



French: Whole School Curriculum Map

French

French Intent statement:

Having the opportunity to learn a foreign language is an important part of being a member of a multicultural community and provides an opening to learning about other cultures. A good foreign languages education fosters children's curiosity and deepens their understanding of the world. The teaching should enable children to express their opinions and ideas in another language and to understand and respond to its speakers, both orally and in writing. It should also provide opportunities for them to communicate for practical purposes, develop new ways of thinking, and to become confident in discussing their own abilities and identifying their own strengths. It is our intention to foster a love for learning a new language and to lay the foundation for future language learning, whilst developing an appreciation of the great benefits that language learning provides.

At Hallsville Primary School, children have weekly 30 minute lessons in French throughout Key Stage 2 with a specialist language teacher. Familiar topics, plays, role-play, songs and stories are used to interest and engage the children. Areas covered include: greetings, numbers, colours, myself and my family, food and drink, clothes, pets, where I live, hobbies, home life and school life.

French Overview – Hallsville Primary School

	Autumn	Spring	Summer
Year 3	Introduction to the French language; how to greet someone politely, and ask for a few items of food in French. Learn how Christmas is celebrated in France, and learn some traditional French songs.	Name parts of the body. Name and describe pets. Cultural events – Le Mardi Gras, how to ask for a pancake (crêpe) with different toppings	Learn key facts about France, name a few cities, Name surrounding oceans and seas, rivers. Name things I would take to the beach, and learn how to order an ice cream.
Year 4	Identify French speaking countries in Europe and key facts about each of them. Discuss travel and transport, and say how we travel to school	Review parts of the body. Physical descriptions – describe myself and my friends.	Describe my feelings, name members of the family. Discuss where I live, naming places around the town.
Year 5	Identify French speaking countries around the world. Say which sport and activities we do and discuss our likes and dislikes	Music: Say whether we can play an instrument. Name and identify different styles of music, discuss likes and dislikes	Describe a trip to the beach, including what to wear, the weather, things to do.
Year 6	School life in France. Name and discuss school subjects/school material and express and justify likes and dislikes.	Discuss my daily routine, including what time I get up, go to school, eat, go to bed. Ordering a meal in a restaurant	Discuss cultural events in France: Le Tour de France, Bastille Day. Ask for and give directions and name places around the town.



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	Year 3	Year 4	Year 5	Year 6
Listening	<p>Repeat words modelled by teacher, show understanding with an action</p> <p>Children can understand and respond to a few familiar spoken questions and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action or verbal response)</p> <p>Identify key/known words in an 'authentic' conversation or a short story</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand the main points and some of the detail of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>
	Year 3	Year 4	Year 5	Year 6
Spoken Language	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating words and phrases.</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Use common phrases</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can perform short role plays on a familiar topic, with several exchanges and secure pronunciation. Children can produce short preprepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (with or without written support) within a familiar topic, with good pronunciation. For example, they can conduct a short prepared interview with a partner, for example discussing musical instruments and preferred musical genres.</p>	<p>Engage in short scripted or improvised conversations</p> <p>Children can speak in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Children can ask and answer simple questions on a few familiar topics.</p>
	Year 3	Year 4	Year 5	Year 6
Reading	<p>Begin to recognise written</p>	<p>Begin to recognise simple written phrases</p>	<p>Read and show understanding of</p>	<p>Begin to use dictionaries or word</p>



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	<p>vocabulary/ single words</p> <p>Begin to recognise written phrases which they have previously learnt</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Recognise simple written phrases and understand a range of familiar written phrases.</p>	<p>more complex written phrases</p> <p>Read and show understanding of the main points and some of the detail of a piece of writing based on the current topic</p> <p>Read simple short passages on the current topic and answer questions on what they have read</p> <p>Children can recognise spelling patterns and accurately pronounce some unfamiliar words</p>	<p>lists to find the meaning of unknown words and to translate own ideas</p> <p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</p>
	Year 3	Year 4	Year 5	Year 6
Writing	<p>Copy simple vocabulary</p> <p>Children can write some single words from memory, with plausible spelling</p>	<p>Children can write simple words and several short phrases from memory using vocabulary and sentence models that they have first practised orally.</p> <p>Children use understandable spelling.</p>	<p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p>Children can write compound sentences using conjunctions (because, and, but)</p>	<p>Adapt taught phrases to create new sentences</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling</p>
	Year 3	Year 4	Year 5	Year 6
Grammar	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can understand that adjectives may have a different position in a sentence.</p> <p>Can use the high-frequency verb forms (I have, I want, I like, I wear,</p>	<p>Can recognise/use indefinite and definite articles with singular nouns.</p> <p>Use different pronouns when speaking (1st, 2nd, 3rd person singular)</p> <p>Can form a negative sentence using familiar high frequency verbs</p>	<p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p>	<p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>



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	it is, there is/are).	(I don't have, I don't want, I don't like, there isn't/aren't any ..)		
		Recognise and understand adjectival agreement.		
	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>Can recognise/use numbers up to 20.</p> <p>Can recognise some questions words such as "what/where/how many?"</p> <p>Use polite greetings and forms of address</p> <p>Recognise and use up to 60 nouns (including days/months as this ties in with phonics teaching), some adjectives (such as size, colour) and a handful of high frequency verbs</p> <p>Ask politely for items of food Name and introduce family members and a few pets Name parts of the body/ winter clothes Be able to express opinions and understand the opinions of others.</p>	<p>Can recognise and use numbers up to 31, days, months and seasons</p> <p>Can describe the weather and say what they would wear in each season of the year.</p> <p>Describe where they live</p> <p>Discuss sports and hobbies including likes and dislikes</p> <p>Say how they travel to school</p> <p>Discuss their feelings in more detail</p> <p>Use adjectives/comparative adjectives to describe and compare pets/wild animals</p>	<p>Can recognise numbers to 60</p> <p>Discuss musical instruments/ styles, including giving and justifying opinions</p> <p>Describe a trip to the beach including using a variety of verbs to say what they might do</p> <p>Know days, months and seasons</p> <p>Order food in a restaurant and read and understand a recipe for a traditional French dish</p> <p>Can discuss modes of transport including likes/advantages Study of a few French speaking countries including history, geographical features and customs</p>	<p>Can use numbers to 100 and recognise higher numbers to work out dates eg date of birth</p> <p>Can tell the time</p> <p>Can say what subjects they study at school and express and justify opinions</p> <p>Can describe themselves and others (physical descriptions and some character adjectives)</p> <p>Can use reflexive verbs to discuss their daily routine</p> <p>Can discuss travel including advantages/disadvantages and compare buildings and landmarks in a major French town to those in our home town.</p>
	Year 3	Year 4	Year 5	Year 6
Phonics	Teaching should enable pupils to understand and communicate using their knowledge of phonology			



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	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Explore the patterns and sounds of language....link spelling, sound and meaning of words</p>			
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From September 2021 we will be using Physical Phonics – a visual and kinaesthetic method embedding phonics in Language Learning from Year 3 onwards.

By the time pupils reach the end of Year 4, they should be more independent learners and some will be ready to use Bilingual dictionaries.

ORACY

Step 1 – Identify and practise the individual sounds in a word

Step 2 - Blend the sounds to produce the whole word

Step 3 – Connect the meaning of the word to its sound

LITERACY

Step 4 – Identify and practise the graphemes for each sound

Step 5 – Read, say, spell and write the word

Step 6 – Connect the meaning of the word to its written form

Step 7 – Put words together to say and read a sentence