



- Vision
- Intent, Implementation & Impact
- National Curriculum
- Overview of learning
- Progression
- Vocabularly

## Vision

At Deepcar St John's C of E Junior School, we believe that the study of languages prepares pupils to participate in a rapidly changing world.

Pupils use languages to communicate information responsibly and creatively. Learning an additional language enables our children to access ideas and experiences from a wide range of people, communities and cultures. In addition, it increases a child's understanding of their own language and the foundations upon which it is built. The process of learning a foreign language reinforces fluency and understanding of grammar, sentence structure and accurate pronunciation. By the time they leave Deepcar St John's C of E Junior School, pupils are effective users of basic French language and show an understanding and respect of different cultures in our local, national and global communities. Language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries.

## Intent and Concepts

1	Speaking and Listening- Children will show understanding of spoken French by responding and joining in. They will be able to speak French with accurate pronunciation, engaging in conversations, asking and answering questions and expressing their opinions.
2	Reading - Children will read words, phrases and simple written French. They will use different strategies to understand unfamiliar words and the main points of texts.
3	Writing and grammar - Children will describe people, places, things and actions in writing, sometimes from memory. They will understand basic French grammar and the similarities and differences with the English language. Children will use their prior learning of grammar and familiar language to manipulate sentences.
4	Cultural understanding- Children will have a deeper understanding of the wider world. They will have an appreciation for the culture of French speaking countries including their celebrations of festivals and the similarities and differences of some aspects of daily life. They will learn songs and rhymes from France in the original language.

## Implementation

At Deepcar, we ensure every child has the opportunity to study French as a foreign language through skills of Listening, Speaking, Reading, Writing and grammar and Cultural Understanding. Children have the opportunity to develop an interest in the culture, geography and history of other French speaking nations and communities through their language lessons. Throughout Key Stage Two, children have access to high quality teaching and learning opportunities with a language lesson each week. We use resources from the ilanugages scheme of work supplemented as needed with units from Kapow and a variety of video clips, songs, stories, games and engaging resources to enable the children to develop their confidence and enjoyment of language learning.

## Impact

Pupils leave Deepcar St John's with a developing knowledge and understanding of the French language and a growing confidence to use it in real life situations when speaking, reading and writing. Children leave with an awareness of the global reach of the French language and cultures of the francophone world. They are able to talk about the similarities and differences in daily life and celebrations between French speaking countries and their own. Impact is measured through:

- Pupil voice interviews
- Assessments, which are made termly using a PITA score against year group expectations.
- Children applying their knowledge of language in other areas of the curriculum.
- Children applying their cultural understanding and acceptance across society and cultures.

## National Curriculum

### 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.

### 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 Languages – key stage 2 3
- 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.

## Overview of learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>How do I greet people?</b>  Greetings and how to say your name (formal and informal)	<b>What is it like in a French classroom?</b>  Instructions and objects. (masculine and feminine nouns)	<b>Do you have any pets?</b>  Animal vocabulary Numbers 1-15 Easter in France	<b>Can I describe animals?</b>  Colours Order of adjectives Extending sentences using mais and aussi Song 'Une souris verte'		<b>How does a bilingual dictionary work?</b>  Using a bilingual dictionary through French transport (Kapow).
Year 4	<b>When is your birthday?</b>  Numbers to 31 Days of the week Months of the year	<b>Where does it hurt?</b>  Parts of the body Song – 'savez vous planter les choux ?' Christmas in France.	<b>Who are you?</b>  Describing portraits/people Family vocabulary Adjective agreements.	<b>What's it like in a French supermarket?</b>  Food and opinions  'Je voudrais'  Going shopping  Negative sentences 'ne....pas'		<b>What are you wearing?</b>  Clothes vocabulary  Revision of opinions and adjective agreements
Year 5	<b>What do you like to do in your free time?</b>  Sports and hobbies Recap clothing and link to sports. 'J'ai'	<b>How do verbs work in French?</b>  Verbs - Être and Avoir Numbers to 60	<b>What's it like in a French Primary school?</b>  Subjects and opinions with reasons  'parce-que'	<b>What's the weather like?</b>  Weather vocabulary  Song – 'Meunier tu dors'  Geography of France		
Year 6	<b>What time is it?</b> Numbers to 100 Telling the time Daily routine Adverbs of time	<b>What's it like in my house?</b> Rooms in a house Room descriptions- prepositions Song 'on écrit sur les murs'	<b>'How do I get to...?'</b>  Places in town Directions around town Verb - aller	<b>Where is French spoken around the world?</b> Cultural understanding Planning a holiday –present tense of aller +infinitive to make near future tense. (Kapow –mix of Y5 and Y6 units)		

## Subject progression

1

### Speaking and Listening

#### National Curriculum

- 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\*
- Appreciate stories, songs, poems and rhymes in the language
- Describe people, places, things and actions orally\* and in writing

Y3

Listen and show understanding of single words through a physical response. Listen and join in with actions to accompany songs, stories and rhymes. Repeat modelled words correctly with developing pronunciation. Recognise and respond to questions. Recognise French sounds that are different to English and link the sound, spelling and meaning of words. Say simple familiar words

Y4

Listen and show understanding of short phrases through a physical response. Ask and answer several simple and familiar questions with a rehearsed response. Use a model to speak in full sentences using known vocabulary. Begin to use conversational phrases for purposeful dialogue.

Y5

Listen to and repeat key phonemes with care applying pronunciation rules. Make realistic attempts at pronunciation of new vocabulary. Use familiar vocabulary to say more complex sentences. Ask and answer more complex questions using a scaffold for support. Follow short spoken texts, identifying the meaning of the words.

Y6

Listen to and show understanding of more complex sentences containing both familiar and unfamiliar words. Engage in short conversations and express opinions. Use knowledge of phonics and letter strings to pronounce unfamiliar words in a sentence. Manipulate familiar language to present own ideas in more complex sentences.

2

### Reading

#### National Curriculum

- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Appreciate stories, songs, poems and rhymes in the language

Y3

Read aloud or say individual familiar words using basic phonics knowledge. Read and understand key familiar words. Identify strategies for memorising new vocabulary. Understand how a bi-lingual dictionary works.

Y4

Read aloud and show understanding of familiar short sentences. Use a bi-lingual dictionary to find the meaning of a word or its translation.

Y5

Follow along with a simple text, reading aloud. Use French phonics knowledge to read and understand more complex sentences. Use a bi-lingual dictionary to find adjective agreements, conjugate verbs and the meaning of plural nouns.

Y6

unfamiliar text, which includes familiar language. Read and show understanding of a series of complex sentences, which use familiar language. Decode a simple unfamiliar text using grammatical knowledge, context and a bi-lingual dictionary for support

3

### Writing and Grammar

- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- 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.
- Describe people, places, things and actions orally\* and in writing

Y3	Y4	Y5	Y6
Write single familiar words with understandable accuracy. Write simple familiar words to describe things and actions. Understand when to use formal/informal greetings. Understand that French nouns are masculine or feminine. Understand that adjectives come after the noun in French.	Write simple familiar short sentences using a scaffold for support. Write simple short sentences to describe people, things and actions. Use the correct form of the article depending on gender. Understand that adjectives 'agree' in French and therefore spelling changes. Understand the use of the negative 'ne...pas'	Write more complex sentences to describe people, places, things and actions using a scaffold for support. Write familiar complex sentences with understandable accuracy. Use the adjective agreement rules to write with increasing accuracy. Write positive and negative sentences using high frequency verbs. Be able to conjugate verbs.	Write complex sentences manipulating familiar language and using a dictionary to write with increasing accuracy. Conjugate a few high frequency regular and irregular verbs. Use adverbs of time and prepositions. Use the present tense of aller +infinitive to make near future tense. Apply all grammatical knowledge learnt to build and write a series of complex sentences independently.

4

## Cultural understanding

## National curriculum

- Appreciate stories, songs, poems and rhymes in the language

Y3	Y4	Y5	Y6
Similarities and differences in a French/English classroom. Understand how Easter is celebrated in France. Song – 'Une souris verte'	Understand how Christmas is celebrated in France. Discover the similarities and differences in supermarkets. Song- 'Savez vous planter les choux.'	Understand the similarities and differences between French and English primary schools. Learn about key French cities and landmarks. Song – 'Meunier tu dors.'	Understand that many countries around the world speak French. Find out key facts about some of them and discuss similarities and differences with England. Song - 'on écrit sur les murs'

## Key Vocab for each year group

Y3	Y4	Y5	Y6
<b>Bonjour - Hello</b> <b>Salut-Hi</b> <b>au revoir-Goodbye</b> <b>à tout à l'heure-See you later</b> <b>à bientôt. -See you soon</b> <b>Ça va? How are you ?</b> <b>Et toi? And you?</b> <b>très bien-Very good</b> <b>pas très bien-Not very good</b> <b>comme ci, comme ça.- feeling in the middle not good but not bad.</b> <b>taisez-vous-be quiet</b> <b>écoutez -listen</b> <b>regardez- look</b> <b>répétez-repeat</b> <b>levez-vous – stand up</b> <b>asseyez-vous.-sit down</b> <b>un chat, -a cat</b> <b>un chien, -a dog</b> <b>un cochon- a pig</b> <b>un lapin, a rabbit</b> <b>une tortue, a tortoise</b>	<u><b>Numbers to 31</b></u> <b>mon anniversaire – my birthday</b> <b>aujourd'hui -today</b> <b>c'est le – it's the</b> <b>la tête- the head</b> <b>l'épaules – the shoulders</b> <b>le genou – the knee</b> <b>le pied- the foot</b> <b>la jambe – the leg</b> <b>le bras – the arm</b> <b>le nez – the nose</b> <b>la bouche – the mouth</b> <b>la dent – the tooth</b> <b>les cheveux - hair</b> <b>l'œil – the eye</b> <b>les yeux - eyes</b> <b>les oreilles -ears</b> <b>grand(e) - big</b>	<b>faire du shopping shopping</b> <b>faire des voyages travelling</b> <u><b>Verb 'être' –To be</b></u> <b>je suis-I am</b> <b>tu es- you are</b> <b>il est he is</b> <b>elle est she is</b> <b>nous sommes we are</b> <b>ne ... pas - not</b> <u><b>Numbers to 31 and months of the year – revision from Y4</b></u> <u><b>Numbers 32-60</b></u> <u><b>School subjects</b></u> <b>ma matière préférée c'est... my favourite subject is...</b> <b>je préfère I prefer</b> <u><b>Transport Vocabulary.</b></u> <u><b>Verb aller –to go</b></u>	<u><b>Revise Y5 verbs</b></u> <b>Quelle heure est-il? – What time is it?</b> <b>Il est ... heures. -It's ....o'clock</b> <b>... et quart – quarter past</b> <b>... et demie- half past</b> <b>Midi – midday</b> <b>Minuit –midnight</b> <b>moins le quart- Quarter to</b> <b>Je me lève -I get up</b> <b>Je me douche- I have a shower</b> <b>Je m'habille-I get dressed.</b> <b>Je prends le petit déjeuner – I have breakfast</b> <b>Je me brosse les dents.- I brush my teeth</b> <b>Je vais à l'école – I go to school</b> <b>Je rentre à la maison -I go home</b>

<p> <i>un serpent a snake</i>  <i>une souris a mouse</i>  <i>un/une-a</i>  <i>voici -here is</i>  <i>un -one</i>  <i>deux-two</i>  <i>trois- three</i>  <i>quatre-four</i>  <i>cinq five</i>  <i>six six</i>  <i>sept seven</i>  <i>huit eight</i>  <i>neuf nine</i>  <i>dix ten</i>  <i>et and</i>  <i>je m'appelle my name is</i>  <i>je suis I am</i>  <i>bleu, blue</i>  <i>rouge, red</i>  <i>jaune, yellow</i>  <i>vert, green</i>  <i>marron, brown</i>  <i>rose, pink</i>  <i>orange orange</i>  <i>gris gray</i>  <i>j'adore I love</i>  <i>je déteste I hate</i>  <i>j'ai I have</i>  <i>quel âge as-tu? How old are you ?</i>  <i>Qu'est-ce que tu voudrais? What would you like ?</i>  <i>je voudrais. I would like</i> </p>	<p> <i>petit(e) - small</i>  <i>Une gâteau – a cake</i>  <i>Une banane – a banana</i>  <i>Une pomme – an apple</i>  <i>Un melon – a melon</i>  <i>des bonbons – some sweets</i>  <i>des escargots – some snails</i>  <i>Une glace – an ice cream</i>  <i>Une sucette – a lollypop</i>  <i>un fromage - cheese</i>  <i>des chips – some crisps</i>  <i>du chocolat - chocolate</i>  <i>c'est – it is</i>  <i>ils/elles sont -they are</i>  <i>Qu'est-ce que tu voudrais? What would you like ?</i>  <i>je voudrais. I would like</i>  <i>J'aime – I like</i>  <i>Je n'aime pas -i don't like</i>  <i>je suis- I am</i>  <i>il/elle a -he/she has</i>  <i>il/elle est -he/she is</i>  <i>le frère – the brother</i>  <i>le demi-frère- the step brother</i>  <i>la sœur – the sister</i>  <i>la demi-sœur the step sister</i>  <i>le père- the father</i>  <i>la mère – the mother</i>  <i>les parents- the parents</i>  <i>le grand-père –the grandfather</i>  <i>la grand-mère – the grandmother</i>  <i>les grands-parents – the grandparents</i>  <i>mon, ma, mes -my</i>  <i>Tu as des frères ou des sœurs? – Do you have brothers or sisters ?</i>  <i>je suis fils/fillie unique – I am an only child (son/daughter)</i>  <i>des chaussures –shoes</i>  <i>des baskets - trainers</i>  <i>le pantalon - trousers</i>  <i>les leggings - leggings</i>  <i>le jean - jeans</i>  <i>le short - shorts</i>  <i>les chaussettes - socks</i>  <i>la jupe – the skirt</i>  <i>la robe- the dress</i>  <i>le pull-the jumper</i>  <i>le manteau – the coat</i>  <i>la ceinture – the belt</i>  <i>le T-shirt –the t-shirt</i>  <i>la chemise- the shirt</i>  <i>je porte- I wear</i>  <i>Que portes-tu? – What are you wearing?</i> </p>	<p> <i>je vais I'm going/ I go</i>  <i>tu vas you (s)'re going</i>  <i>il/elle va he/she's going</i>  <i>nous allons we're going</i>  <i>vous allez you (pl)'re going</i>  <i>ils vont they're going</i>  <u>Classroom Vocabulary</u> </p>	<p> <i>Je fais mes devoirs – I do my homework</i>  <i>Je dîne –I eat, (evening meal)</i>  <i>Je me couche – I go to bed</i>  <i>Après- After</i>  <i>Puis-then</i>  <i>Finalement –finally</i>  <i>La maison-the house</i>  <i>plus ... que more than</i>  <i>moins ... que-less than</i>  <i>parce que -because</i>  <i>c'est – it is</i>  <i>la cuisine – the kitchen</i>  <i>le salon –the living room</i>  <i>la salle à manger –the dining room</i>  <i>la salle de bains-the bathroom</i>  <i>la chambre the bedroom</i>  <i>le couloir the hallway</i>  <i>il y a –there is/are</i>  <i>mon, ma, mes - my</i>  <i>ton, ta, tes- Your</i>  <i>sur -on</i>  <i>dans -in</i>  <i>derrière- behind</i>  <i>sous-under</i>  <i>devant-in front of</i>  <i>entre-between</i>  <u>Revise verb - aller</u>  <i>la poste the post office</i>  <i>la boulangerie the bakery</i>  <i>la banque the bank</i>  <i>la boucherie the butchers</i>  <i>la bibliothèque the library</i>  <i>l'épicerie the grocers</i>  <i>le marché the market</i>  <i>le supermarché the supermarket</i>  <i>la piscine the swimming pool</i>  <i>l'école the school</i>  <i>le parc the park</i>  <i>la gare the train station.</i>  <i>à gauche on the left</i>  <i>à droite on the right</i>  <i>tout droit straight on</i>  <i>tournez turn</i>  <i>prenez take</i>  <i>la première the first</i>  <i>la deuxième the second</i>  <i>la rue the road</i>  <i>traversez cross</i>  <i>le pont the bridge</i>  <i>la place the square</i>  <i>les feux the traffic lights</i>  <i>le rond-point the roundabout</i>  <i>jusqu'à up to/until</i>  <u>Numbers to 100</u>  <u>Transport Vocabulary.</u>  <u>Verb aller –to go</u>  <i>je vais I'm going/ I go</i> </p>
--	---	--	--



			<p><i>tu vas</i> you (s)'re going <i>il/elle va</i> he/she's going <i>nous allons</i> we're going <i>vous allez</i> you (pl)'re going <i>ils vont</i> they're going</p> <p><i>Jouer-</i>to play <i>Manger</i> to eat <i>Regarder</i> to watch <i>Hier</i> yesterday <i>hier soir</i> yesterday evening <i>le weekend dernier</i> last weekend <i>je suis allé(e)</i> I went <i>il est allé</i> he went <i>elle est allée</i> she went</p>
--	--	--	---