

French at Princess Frederica

Overview

The Modern Foreign Language curriculum at Princess Frederica covers the four main strands in the national curriculum: listening, speaking, reading and writing. Each year group builds on the knowledge gained in the previous year and revisits key vocabulary and grammar points before introducing new learning. The focus of study in modern languages is on practical communication. For each year group, there will be an overview of what each year group should have achieved by the end of the year followed by a more detailed outline of the topics covered as they relate to the four strands of the national curriculum.

Vision

- To foster pupils' curiosity and deepen their understanding of the world.
- To enable pupils to express their understanding and thoughts in another language.
- To understand and respond to French speakers, both in speech and in writing.
- To use French in other key areas of learning.
- To provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Intent

By the end of Year 1, children should be able to,

- Say hello and good-bye in French.
- **Count to 5 in French.**
- Name some French foods.
- Join in with the words and actions of a French song.

By the end of Year 2, children should be able to,

- **Say my name** and whether I am a boy or a girl.
- Name different members of my family.
- Say what the weather is like in winter and name some clothes I might wear.
- Name some pets and say what colour and size they are.
- **Say please and thank you** and use in a contextual situation.

By the end of Year 3, children should be able to,

- Say which food or drink I like.
- Incorporate food and drink vocabulary with asking for items politely at breakfast.
- Say where I live and introduce my immediate family.
- **Count to 10** and use these numbers correctly in context.
- Say if you have a pet or not and describe them using adjectives.
- Name 5 different fruits and describe them.
- Ask politely for an ice-cream.

By the end of Year 4, children should be able to,

- **Name the days of the week.**
- Say how I travel to school.
- Describe the weather.
- Say the date and say when my birthday is.
- Say what parts of the body hurt.

- Name different parts of the house and say which members of my family are in which room.
- Name different shops in a town.
- Choose and ask for food for my picnic at different shops in a town.

By the end of Year 5, children should be able to,

- Say which sports and hobbies I do.
- Name the four seasons, what the weather is like in each season and what I wear in each season.
- Say if I play an instrument or not and which family members play an instrument.
- Say what food I like and don't like and the different meals of the day.
- Name important features of a French town.
- Recognise landmarks and monuments in and around Paris.
- Name items I would take to the beach and say what colour they are.

By the end of Year 6, children should be able to,

- Describe my daily routine and say what time I get up and go to bed using whole hour and half-hour.
- Name up to 8 different school subjects.
- Say which subjects I like and which subjects I don't like and start to give an opinion why.
- Use adjectives correctly, applying the rules of agreement of adjectives in the singular and plural.
- Reserve a table at a restaurant saying what day, time, and how many people.
- Ask for simple directions to different landmarks such as the station or different places in a town.
- Say how I get to the beach, what I would take use adjectives and describe what I do at the beach.
- Talk about "Le 14 Juillet"

Implementation

- Weekly French lessons from Nursery to Year 6. The amount of time spent on French is 15 minutes every week in the Foundation Stage, 30 minutes per week in Year 1-3 and 45 minutes per week in Year 4-6.
- Incidental opportunities to use French in other lessons and during transitions.
- Class assemblies always include reference to French teaching in class and will include either a French song or conversation.
- Greetings used and short conversations occur when register is taken in all year groups.
- Cross-curricular links are made with different subjects to increase purpose of French and ensure it is entwined with other subject areas and the curriculum as a whole.

Impact

- Pupils can take part in a basic conversation which demonstrates they understand what they are being asked and they can respond with an appropriate answer.
- Pupils can recall vocabulary for a range of purposes.
- Pupils have used their understanding of French in different scenarios then just the classroom.
- Pupils have a developed understanding of France including key buildings, major cities, important industry and natural features. Children will understand how this compares to England. There will also be an understanding of countries that speak French and the history linked to this.

How is French taught at Princess Frederica

Children learn French from EYFS. There is a focus initially on song and vocabulary. As children move through the school, the amount of time spent learning French increases. It is taught as a stand alone subject by two

native French speakers from Language Teachers Ltd. The teaching of incidental French is encouraged by all staff at any opportunity.

French lessons are based on engagement of children in their learning combined with an understanding of the importance of recall and cognitive ability. Both French teachers use different strategies in lessons to provide the outlined information that needs to be taught in a meaningful way that ensures children can make links in knowledge learnt. This is emphasised by a clear progression across the school that builds on previous learning with opportunities for consolidation of previously learnt information and knowledge. In lessons teachers use miming strategies, games, oral and written work, repetition/copying and role-play as strategies to engage. Whiteboards are also used to support on-going assessment.

Starters are used to recall previously learnt information. This strategy is used across the school and enables all children to be able to recall learnt knowledge giving greater chance for it to be moved from short term learning to the long term memory.

Children start to use their own exercise book from Year 3 onwards. The book is both a resource to support children's learning of French and where they record work linked to a lesson objective. Children are expected to use the book to revisit previous learning and use it to locate vocabulary to support their skills in linking new information with previously learnt content and applying it in different situations in the lesson.

Supporting all learners

Children are supported through differentiation where this is needed. SEND Pupils are supported by additional scaffolding in the lesson. This might be through personalised templates for written work, word mats, visuals, overlays or personalised visuals such as focus slides. More able children are encouraged to apply their knowledge with less confident children so they are using and applying. There is also an expectation that SEND children will succeed against targets outlined in bold on the end of year expectations for what a child has achieved. These act as an overriding focus through the unit for SEND children (This is a minimum expectation and any SEND children who show confidence and success in a particular area will be challenged with our areas).

Assessment

Children broadly move through the curriculum at the same pace. In lessons, there is an expectation that the teacher focuses on the bottom 20% of the class ensuring they are supported with in the moment and over the shoulder feedback to support them with succeeding. At the end of the unit, progress is measured against the assessment question and against the unit targets which link to the expectations for what children will be able to do by the end of the year.

French across the school

French is taught as a standalone subject but can be seen in other areas of school life such as:

- Celebrating popular French holidays such as Bastille Day as a whole school.
- Classrooms display evidence of the French language both in permanent ways and in ways where it changes too (the date).
- Certificates and house points for achievement in French.
- Incidental teaching of French at different points such as counting in French during 'Move a Mile'.

Helpful Web Links

<http://www.learnalberta.ca/content/flbla/index.html?launch=true>

(Conversational French with prompts, challenges along all set with cartoon clips).

http://www.primaryresources.co.uk/mfl/mfl_french.htm

(Games, challenge sheets, vocabulary support).

<https://www.twinkl.co.uk/resources/early-years-understanding-the-world/early->

[yearslanguages/early-years-french](https://www.bbc.com/yearslanguages/early-years-french)

(Ideas for resources and games).

<https://www.bbc.com/bitesize/subjects/zr8jmp3>

(BBC short video clips on a range of different subjects for KS1 and KS2).