



*'Roots to Grow and Wings to Fly'*

## Curriculum Progression Document

# French



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## Curriculum Intent

**Intent** – Our aim is for children to have a basic understanding of French as a foreign language across the main aspects of language learning; speaking, listening, reading, writing and grammar. Language learning will build each year to provide children with a robust knowledge of basic French and increase confidence with it. Language topics will be relevant and useful so that children can understand why they are learning vocabulary and phrases.

### **This vision is achieved by:**

- Following the National Curriculum using the language angels three pillars of language learning approach.
- Introduction to French in KS1.
- Revisiting French learning outside of lessons to embed vocabulary.
- The use of a robust language curriculum that provides opportunities for conversation, takes learners levels into account and builds across terms and years.
- Selection of language topics that will be relevant and engage learners.

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). St Bartholomew's Primary School has adopted a whole school approach to the teaching of French to all KS2 pupils.

### **Aims**

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French.

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are

learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

## French in the Early Years Foundation Stage

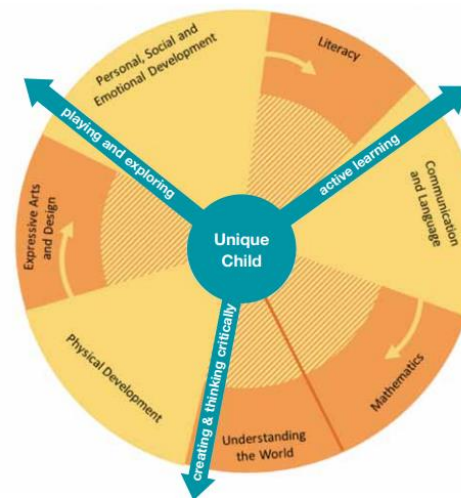
Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



**Prime** areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

**Specific** areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Although French is not explicitly part of the EYFS curriculum, our French curriculum contributes to:

### Understanding the World: People, Culture and Communities

Children at the expected level of development will:

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### Expressive Arts and Design: Being Imaginative and Creative

Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

## French: Key Stage One

Although French is not explicitly part of the KS1 curriculum, our French curriculum contributes to:

### **Year 1 and 2 Music:**

- Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music.

### **Year 1 and 2 Spoken Word:**

- En1/1a listen and respond appropriately to adults and their peers.
- En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates



## French and the National Curriculum: Key Stage Two

Through a variety of speaking, listening writing activities, pupils should be taught the knowledge, understanding and skills needed understand basic French. It should lay the foundations for further language learning in KS3. The focus will be on practical communication.

### Listening and Comprehension

- 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

### Speaking

- 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

### Reading and Comprehension

- 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

**Writing**

- 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 and masculine 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.



Language Learning Skills Progression By Year Group

	EYFS/Key Stage 1		Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. <b>EG:</b> Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...') and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group and in this order. Units can be added in between.

Nursery Rhymes	Colours & Numbers	Phonics & Pronunciation Lesson 1	Phonics & Pronunciation Lesson 2	Phonics & Pronunciation Lesson 3	Phonics & Pronunciation Lesson 4
Greetings	In My Town	I Am Learning...	Presenting Myself	Do you have a pet?	At School
In the Jungle	Superheroes	Instruments / Animals	My Family	The Date	The Weekend
Under the Sea	Seasons	Fruits / Vegetables / Ice-Creams	My Home / In the classroom	Clothes	Me in the World / Vikings
		I Am Able...(F) - I Know How...(S & I)	At The Tea Room / Café / Restaurant		

# Whole School Programme of Study

	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term</b>				
	Phonetics 1 (X) &	Phonetics 2 (X) &	Phonetics 3 (X) &	Phonetics 4 (X) &
Half Term 1	I Am Learning Fr/Sp/It (E)	Presenting Myself (I)	Do You Have a Pet? (I)	At School (P)
Half Term 2	Animals (E)	My Family (I)	The Date (I)	Healthy Lifestyle (P)
<b>Spring Term</b>				
Half Term 1	Instruments (E)	Goldilocks or Tudors or Habitats (I)	My Home (I)	At the Weekend (P)
Half Term 2	I Am Able ...{Fr) I Know How To...{It/Sp) (E)	In the Classroom (I)	The Olympics (I)	World War II or Planets or Habitats (P)
<b>Summer Term</b>				
Half Term 1	Ice-Creams (E)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)	Clothes (I)	Vikings (P)
Half Term 2	Fruits (E) or Vegetables (E)	What is the Weather? (I)	Romans (I) or Habitats (I)	Me in the World (P)

Key	E	Early Language
	I	Intermediate
	P	Progressive
	X	Extra Teaching



## **Teaching and Learning Overview**

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

1. Understand and respond to spoken and written language from a variety of authentic sources
2. 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
3. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

5. Listen attentively to spoken language and show understanding by joining in and responding.
6. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
7. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
8. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
9. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
10. Present ideas and information orally to a range of audiences.
11. Read carefully and show understanding of words, phrases and simple writing.
12. Appreciate stories, songs, poems and rhymes in the language.
13. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
14. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
15. Describe people, places, things and actions orally and in writing.

16. 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.

### **Organisation & Delivery**

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

## **Resources**

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

## **Evidence of Teaching & Learning and Transition at End of Key Stage**

Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in French to a centralised secure file store on their Tracking & Progression Tool.

All of this information along with the pupil's individual Learning & Progression Timeline and skills progress reports can be forwarded to their secondary school at time of transition.

## **Assessment of Pupil Learning & Progression**

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

## **Monitoring and evaluation**

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.



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The Subject Leader will encourage, where appropriate, class assemblies and presentations in French. They will also encourage cross-curricular topics be taught in French to knit together various areas of the curriculum.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SEF is updated as appropriate

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