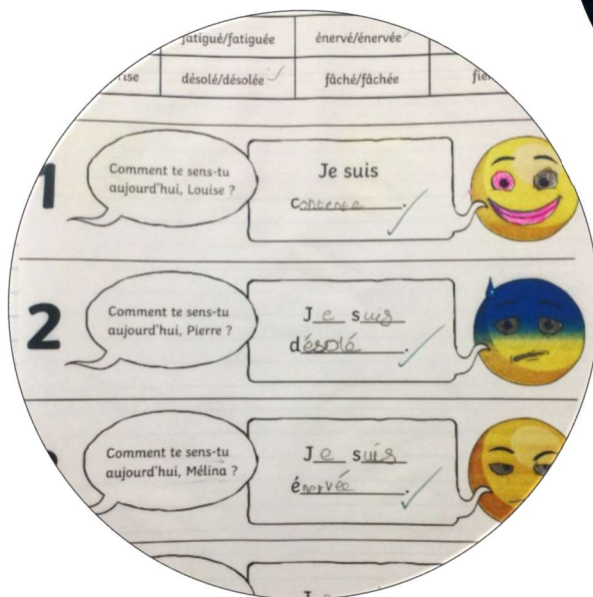




# How we teach French



This document outlines: the intent and rationale behind our French curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the French curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children are inspired to want to learn another language. We aim to instil a love of language learning and an awareness of other cultures.	Children enjoy learning to communicate in French and being able to speak in another language. They are encouraged by being given regular stimulating and enjoyable lessons which build confidence and promote the skills of listening, speaking, reading and writing.	Children to have the knowledge, skills and understanding of both spoken and written French. They have the confidence to speak in French and understand how important other languages can be in their future.

At Godmanchester Bridge Academy we follow the Kapow Primary French scheme of work, which aims to provide all of our children in Key Stage 2 with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Our current MFL is taught in French. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and an understanding of France and the French culture.

Our French scheme of work supports pupils to meet the national curriculum end of Key stage 2 attainment targets.



# Implementation

The French scheme of work is designed with three knowledge strands that run throughout our units with knowledge building cumulatively. These are: [Phonics](#), [Vocabulary and Grammar](#).

This knowledge can then be applied within our skills strands, which also run throughout each unit in the scheme:

- [Language comprehension \(Listening and reading\)](#)
- [Language production \(Speaking and writing\)](#)

Through our French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

The scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, and key vocabulary rather than on committing to memory vast amounts of French vocabulary. Pronunciation is emphasised early on using our Mouth mechanics videos to support pupils with phoneme pronunciation in French.

### All Pupils:

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are provided with subject knowledge organisers.
- are supported with their behaviour choices in a therapeutic environment, school use restorative practise so that pupils can reflect and be supported to meet the schools valued behaviour expectations.
- Experience effective questioning to deepen knowledge and understanding and provide challenge
- receive feedback in lessons that results in further progress across the curriculum.

### Some Pupils Need:

- use of concrete and pictorial representations during teaching and when working independently to aid their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- targeted questioning to support pupils in answering questions both orally and in written work.
- one-to-one interaction and targeted intervention by the teacher or support staff.
- a specific seat in lessons to meet a sensory or a learning need.
- specific feedback.
- an effective blend of co-operative, independent and teacher-led activities to appropriately challenge and support.
- key words and vocabulary identified and discussed.
- sentence starter/writing frames a scaffolded lesson structure, e.g. additional modelling, more paired/ discussion work or increased mini-plenaries.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral, are effectively met.
- post teaching to address any misconceptions.

### Specific Pupils Need:

- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their pastoral and learning needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- additional support in practical lessons.
- a personalised learning pathway.



The impact of our French scheme is monitored continuously through both formative and summative assessment. Each lesson includes assessing pupils against the learning objectives and a unit quiz which is used both at the beginning and the end of the unit.

After the implementation of the French curriculum, pupils should leave Godmanchester Bridge Academy equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

The expected impact of following our French scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the National curriculum for Language



# Subject Map

Year	Unit 1	Unit 2	Unit 3	Unit 4
3	<b>French greetings with puppets</b>	<b>French adjectives of colour, size and shape</b>	<b>French playground games – numbers and age</b>	<b>In a French classroom / A circle of life in French</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.	Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.	The children count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.	Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.' Using their dictionary skills to develop their animal vocabulary and habitat names. Building sentences and completing food chains to apply this vocabulary in writing. This unit has cross-curricular links with Science.
4	<b>Portraits – describing in French</b>	<b>Clothes – getting dressed in French</b>	<b>French numbers, calendars and birthdays</b>	<b>French food – miam, miam!</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.	Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.	French food, cafés, ordering and menus -'Yum Yum'- or 'Miam, Miam' ! This unit introduces food vocabulary and revises numbers to 100, this time in the context of money and prices. The unit encourages children to develop their language detective skills and confidence with practical conversational French.
5	<b>French monster pets</b>	<b>Shopping in France</b>	<b>Verbs in a Week</b>	<b>Meet my French family</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Reviewing noun gender, article-noun agreement and adjective placement while exploring monster and body part vocabulary; identifying key facts using cognates and other language detective skills; writing and presenting paragraphs about a 'Fantastic French beast' creation.	Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They also develop their language detective skills, facing an entirely unfamiliar authentic French text.	Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être', and finally produce a short piece of creative writing to demonstrate their learning,	Drawing on vocabulary and grammar learned in Years 3, 4 and 5, this unit introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and re-ordering known words and phrases and the unit culminates in pupils producing a piece of written work, in French, describing members of a family, their



			which they present to the class.	looks, their ages, their birthdays and their likes and dislikes.
<b>6</b>	<b>French sport and Olympics</b>	<b>In my French house</b>	<b>Planning a French holiday</b>	<b>Visiting a town in France</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Pupils conjugate the verb 'aller'- to go, identify correct prepositions, learn sports vocabulary, how to express preferences plus the infinitive. They expand their knowledge of country names and develop their cultural knowledge of Pétanque, the Tour de France and the Olympics, consolidating their learning by writing a magazine article about participating in the Olympic Games.	Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.	The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.	Learning directional, transport and town vocabulary together with prepositional phrases, the children describe their journey to school, plan a trip to France and become tourist guides, giving reasoned opinions on which places in town to visit; finally the children create a tourist leaflet, in French, for their own local area.