



French Statement of Intent

Learning a foreign language is an essential skill in the globalised world we live in and at Whinstone we believe that the earlier a child is exposed to a foreign language, the faster the language acquisition becomes. We deliver high quality French education which inspires and enthruses children while broadening their curiosity and understanding of the target country, its culture and history. We aim at teaching purposeful language using authentic material and resources while teaching them the strategies to work out the meaning and the grammar of the target language.

We develop children’s linguistic skills and knowledge of France, its language and culture by:

- Teaching them traditional songs, poems and rhymes that allow them to explore sounds and pattern of the target language.
- Planning lessons which provide the children to work on their four linguistic skills e.g. listening, speaking, reading and writing.
- Planning activities which give the children the opportunities to communicate in the target language (through pair-work, group work, games and singing activities) so that they can express ideas, feelings, facts and show understanding through a wide of range of topics.
- Catering for all learning styles. It is our aim to support and challenge pupils of all abilities, using differentiated activities, resources and success criteria.
- Teaching a core of grammatical knowledge in French which the pupils can apply to the learning of French and other languages in KS3.
- Broadening their knowledge and understanding of Francophonie e.g. understanding that French is spoken in several countries such as Switzerland, Belgium, Luxembourg, overseas French territories and Quebec in Canada.





Languages KS2 National Curriculum

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.



French Implementation

French is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events. Through a variety of activities and authentic resources, we teach the children to understand and respond to spoken and written language, to speak with confidence expressing ideas, facts and feelings and to write at varying length using grammatical knowledge. To ensure progression from Year 5 children will be given opportunities to reuse previous learning vocabulary and to apply it to new topics they study.

Year 6 French Implementation – Key Concepts
<p>The key concepts of French at Whinstone are:</p> <ul style="list-style-type: none"> • developing speaking skills e.g. understanding of French phonics, developing accurate pronunciation and intonation, speaking audibly with increasing fluency and independence, experimenting with new language and using language in drama, role play or in pair or group work tasks. • developing listening skills e.g. showing understanding by joining in and answering questions in class with increasing independence and fluency in group or pair work activities and singing along topics-related songs • developing reading skills e.g. naming and labelling objects in the target language, linking the words to the sound or pictures and making lists and memorise information, answering true or false and retrieving simple key information and filling a table. • developing writing skills e.g. copying and labelling pictures, retrieve and record information, identifying key words to use in writing and complete longer pieces of writing. • Continuing to develop an understanding of French grammar e.g. gender of nouns, articles, masculine and feminine of common adjective, the verb avoir and etre with the present tense and the pronouns je, tu, il and elle and beginning to use present with common verbs for instance je vais, je fais, j’aime, j’adore et je deteste.

In Year 6 the Key Concepts of French are taught through the following sequence of topics:		
Autumn	Spring	Summer
Basic greetings; Greeting people using different titles e.g. monsieur, madame, mademoiselle; Introducing ourself. Feelings. Breakfast food Grammatical understanding of quantities du, de la and des Christmas vocabulary and traditions in France Developing knowledge of etre at the third form (singular/plural) e.g. est/ sont Developing understanding of agreement of adjectives with the gender of the subject	Various food and drinks Asking politely for food and drinks Expressing opinions on food and drinks Learning about typical food and drinks	Understanding Euros currency Understanding of different coins and bank notes Revising numbers 1 to 60 Learning numbers up to hundred, thousands (HA/MA) Developing knowledge of famous French monuments/people



Whinstone Primary School Year 6 French



Year 6 French Implementation – Key Vocabulary

<p>Bonjour, salut, au revoir, a bientôt, bonsoir, bonne nuit, Monsieur, madame, mademoiselle Asking the question 'Comment tu t'appelles ?' and answering 'je m'appelle monsieur/ madame' je voudrais du café/ du chocolat chaud/ du the du lait/ du jus d'orange/ du pain/ du beurre/ un pain au chocolat/ un croissant des céréales / des fruits</p> <p>le père Noel est vieux/gros le sapin est petit/grand/vert les rennes sont marron les boules sont rouges/jaunes/ dorées/ les bougies sont blanches/rouges les guirlandes sont argentées</p>	<p>Je voudrais le steak hache, le bœuf, le poulet le jambon, le poisson, le fromage les carottes, les petits pois, les pommes de terre, les tomates, les haricots, de la salade avec du riz, du chou, des pâtes, des frites, des chips, avec du ketchup, de la moutarde en dessert je mange un yaourt les pommes les oranges, les bananes, les poires, le gâteau, les fruit, le citron, le melon/ la pastheque, l'abricot, le kiwi, le pamplemousse, l'ananas, l'orange, la banane, la poire la pomme, des cerises, des fraises de la glace, de la mousse au chocolat Comme boisson je bois de l'eau de la limonade un coca jus de fruit Qu'est-ce que tu aimes? J'aime/ J'adore... Qu'est-ce que tu détestes? je déteste Typical french food and drinks : le croque-monsieur, le steak haché, la quiche, les escargots, la tarte aux pommes, macarons Vin rouge, vin blanc, champagne, menthe a l'eau, orangina.</p>	<p>Chiffres 1 a 60 : Un, deux ,trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>Vingt 20 Trente 30 quarante 40 Vingt et un 21 cinquante 50 Vingt-deux 22 soixante 60 Vingt trois 23 soixante-dix Vingt quatre 24 quatre-vingt 80 Vingt cinq 25 quatre vingt-dix 90 Vingt-six 26 cent 100 Vingt-sept 27 cent-un 101 Vingt-huit 28 cent-vingt 120 Vingt-neuf 29 deux cents 200 Trois cents 300... Mille 100 Deux milles 2000</p>
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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of French at Whinstone.

Speaking	Listening	Reading	Writing
<ul style="list-style-type: none"> ● Children learn to develop accurate pronunciation and intonation so that others understand when they speak familiar vocabulary and basic classroom language. ● respond briefly with single words or short phrases. Their pronunciation may be approximate and they may need considerable support from a spoken model and from visual cues. ● Conversational games (pair-work such as guess my partner’s word, mime and guess, mouthe and guess, write on partner’s back and guess). ● Repetition games (teacher vs class) ● Songs numbers 1 to 100 ● Children use their knowledge of days, months and numbers to say the date in French at the beginning of each lesson. ● Grammatical understanding of basic verbs at the conditional form: je voudrais ● Saying the gender of a noun using grammar terms such as masculine, feminine and plural. ● Role play (meeting someone, asking their name and answering, ordering food, giving opinions on food and drinks) 	<ul style="list-style-type: none"> ● Listening: Children show that they understand simple classroom commands, short statements and questions. They understand speech spoken clearly face to face or from a good quality recording. They may need a lot of help such as repetition and gesture. ● appreciate stories, songs, poems and rhymes in the target language ● Pair work: listen to partner and guess (mouthe and guess) ● Listening (Teacher uses target language as much as possible) ● Listening to songs 	<ul style="list-style-type: none"> ● Reading (linking the words to the sound) Ch shows that they understand single words or short sentences presented in clear script in a familiar context. They may need visual cues. ● Label the pictures with correct word/ phrase. ● Match greetings, titles, feelings, food, drinks, numbers, bank notes and coins with their written forms ● Looking for and recognising cognates when taught new language ● Recognising rhyming pattern (numbers) ● read carefully and show understanding of some words and short sentences, short paragraphs (about people’s breakfast, lunch) ● Recognising and understanding gender masculine, feminine and plural with quantities du, de la, des ● Categorising nouns according to their gender. ● Translation French to English/ English to French (familiar sentences, sentences related to the topics, short paragraphs) ● Reading short paragraphs ● Underline correct / incorrect ● Answer true or false 	<ul style="list-style-type: none"> ● Writing (recording words and showing meaning by drawing pictures) ● Write a short conversation using greetings, titles, feelings ● Create a poster on breakfast food, favourite food and drinks ● Write a short description of what you eat and drink for breakfast, lunch, dinner ● Keeping a diary of what you eat and drink in a week (using a bilingual dictionary) ● Translation French to English/ English to French



French Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within Key Concepts.

Key Concept	Meeting expectations
Reading & Listening	I can retrieve and record information from listening and reading tasks.
Reading & Listening	I can understand the gist of an unfamiliar text using some familiar language.
Speaking & Reading	I can read aloud more complex sentences using knowledge of letter string sounds and observing silent letters.
Speaking	I can manipulate familiar language to present own ideas and information in more complex sentences.
Speaking & Listening	I can ask and answer simple questions and order food and drinks and use confidently the correct article for quantities e.g. masculine, feminine and plural.
Writing	I can use known phrases to ask and answer questions and to extend understanding.
Speaking & Listening	I can use number to and beyond 100.
Writing	I can memorise and recall key words to use in extended written tasks.
Writing	I can write complex sentences from memory manipulating familiar language, using a dictionary for new language.