



## French

Lead

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### Curriculum Intent

Our curriculum is designed to meet the aims of the National Curriculum whilst developing capable and confident linguists who can communicate, understand and produce a range of language. In our school, we teach French through an appropriate balance of spoken and written language. This lays the foundation for further foreign language teaching at KS3. Our key focus of study is on practical communication. The aims of our curriculum are:

- 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.

There are three main categories of knowledge defined in our curriculum:

1. Phonics – the importance of clear, reliable pronunciation and the links between spellings and sounds
2. Vocabulary – children will recognise and know carefully planned frequent words in the French language. The intended vocabulary is of ambitious but achievable breadth and depth is achieved by learning words that recur in different contexts as the curriculum progresses. Children will practise this vocabulary across all modalities of language to ensure that it is mastered. Teachers will expertly draw pupil attention to links, similarities and differences between French and English to support memory.
3. Grammar – children will develop grammatical understanding over time from simple to more complex structures. Children will be taught phrases and sentences as a whole but to accompany this, teachers will manipulate the grammar that they contain to develop understanding.

The curriculum is designed around the specific phonics, vocabulary and grammar and is practised through listening, reading, speaking and writing opportunities. Sentence stems for writing build progressively and children do not start to write in French until summer term of Year 3 to ensure that they are secure with speaking and pronunciation.

The curriculum is developed around repeating concepts- origins of language and culture. This starts in EYFS: where children learn the concept of a language, that there are different languages and some children in their class speak a different language. This runs through each sequence of learning and looks at how language originated and that language is the essence of a civilisation. Therefore there are links with History. Children look at how different word origins are linked and commonalities across languages.

Disciplinary knowledge is developed by support children to “think like a linguist”. Children will look at a range of authentic spoken and written texts and produce their own spoken and written outcomes to apply and manipulate language. Texts and audio clips used and produced have a



clear audience and purpose focusing upon communication – the essence of language. For example, children listen to French weather reports, write postcards and read menus.

Diversity is developed throughout our French curriculum as each unit has a 'cultural understanding' element which complements the unit but develops understanding of different cultures. We feel strongly about this not just being French culture and have mapped in a range of opportunities for pupils to learn about the French speaking world and many African countries whose first language is French.

## Curriculum Implementation

### Subject Content and Organisation Across School

Years 3 –6 will engage in regular sequences of learning throughout the year. The implementation of these sequences will look like the following:

1. Review of prior learning and vocabulary identified in curriculum maps
2. Introduce end outcome, experience and reason for learning
3. Learn new vocabulary in isolation – supported by flashcards and memory games

## vocabulary acquisition



### LISTEN

To the word being pronounced with expert pronunciation by the teacher



### SAY

The word at least 3 times to test pronunciation. Teacher recast as necessary



### SEE

The word written down so that phonics can be discussed and manipulated  
Could be accompanied by an image  
Could be use of flasheards



### MEMORISE

Discuss ways to remember - cognates and near cognates  
Play memory games and use memorisation strategies

4. Application of new vocabulary into simple sentences with a given structure
5. Application across the modalities of language, including a range of authentic written and spoken texts
6. End outcome – producing language opportunity. A spoken or written opportunity

Children will study a range of authentic and non-authentic written and spoken texts. These have been mapped out and designed to promote learning opportunities. Children will also see a range of texts for different purposes e.g. birthday invites, menus

Teachers will assess pupils formatively by noting whether they have acquired the intended phonics, vocabulary and grammar per unit.

Learning will be recorded in wider curriculum books. This is an oracy rich curriculum for languages and many opportunities will be through speaking, presentation and role play. Children will reflect on these learning experiences in wider curriculum books.



Memory is developed through regularly reviewing and revisiting vocabulary and applying this into new contexts. For example, children learn the vocabulary for colours in Y3 which is then applied in Y4 when describing people and in Y5 when reading a text.

Immersion opportunities have been carefully planned for after children have learnt the required content to ensure that learning through immersion is purposeful.