



# French

*(subject progression)*

*Intent, Implementation and Impact*



# Knights Templar Community Church School and Nursery



Curriculum Area: French – MFL

## Intent

At Knights Templar Community Church School it is our intention that our learners will have an introduction to the culture of French-speaking countries and communities. We aim to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. We enable children to express their ideas and thoughts in French and provide opportunities to interact and communicate with others with a strong emphasis on developing Speaking and Listening Skills. It is our aim to expose children to authentic French by providing regular opportunities to listen to native speakers with the use of technology.

We intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

## Implementation

The Early Start – Salut, Ca Va? materials are used to implement our French Curriculum. Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. Learning units provide structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. The use of songs and games is an integral part of our curriculum.

## Impact

By the end of their time at Knights Templar, our young linguists will be:

- **Confident individuals** who are able to use their communication skills to converse with confidence with their peers.
- **Successful learners** who have a love of languages and are enthused to embark on further language studies.
- **Responsible citizens** who recognize that languages expand their horizons to other countries, cultures and people.

# Knights Templar Community Church School and Nursery



## Statutory Expectations:

### National Curriculum Expectations:

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

KS2

*Knights Templar Community Church School Long Term Overview:*

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>KS2 Year A</i>	<i>Greetings and Goodbyes  Salut Au Revoir!</i>	<i>How are you?  Ca va?  Happy Christmas  Joyeux noel!</i>	<i>What's your name?  Comment t'appelles-tue?</i>	<i>Alphabet  L'alphabet</i>	<i>My family  Ma famille</i>	<i>Numbers 0-12  Les nombres de 0 a 12</i>
<i>KS2 Year B</i>	<i>How old are you?  Quel-age as-tu?</i>	<i>Brothers and sisters  As-tu des freres et des soeurs?</i>	<i>Do you have any pets?  As-tu un animal?</i>	<i>Colours  Les couleurs  Numbers 13-31  Les nombres de 13 a 31</i>	<i>Months of the year and days of the week  Les mois de l'anne et les jours de la semaine</i>	<i>Weather  Quel-temps fait-il?</i>

## Knowledge Progression Map

	Year A	Year B
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Know how to ask simple questions with support from a spoken model or visual clue</li> <li>• Know how to respond to spoken instructions</li> <li>• Know numbers 1–12</li> <li>• Know how to discriminate sounds and identify meaning when items are repeated several times</li> <li>• Know greetings that can be used with others with confidence and reply to the questions</li> <li>• Know a well-known children’s song in language studied</li> <li>• Know common nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Know and pronounce accurately the names of some countries and towns</li> <li>• Know and sing a song from memory on a related topic</li> <li>• Know how to listen with care</li> <li>• Know and select keywords and phrases from a story</li> <li>• Know how to ask and answer simple questions with correct intonation</li> <li>• Know and remember a sequence of spoken words</li> <li>• Know how to speak clearly and confidently</li> <li>• Know how to initiate a conversation when working with a partner</li> <li>• Know numbers 13–31</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Know how to sequence written instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Know words displayed in the classroom</li> </ul>

	<ul style="list-style-type: none"> <li>• Know some familiar words in written form</li> <li>• Know and read known sounds within words</li> <li>• Know and read some key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Know and find additional vocabulary using a dictionary</li> <li>• Know how to read familiar words and join in with a non-fiction text / story</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Know how to write some of the numbers to 12 from memory</li> <li>• Know how to write simple words</li> <li>• Know how to copy accurately in writing some key words</li> <li>• Know how to copy or label using single words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to write familiar words and simple phrases from a model</li> <li>• Know and write a short email using structures learnt</li> </ul>
Knowledge about languages	<ul style="list-style-type: none"> <li>• Know and start to use some basic core structures</li> </ul>	<ul style="list-style-type: none"> <li>• Know the main core structures and begin to use some actively.</li> <li>• Know phonemes that are the same as or different from English or other languages they know</li> </ul>
Knowledge about the culture of France	<ul style="list-style-type: none"> <li>• Know and understand some cultural similarities and differences and how festivals are celebrated</li> <li>• Know and understand the differences in social conventions when people greet each other</li> </ul>	<ul style="list-style-type: none"> <li>• Know counties where French is spoken</li> <li>• Know aspects of lifestyle in France e.g. food or leisure activities</li> <li>• Know weather patterns of France</li> </ul>

## French Vocabulary Progression

### Year A

#### Greetings

Salut, Bonjour, Au revoir, Bonsoir, Bonne nuit, bonsoir, A demain

#### How are you

Ca va?, Comment ça va/allez-vous? Ca va bien, ça ne vas pas, comme ci comme ca,

#### Christmas

Le pere Noel, un bonhomme de neige, un cadeau, une carte de Noel, un sapin de Noel

#### Name

Je m'appelle / Comment tu-t'appelles?

#### Alphabet

Letters of the French alphabet

#### Family

famille, mère, père, soeur, frère, mari, femme, fille, fils enfants tante, oncle,

#### Numbers 0-12

### Year B

#### Age

Quel âge as-tu? J'ai...ans

#### Brothers and Sisters

famille, mère, père, soeur, frère, mari, femme, fille, fils enfants tante, oncle,

#### Pets

la vache, la poule, le mouton, le cheval, le cochon, le serpent, la souris, la tortue, le chien, le chat, le lapin, l'oiseau, le cheval, le poisson

#### Colours

rouge, jaune, vert, bleu, blanc, noir, violet, orange, marron, gris, rose

#### Numbers 13-31

Numbers; (13-31) treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un..

#### Months/Days

*un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze*

*Les mois: janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre, lundi, mardi, mercredi, jeudi vendredi, samadi, dimanche*

*Weather*

*Quel temps fait-il? Il fait chaud, Il fait froid, Il fait nuageux, Il fait du vent, Il pleut, Il neige, Il gèle, Il fait du brouillard*

## French Non-Negotiables

Planning:	Resources:	Presentation:	Assessment:	Inclusion for All:
<ul style="list-style-type: none"> <li>• School format for planning will be used and will identify: Learning Objective, Skills Progression, Teacher input, Practise It and Review It sections</li> <li>• Planning will be shared on p/drive with Key Stage Team</li> <li>• Resources will be identified on the planning</li> </ul>	<ul style="list-style-type: none"> <li>• French overview</li> <li>• Knowledge organisers</li> <li>• End of unit retrieval quizzes</li> <li>• Early Start, Salut Ca Va file and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Dates underlined</li> <li>• Begin writing by margin</li> <li>• Stick worksheets in straight with glue</li> <li>• Floor books can be used to record class learning</li> </ul>	<ul style="list-style-type: none"> <li>• Prior learning revisit</li> <li>• Now I know...</li> <li>• Oral quizzes to recap learning</li> <li>• Lesson plenary- what have we learnt today? What do we now know?</li> <li>• End of unit retrieval quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modelling and scaffolding of language</li> <li>• Use of practical resources and technology</li> <li>• Use of alternative methods of recording</li> </ul>