



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.





Languages KS2 National Curriculum

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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.



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. Through a variety of activities and authentic resources, we teach the children to understand and respond to spoken and written language, to speak with confidence expressing ideas, facts and feelings and to write at varying length using grammatical knowledge. To ensure progression from Key Stage 1 to Key Stage 2, children will be given opportunities to reuse previous learning vocabulary and to apply it to new topics they study.

Year 3 French Implementation – Key Concepts	
The key concepts of French at Whinstone are:	
<ul style="list-style-type: none"> • developing speaking skills e.g. understanding of French phonics, developing accurate pronunciation and intonation and using language in drama, role play or in pair or group work tasks. • developing listening skills e.g. showing understanding by joining in and answering questions in class, group or pair work activities and singing along traditional songs. • developing reading skills e.g. naming and labelling objects in the target language, linking the words to the sound or pictures and making lists and memorise information. • developing writing skills e.g. copying and labelling pictures, extending answers by using longer sentences and identifying key words to use in writing. • Starting to develop an understanding of French grammar e.g. masculine, feminine and plural nouns and the articles le, la, les. 	

In Year 3 the Key Concepts of French are taught through the following sequence of topics:		
Autumn	Spring	Summer
Weather Days of the week Months of the year Traditional French celebrations e.g. Noel, Paques, 14 juillet, 11 novembre, 8 mai	Body parts (understanding that in French nouns are either masculine, feminine or plural) developing strategies to recognise the three different genders by looking at the ending of the noun (feminine nouns tend to end with an 'e', masculine nouns tend to end with a consonant and plural use a 's' or an 'x') or looking at the articles (le/un, la/une, les/ des) and using Easter in France (how we celebrate Easter in France)	J'ai mal ...(aches, pains, feelings) Songs (bonjour monsieur comment ca va ?, Jean Petit qui danse, J'ai mal à la tete, 5 a day, alouette, savez-vous planter les choux?) Couleurs



Year 3 French Implementation – Key Vocabulary		
<p><u>Weather</u> :Il pleut, il neige, il fait chaud, il fait froid, il y a de l’orage, il y a du vent, il fait beau, il fait mauvais, il y a du brouillard.</p> <p><u>Days of the week</u> : lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</p> <p><u>Months of the year</u> : Janvier, février, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, décembre</p> <p>Fête de l’année : la galette des rois, la saint Valentin, la chandeleur, Pâques, le 8 mai, le 6 juin, le 14 juillet, le 11 novembre, Noel, la Saint Sylvestre.</p> <p><u>Christmas traditions in France</u> (meals, presents, songs).</p> <p>Le père Noel l’étoile les lutins le bonhomme de neige la boule les rennes le traîneau les cadeaux le sapin</p> <p>Short sentences describing Christmas using colours and verb ‘être’</p> <p>le Père Noel est rouge et blanc. Les rennes sont marron. L’étoile est jaune. Le bonhomme de neige est blanc. Le sapin est vert.</p> <p>Counting the Christmas vocabulary using numbers 1 to 20. dix sapins vingt cadeaux</p>	<p><u>Body parts</u>: le nez la bouche les lèvres cou tête oreilles dos sourcils ventre dents cheveux yeux épaules bras coudes doigts genoux jambes pieds</p> <p><u>Easter</u>: Paques Joyeux Paques Le chocolat Le lapin La poule Les poussins Les œufs L’agneau Le nid</p> <p>Numbers 20 to 50. Vingt 20 Trente 30 quarante 40 Vingt et un 21 cinquante 50 Vingt-deux 22 Vingt trois 23 Vingt quatre 24 Vingt cinq 25 Vingt-six 26 Vingt-sept 27 Vingt-huit 28 Vingt-neuf 29</p>	<p>Aches : Comment ca va ? ca va mal. J’ai mal au bras à la jambe au dos à la tête au pied à la gorge au ventre au cou aux dents</p> <p>j’ai de la fièvre je tousse j’ai chaud j’ai froid</p> <p>les couleurs : bleu marron/ brun blanc noir rouge gris vert rose jaune violet orange</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). • Repetition games (teacher vs class) • Songs 'Quel temps fait-il?', 'Les mois de l'annee', 'C'est la chanson des jours de la semaine' • Children use their knowledge of days, months and numbers to say the date in French at the beginning of each lesson. They also answer the question 'Quel temps fait-il?' and describe the day's weather. • Saying the gender of a noun using grammar terms such as masculine, feminine and plural. • Point at body part and say it • Role play at the doctor's. 	<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 or short sentences presented in clear script in a familiar context. They may need visual cues. • Label the pictures with correct word/phrase. • Match weather pictures, months pictures, Christmas vocabulary, body parts and colours with their written forms • Match the French months and days to the English ones • Put in order the months and the days • Looking for and recognising cognates when taught new language • Recognising rhyming pattern (di at the end of days, the sound that 'ier' makes at the end of janvier and fevrier. • read carefully and show understanding of some words and short sentences • Recognising and understanding gender masculine, feminine and plural. • Categorising nouns according to their gender. 	<ul style="list-style-type: none"> • Writing (recording words and showing meaning by drawing pictures) • Create a week diary to using days and weather. • Create a calendar using months and weather • Understanding that French does not use capital for days and months of the year (date: jeudi 25 mars) • Create a poster about Christmas • Writing short sentences to say the date and what the weather is like • Mr and Mrs Men poster on aches e.g. Mr Bump 'J'ai mal à la tête'



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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 understand and say a range of familiar spoken phrases.
Speaking & Listening	I can understand and read out familiar written phrases.
Speaking & Listening	I can recognise a familiar question and respond with a simple rehearsed response.
Speaking & Listening	I can name objects and actions and link words with a connective in a simple rehearsed statement.
Speaking & Listening	I can answer simple questions and give basic information. E.g. Quelle est la date aujourd'hui? Mardi 11 janvier. Quel temps fait-il ? il fait beau.
Reading & Writing	I can write one or two short sentences to a model and fill in the words on a simple form.
Speaking, Reading & Writing	I can use the correct form of the definite article in the singular according to the gender of the noun and in the plural