



Frimley Church of England School

Approach to French



Purpose

French is a subject where we learn how to communicate in a different language to our own and appreciate the different culture.

Intent

We want children to leave Frimley enjoying the language of French and to embrace learning new skills. We want children to understand why we learn languages and to welcome the opportunity to do so, whilst developing an understanding of other cultures. Our intent is for children to build in confidence in speaking and develop their conversational skills in preparation for the KS3 language curriculum.

Implementation

French is delivered by a specialist teacher in three week blocks (with one lesson a week). In order to immerse the children in the language, the teacher speaks, on the whole, in French. French lessons are planned to meet the needs of the children at Frimley and are progressive in nature. They meet the statutory requirements of key stage 2 MFL. A French lesson begins with all children being greeted in French and an oral starter. All children record the date and title in their books in French so that they are rehearsing written skills too. The lesson contains the opportunity to speak, listen, read and write in French based on topic areas which are progressive across the key stage. Children develop their knowledge of French vocabulary and concepts and their skills of being able to communicate more confidently in French. Scaffolds are given to support some children with their learning (and these may be oral or written). Some children, who are fluent French speakers, have their own tasks tailored to them and work on the progression of their written French.

Impact

In French lessons you will see/hear:

- A balance of reading, writing and speaking and listening in French
- Children rehearsing and developing their pronunciation and language skills
- Children enjoying games, rehearsal and conversations in French
- The teacher speaking, on the whole, in French to immerse children in the language
- Scaffolds to support learners
- Individual tasks for children fluent in French in order to personalise learning for them
- Progression through a topic will be evident in the development of key skills and acquisition of main vocabulary

Because of the delivery of French, children will leave Frimley:

- Confident to speak in front of others
- Being able to hold a simple conversation in French
- With an understanding of the relevance of what they are learning in languages and how it relates to everyday life and travel
- Ready for the KS3 French curriculum

National curriculum expectations:

Teaching within key stage 2 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.

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 Long term plan

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Introduce yourself	Introduce yourself Classroom instructions and objects	Introduce yourself Classroom instructions and objects Numbers 1-100	Introduce yourself Classroom instructions and objects Numbers 1-100 and colours
Autumn 2	Classroom instructions and objects	Numbers 1-100 and colours	Weather and compass points	The Café
Spring 1	Numbers and time	Transport	Musical instruments	Holidays
Spring 2	Alphabet	Shopping	Places and directions	School subjects
Summer 1	Body parts	Breakfast Sports	Time	Health Past tense
Summer 2	The Café Jack and the beanstalk Carnival of the animals by Camille Saint-Saëns	Hobbies and pets Cinderella	Claude Monet	Where you live

What Frimley offers to its pupils: (French medium term plans)

		Year 3	Year 4	Year 5	Year 6
Autumn term	Knowledge	Introduce yourself	Introductions and alphabet	Introductions and alphabet	Introductions and alphabet
	<i>Crucial Learning</i>	<i>The Reply to the question Comment t'appelles tu? Is Je m'appelle - means what is your name? and my name is.... *Comment vas-tu? or Comment ça va? – means how are you? * As tu des frères ou des sœurs? - means Do you have any brothers or sisters.</i>	<i>* The Reply to the question Comment t'appelles tu? Is Je m'appelle . means What is your name? and my name is... * The Reply to Comment vas-tu or Comment ça va? Is très bien, bien or comme ci comme ça. means How are you? and the answer – very well, well, so, so. * The Reply to As tu des frères ou des sœurs? is J'ai une sœur ou J'ai un frère. – means Do you have any brothers or sisters? – I have a sister or I have a brother.</i>	<i>* As tu des frères ou des sœurs? Is J'ai une sœur or J'ai un frère – means Do you have any brothers and sisters? Ôu habites tu? (where do you live) is J'habite à.... I live in... * Quel âge as-tu? Means how old are you? Reply J'ai neuf/dix ans. I'm nine or ten years old.</i>	<i>*Quelle est la date de ton anniversaire? (When is your birthday?) Ôu habites- tu? (Where do you live?)</i>
	Knowledge	Classroom objects and instructions.	Classroom objects and instructions	Classroom objects and instructions	Classroom objects and instructions
	<i>Crucial Learning</i>	<i>* classroom instructions include Écoutez! Listen! Répétez! Repeat! Levez la main! Put your hand up! Levez-vous! Stand up! Asseyez-vous! Sit down! * Know bleu = blue, rouge= red, vert = green and jaune = yellow</i>	<i>* Naming classroom objects include, un stylo= a pen un crayon= a pencil un taille-crayon =a pencil sharpener un livre= a book un cahier= an exercise book un tableau blanc= a whiteboard une règle= a ruler une gomme =a rubber une chaise =a chair une table= a table une fenêtre =a window * Masculine noun will be 'un' and a feminine noun will be 'une' for a.</i>	<i>* Est-ce-que je peux aller au toilette SVP? – means Please can I go to the toilet please?</i>	<i>* Est-ce-que je peux aller au toilette SVP? – means Please can I go to the toilet? *Follow classroom instructions include Écoutez! Listen! Répétez! Repeat! Levez la main! Put your hand up! Levez-vous! Stand up! Asseyez-vous! Sit down!</i>
	Knowledge		Numbers and time	Numbers and time	Numbers and time
	<i>Crucial Learning</i>		<i>*The numbers one to twenty are:- un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. *The numbers 21 – 100 have a pattern in French. * The months of the year are janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre and décembre The days of the week are lundi, mardi, mercredi, jeudi, vendredi, samedi et dimanche means</i>	<i>* counting up in tens up to 100 is zero, dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent. * The months of the year are janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre et décembre The days of the week are lundi, mardi, mercredi, jeudi, vendredi, samedi et dimanche means</i>	<i>* The months of the year are janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre et décembre The days of the week are lundi, mardi, mercredi, jeudi, vendredi, samedi et dimanche means</i>
Knowledge			Weather	Café	
<i>Crucial Learning</i>			<i>* Quel temps fait-il aujourd'hui?</i>	<i>* Serveur means waiter Client means customer</i>	

				*Au printemps... In spring... En été... In summer... En automne... In autumn... En hiver... In winter...	* Je peux vous aider? Means Can I help you?
	Theology and vision links	Christianity in France – what is the culture like? French developed to serve one another, giving hospitality, helping someone in need.			
Spring term	Knowledge	Numbers and time	Transport and where you live	Musical instruments	Holidays
	Crucial Learning	* Numbers 1-31 follow a pattern in French. * The days of the week are lundi, mardi, mercredi, jeudi, vendredi, samedi and dimanche * The months of the year are janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre et décembre	*Comment vas-tu à l'école? Means how do you get to school *Je vais à pied! Means I walk to school	*Je joue du piano = I play the piano. * Tu joues d'un instrument? Do you play an instrument?	*La France = France la Grande-Bretagne= Great Britain, la Suisse = Switzerland, la Grèce= Greece, l'Italie =Italy, l'Irlande= Ireland, l'Espagne =Spain, l'Allemagne= Germany. * Qu'est-ce que tu aimes faire en vacances? (What do you like to do on holiday?)
	Knowledge	Alphabet	Shopping	Town and directions	School subjects
	Crucial Learning	* To be able to spell out français * A = ah V=veh (similarity) and difference J=zhee G=zheh	*Je voudrais un kilo de tomates SVP means I would like a kilo of tomatoes please.	*le stade =stadium, le bowling =bowling alley, le cinema= cinema la piscine= swimming pool *Je voudrais une pizza SVP, Je voudrais l'addition SVP = I would like a pizza please, I would like the bill please. *Nord, Sud, Est, Ouest = north, south, east, west.	* Les maths = Maths, Les sciences = Science, L'anglais = English, Le français = French L'histoire =History La géographie = Geography * J'adore les sciences. = I love science, J'aime le français. = I like French, Je déteste l'histoire = I hate History.
	Theology and vision links	Christianity in France – what is the culture like? French developed to serve one another, giving hospitality, helping someone in need.			
Summer term	Knowledge	Body parts	Breakfast	The time	Health (illnesses)
	Crucial Learning	*la tête= head, le dos= back le bras= arm la main =hand la jambe= leg le pied= foot *Les is plural for the La/le is singular for the	*Difference between a French breakfast and an English breakfast. *Pour le petit déjeuner, je mange des céréales = I eat cereal for breakfast.	* Quelle heure est-il? What time is it? Il est une heure. It is one o'clock. Il est _____ heures. It is _____ o'clock. * Il est trois heures et quart. It is quarter past three. Il est trois heures et demie. It is half past three. *13:00 = 1pm Il est treize heures= 1pm	*To know how to say healthy (sain) and unhealthy (malsain) * Où ont-ils mal? (Where does it hurt?) J'ai mal à la gorge = My throat hurts, J'ai mal au bras = My arm hurts. * Ça ne va pas. I am not very well. Pourquoi? Why?
	Knowledge	The Café	Sports and hobbies	Claude Monet	The past
Crucial Learning	* Je voudrais means I would like * € is the currency in France	*Je joue au... I play... *Je fais... I do/I go...		*J'avais = I had and J'étais = I was	
			* This painting by Claude Monet is called Les Coquelicots (The Poppy Field)		

			* He is a French painter and founder of <u>impressionist</u> painting. *J'aime = I like, Je n'aime pas = I don't like	
Knowledge	Fairy tales	Pets		
Crucial Learning	* The word for a giant in French is un géant. * The words for magic beans in French is les haricots magique. * Links to English Pauvre looks similar to poor géant. Looks similar to giant marché looks similar to market	* common pets correctly le chien = the dog, le chat = the cat, le cheval = the horse, le poisson = the fish *J'ai un chien/un chat means I have a dog/cat or Je n'ai pas d'animaux (I don't have any pets).		
Knowledge	The Carnival of the Animals by Camille Saint-Saëns	Fairy tales		
Crucial Learning	*To know Camille Saint-Saëns is a French composer * Each piece of the music represents a different animal. *The Swan and the aquarium are the most famous two pieces.	* Cendrillon means Cinderella * To make links with English and French vocabulary Minuit = midnight Le bal = the ball Le prince = the prince		
Theology and vision links	Christianity in France – what is the culture like? French developed to serve one another, giving hospitality, helping someone in need.			
Skills applied in all areas	Listening Speaking Responding to a question Deduction Inference Using a French dictionary Writing words and basic sentences Recognise a familiar question and respond with a simple, rehearsed response	Listening Speaking Responding to a question Deduction Inference Using a French dictionary Writing words and basic sentences- now adding opinions and adjectives Analysing language e.g. asking true or false Role play in French Holding a basic conversation Giving opinions Ask and answer several simple and familiar questions with a rehearsed response	Listening Speaking Responding to a question Deduction Inference Using a French dictionary Writing words and basic sentences- now adding opinions and adjectives Analysing language e.g. asking true or false Role play in French Holding a basic conversation Giving opinions Writing a description in French Ask and answer more complex familiar questions with a scaffold of responses. Ask for clarification and help.	Listening Speaking Responding to a question Using a French dictionary Writing words and basic sentences- now adding opinions and adjectives Analysing language e.g. asking true or false Role play in French Holding a basic conversation Giving opinions Using different tenses Writing a description in French To be able to conjugate verbs in French (e.g. to be) Engage in a short conversation using familiar questions and expressing opinions. Reading texts and making link between spellings in French Infer and deduce from more complex sentences and questions