Contents

* Intent Statement
* Implementation
* at EHC on a page
* LTP
* Skills & Progression
* Year group specific Substantive Knowledge

(and how to check it)

* Lesson Design
* Lesson sequencing and planning support for each term – including retrieval

Logo, company name

Description automatically generated

French Curriculum

Intent Statement

The purpose of this document is to describe our practice in delivering French lessons, and

the principles upon which this is based. As part of the primary National Curriculum,

learning French is an educational requirement for all children in Key Stage 2.

At Endsleigh Holy Child, we consider the teaching of French as an opportunity to:

• develop our pupils’ experience of language acquisition, and to encourage curiosity

about languages,

• foster enjoyment,

• develop our pupils’ understanding of what they hear and read, and have an ability to express

themselves in speech and writing,

• extend their knowledge of how language works and explore differences between

French and English (and any other non-English language that they may use in their

home setting),

• strengthen their sense of identity through learning about culture in Francophone

countries and comparing it with their own culture,

• lay the foundations for further linguistic study in Key Stage 3 and beyond.

It goes without saying that the learning of a foreign language provides a valuable

educational, social, and cultural experience for our pupils.

on a page

The scheme of work selected for use by Endsleigh Holy Child is the Rising Stars French

programme of study. Our subscription to this scheme of work provides us with access to a comprehensive Key

Stage 2 curriculum, meeting all the requirements of the new Programme Of Study (POS).

Lesson plans are suitable for both specialist and non-specialist teachers and come

complete with resources and video/sound files.

ALL interactive resources, lesson plans, worksheets, and PowerPoints are available with

the following credentials at: https://www.risingstars-uk.com/login

Username: admin@ehchull.org

Password: Endsleigh1

Please note that all resources, with the exception of the interactive videos and games,

are equally available on the Endsleigh Holy Child Staff Shared Area.

Key Stage 2 pupils have a 30-minute weekly entitlement to French lessons.

These lessons may be taught either by the class teacher or by support staff during PPA

cover. Wherever possible, longer French lessons of up to 60 minutes are strongly

encouraged. Staff delivering French lessons are fully trusted to manipulate lesson content

and extend/shorten selected activities as they see necessary, whilst respecting each

lesson’s learning objectives.

The curriculum coverage for each class in Endsleigh Holy Child is expressed in the Long Term Plan (below).

Long Term Plan

Table

Description automatically generated

Skills Progression

At Endsleigh Holy Child, we aim to improve skills progression in all four language-related skills: listening, speaking, reading, and writing.

By the end of **Stage One**, learners will have developed the following skills:

* Listen, read and show understanding of single words
* Understand and answer a familiar question, e.g. Comment tu t'appelles ?, Tu aimes…?, Tu as…?
* Write and say a short sentence using familiar single words and a connective with (and sometimes without) support
* Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words
* Suggest and use strategies to memorise vocabulary and structures
* Find the meaning of a word in a word list and a bilingual dictionary
* Join in with songs, rhymes and stories by using actions and words.

By the end of **Stage Two**, learners will have developed the following skills:

* Listen, read and show understanding of short phrases
* Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu?
* Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)
* Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds
* Suggest and use strategies to memorise vocabulary including making connections with other languages
* Translate words using a bilingual dictionary
* Join in with the words of familiar songs, rhymes and stories, some from memory.

By the end of **Stage Three**, learners will have developed the following skills:

* Listen, read and show understanding of more complex familiar phrases and sentences
* Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie?
* Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support
* Read aloud familiar sentences with increasingly accurate pronunciation and intonation
* Suggest and use strategies to memorise vocabulary including making connections with other languages
* Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number
* Follow a longer text, e.g. a rhyme or story.

By the end of **Stage Four**, learners will have developed the following skills:

* Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words
* Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency
* Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary
* Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation
* Decode unfamiliar text using language skills, context and/or a bilingual dictionary
* Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number
* Read aloud with fluency.

Lesson Design

|  |  |
| --- | --- |
| Lesson | **Focus** |
| 1 | Session 1 begins with a short “Starting Off” point allowing learners to make comparisons with their own culture and subsequently introduces the new topic of study for the unit of work. |
| 2,3,4, 5 | Sessions 2 – 5 allow the pupils to acquire new vocabulary and allow for manipulation of language. |
| 6 | Session 6 is used for both revision and assessment of what has been learnt. For each unit of work completed, there is a reflective assessment sheet that the children  will fill in and put in their exercise books to create a continuity in their language  acquisition experience. |

KS2 Planning

KS2

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson | Retrieval | Key Vocab | Component |
| 1 | * Previous Lesson |  |  |
| 2 | * Previous Lesson |  |  |
| 3 | * Previous Lesson |  |  |
| 4 | * Previous Lesson |  |  |
| 5 | * Previous Lesson |  |  |
| 6 |  |  |  |

KS1 – Printing