' to start a sentence.</li> <li>• Using 'C'est.....' to describe a room using colours and size adjectives.</li> <li>• Fab Finish -Designing and labelling a model or blue print of a dream house.</li> <li>• Using bilingual dictionaries to extend vocabulary.</li> <li>• Ongoing colour and number work</li> <li>• AfL grid and the start and end of term/unit.</li> </ul>

	Spring			<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Birthdays</li> <li>• Months of the Year</li> <li>• Preferences with adjectival endings (weather).</li> <li>• Seasons</li> <li>• Conjunctions; when, because, and.</li> <li>• Colours</li> <li>• Numbers</li> <li>• AfL assessment given at the start and end of term.</li> </ul>	<ul style="list-style-type: none"> <li>• Galette des Rois</li> <li>• Clothing</li> <li>• Dictionary work</li> <li>• Preferences</li> <li>• Describing what they are wearing (Je porte...)</li> <li>• Conjunctions: and, with, also</li> <li>• Paris Fashion Week</li> <li>• Fashion show Parade – Fab finish</li> <li>• AfL assessment given at the start and end of term.</li> </ul>
	Summer			<ul style="list-style-type: none"> <li>• To appreciate stories in the target language of French (Cher Zoo by Rod Campbell) <a href="https://www.youtube.com/watch?v=8SEPg2yzYC4">https://www.youtube.com/watch?v=8SEPg2yzYC4</a></li> <li>• Verb etre (to be) in the form 'Je suis'.</li> <li>• Vocabulary for animals</li> <li>• Vocabulary for habitats/places to live</li> <li>• Ongoing colour and number work</li> <li>• Fab Finish- to create their own animal mask and write a sentence to explain what the animal is and where it lives.</li> <li>• AfL assessment given at the start and end of term</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary related to WW2.</li> <li>• All four preferences.</li> <li>• Using high frequency verbs in the first person: Je mange, Je plante</li> <li>• Using the simple past tense: J'ai pris.</li> <li>• Vocabulary for some clothing and some food.</li> <li>• Ongoing colour and number work.</li> <li>• Writing a postcard home in the voice of an evacuee.</li> <li>• Hosting a postwar party – Fan Finish.</li> <li>• AfL assessment given at the start and end of term.</li> <li>• Resource : Le Départ PowerPoint presentation.</li> </ul>

## Cycle B

	Autumn			<ul style="list-style-type: none"> <li>• Using the verb <b>Aller</b> in the first person e.g. Je vais à</li> <li>• Locating key cities in France.</li> <li>• Describing key cities in France using a range of adjectives.</li> <li>• Conjunctions <b>et</b> and <b>quand</b> and <b>car</b></li> <li>• Manipulating simple and compound sentences.</li> <li>• Fab Finish -Writing a postcard from my journey around France.</li> <li>• Researching the capital Paris.</li> <li>• AfL assessment at the start and end of term.</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns for family members</li> <li>• Using determiners and pronouns (le,le,les,mon,ma,mes)</li> <li>• Introducing oneself and your family members (Je m'appelle Bart. Voice mes soeurs Lisa et Maggie).</li> <li>• Link to preferences from Year A (J'aime ma soeur mais je n'aime pas mon frère).</li> <li>• Using adverbs of degree and adjectives to describe family members. (Voici ma soeur Lisa. Elle est assez petite).</li> <li>• Reading and writing a paragraph to introduce and describe your own family members, giving opinions.</li> <li>• Christmas. Learn some key French traditions and vocabulary for French themed items. Make a Christmas card for a family member.</li> <li>• Ongoing number work.</li> <li>• AfL assessment at the start and end of term.</li> </ul>
	Spring			<ul style="list-style-type: none"> <li>• Revision from YA Spring term on introductions: <b>Bonjour, Salut, Je suis...+ name, Aurevoir.</b></li> <li>• Days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns relating to the print 'Les bêtes de la mer' by Matisse</li> <li>• Using determiners and pronouns (le,la,les)</li> </ul>

			<ul style="list-style-type: none"> <li>To appreciate songs in the target language of French.</li> <li><a href="https://www.youtube.com/watch?v=Lpwf5N0rfVE">https://www.youtube.com/watch?v=Lpwf5N0rfVE</a></li> <li>Using all four preferences (J'adore, J'aime, Je n'aime pas, Je déteste).</li> <li>Learning a range of sports and hobbies.</li> <li>Create links with a French partner school and design a sports diary to a French friend – Fab Finish.</li> <li>AfL assessment given at the start and end of term.</li> <li>On going number and colour work.</li> </ul>	<ul style="list-style-type: none"> <li>Link to preferences from Year A (J'aime, J'adore, Je n'aime pas and Je déteste).</li> <li>Using feminine, plural adjectives to describe the nouns in Matisse's picture.</li> <li>Using 'Elles sont' to give reasons for preferences.</li> <li>Using the conjunctions et, mais, car, parce-que, aussi and pourtant.</li> <li>Reading and writing a paragraph in the role of an art critique, to express overall opinions on Matisse's print 'Les bêtes de la mer' – Fab Finish.</li> <li>Ongoing colour work.</li> <li>Ongoing number work.</li> <li>AfL assessment at the start and end of term.</li> </ul>
Summer			<ul style="list-style-type: none"> <li>Locating key rivers in France.</li> <li>Describing what's in a river using a range of nouns</li> <li>Using all four preferences (J'adore, J'aime, Je n'aime pas, Je déteste).</li> <li>Using the key phrase <i>Dans la rivière il y a .....</i></li> <li>Conjunctions <i>et</i> and <i>mais</i>.</li> <li>Manipulating simple and compound sentences.</li> <li>Creating and labelling a river poster using this term's knowledge –Fab Finish.</li> <li>AfL assessment at the start and end of term.</li> </ul>	<ul style="list-style-type: none"> <li>To appreciate stories in the target language of French (Le loup qui voulait changer de couleur.)</li> <li><a href="https://www.youtube.com/watch?v=BPe6aHn6u48&amp;t=76s">https://www.youtube.com/watch?v=BPe6aHn6u48&amp;t=76s</a></li> <li>Revise colours</li> <li>To appreciate songs in the target language of French.</li> <li><a href="https://www.youtube.com/watch?v=EQ3Erag0sNk">https://www.youtube.com/watch?v=EQ3Erag0sNk</a></li> <li>Revise days of the week from Year 3 and 4.</li> <li>To use a second verb in the infinitive form after a conjugated verb e.g. Il aime porter.....</li> <li>To use bilingual dictionaries to extend sentences.</li> <li>To use 'comme un/une' to make comparisons.</li> <li>To create their own Wolf's comic strip – Fab Finish.</li> <li>AfL assessment given at the start and end of term.</li> <li>On going number and colour work.</li> </ul>

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