



French Statement of Intent

Learning a foreign language is an essential skill in the globalised world we live in and at Whinstone we believe that the earlier a child is exposed to a foreign language, the faster the language acquisition becomes. We deliver high quality French education which inspires and enthuses children while broadening their curiosity and understanding of the target country, its culture and history. We aim at teaching purposeful language using authentic material and resources while teaching them the strategies to work out the meaning and the grammar of the target language.

We develop children’s linguistic skills and knowledge of France, its language and culture by:

- Teaching them traditional songs, poems and rhymes that allow them to explore sounds and pattern of the target language.
- Planning lessons which provide the children to work on their four linguistic skills e.g. listening, speaking, reading and writing.
- Planning activities which give the children the opportunities to communicate in the target language (through pair-work, group work, games and singing activities) so that they can express ideas, feelings, facts and show understanding through a wide of range of topics.
- Catering for all learning styles. It is our aim to support and challenge pupils of all abilities, using differentiated activities, resources and success criteria.
- Teaching a core of grammatical knowledge in French which the pupils can apply to the learning of French and other languages in KS3.
- Broadening their knowledge and understanding of Francophonie e.g. understanding that French is spoken in several countries such as Switzerland, Belgium, Luxembourg, overseas French territories and Quebec in Canada.





French Implementation

French is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

Year 2 French Implementation – Key Concepts

The key concepts of French at Whinstone are:

- Developing speaking skills e.g. understanding of French phonics and developing accurate pronunciation and intonation.
- Developing listening skills e.g. showing understanding by joining in and answering questions, singing along traditional songs.
- Developing reading skills e.g. linking the words to the sound or pictures.
- Developing writing skills e.g. labelling pictures

In Year 2 the Key Concepts of French are taught through the following sequence of topics:

Autumn	Spring	Summer
Revision of greetings, introducing yourself, classroom language, feelings. Numbers 1-20. Toys, extending Christmas vocabulary. Traditional French songs and stories.	Colours, fruits, clothes, Easter vocabulary. French songs (J'aime les fruits, BBC teach French and stories.	Places in town, modes of transport. French songs (quand je vais a l'école, j'aime les voitures) and stories.



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Year 2 French Implementation – Key Vocabulary					
<p>Bonjour, au revoir Monsieur, madame</p> <p>Comment tu t'appelles? Je m'appelle</p> <p>Maitresse, professeur Ecoutez! Asseyez-vous ! Levez-vous ! Regardez le professeur/ la maitresse ! Silence / taisez-vous !</p> <p><u>Songs</u> : Alouette Frère Jacques Meunier tu dors Sur le pont d'Avignon</p>	<p>Comment ça va Ca va très bien Ça va bien Ça va mal Comme-ci comme ca</p> <p><u>Les chiffres 1 a 20</u> Un, deux ,trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.</p> <p>Noel : Père Noel, cadeau, Renne, le traineau, le lutin, l'étoile, le sapin Understanding that Christmas is an important celebration. It's a time when family meet and have a family meal. Noticing similarities and differences between the way we celebrate Christmas in France and the way we celebrate it in Great-Britain/ England. No stocking used but children put their shoes by the fire place. Christmas start on Christmas eve with a big family gathering.</p>	<p>La classe. La table, La chaise, la porte, la maitresse, Le professeur, le crayon, le stylo, le sac, le taille-crayon, la gomme Noticing similarities and differences between French schools and English schools.</p> <p>Revision of Les couleurs : blanc, rose, bleu, rouge, violet, jaune, noir, marron, gris, vert, orange <u>les fruits</u> : une pomme, une fraise, une carotte, une orange, une poire, un citron, un melon, un abricot, une framboise, une prune, s'il vous plait, merci</p>	<p>Le lapin, le chocolat la poule, le poussin les cloches Jésus, fête Understanding that Easter is an important celebration. It's a time when family meet and have a family meal. Noticing similarities and differences between the way we celebrate Easter in France and the way we celebrate it in Great-Britain/ England. No Easter bunny in France. The importance of new life (chicks, baby bunnies, nest) made in chocolate and used for decorations in France. On Easter Sunday, children go for Easter egg hunt.</p> <p><u>Les vêtements et les couleurs</u> : le pantalon, le t-shirt, la jupe, la chemise, le pull, le sweat, les chaussettes, les chaussures, la robe, le short, les lunettes, la casquette</p>	<p>un supermarché, un magasin, un musée, un cinéma, un parc, un café, un zoo une poste, une bibliothèque, une école. Noticing similarities and differences between French and English towns. <u>les transports</u> : une voiture, un taxi, un camion, un bus, un car, un train, un métro, un avion</p>	<p>Bonjour, au revoir Monsieur, madame</p> <p>Comment tu t'appelles? Je m'appelle</p> <p>Maitresse, professeur Ecoutez! Asseyez-vous ! Levez-vous ! Regardez le professeur/ la maitresse ! Silence / taisez-vous !</p> <p><u>Songs</u> : Alouette Frère Jacques Meunier tu dors Sur le pont d'Avignon</p>



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of French at Whinstone.

Speaking	Listening	Reading	Writing
<ul style="list-style-type: none"> • Children learn to develop accurate pronunciation and intonation so that others understand when they speak familiar vocabulary and basic classroom language. • respond briefly with single words or short phrases. Their pronunciation may be approximate and they may need considerable support from a spoken model and from visual cues. • Conversational games (pair-work such as guess my partner’s word, mime and guess, mouthe and guess, write on partner’s back and guess). Role play on saying what is your name and how you feel • Repetition games (teacher vs class) • Singing traditional French songs. 	<ul style="list-style-type: none"> • Listening: Children show that they understand simple classroom commands, short statements and questions. They understand speech spoken clearly face to face or from a good quality recording. They may need a lot of help such as repetition and gesture. • appreciate stories, songs, poems and rhymes in the target language • Pair work: listen to partner and guess (mouthe and guess) <ul style="list-style-type: none"> • Listening (Teacher uses target language as much as possible) • Listening to songs • Listening to partner doing pair work activities 	<ul style="list-style-type: none"> • Reading (linking the words to the sound) Ch shows that they understand single words presented in clear script in a familiar context. They may need visual cues. • Label the pictures with correct word/ phrase. • Match colours, numbers, fruits, familiar language to its written form • Singing (traditional French nursery songs) • Recognising cognates • Recognising rhyming pattern • read carefully and show understanding of words and simple writing 	<ul style="list-style-type: none"> • Writing (recording words and showing meaning by drawing pictures) • Create posters (labelling the vocabulary)



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French Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within Key Concepts.

Key Concept	Meeting expectations
Speaking & Listening	I can say and repeat short simple words and phrases.
Speaking & Listening	I can recall simple words and phrases.
Speaking & Listening	I can understand a few familiar spoken phrases.
Reading	I can recognise and read out a few familiar words and phrases.
Writing	I can listen to simple phrases with growing understanding.
Reading & Writing	I can label nouns copying words from a written support.