

French at Minsterley



INTENT STATEMENT

- **Aims**
- At Minsterley Primary School we believe that learning is a change to long term memory. We intend to create knowledge through spaced repetition and backwards and forwards learning. Our curriculum is built around repeated opportunities to strengthen key concepts.

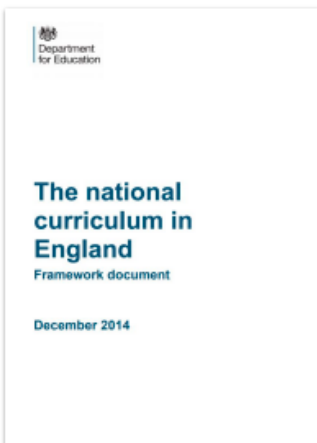
The French Curriculum

At Minsterley Primary School we use the Kapow French Curriculum

The logo for Kapow Primary, featuring the word 'Kapow' in a large, white, handwritten-style font above the word 'Primary' in a smaller, white, sans-serif font. The logo is set against a blue background that is part of a larger graphic element consisting of a blue arrow pointing to the right.

How does Kapow Primary help our school to meet the statutory guidance for Languages?

Our scheme of work fulfils the statutory requirements for Languages outlined in the National Curriculum (2014)



It is **compulsory** for schools to teach Languages at Key Stage 2 only, which is why our French scheme of work is designed to be taught from Year 3 onwards, to help your pupils to meet the end of Key Stage 2 Attainment targets.

Our approach

- ✓ Authored by primary language specialists
- ✓ Designed to instil a love of language learning
- ✓ Full scheme of work, using popular topics, themes and vocabulary
- ✓ Clear progression of learning throughout KS2
- ✓ Relevant cross-curricular opportunities

Long Term Plan- Minsterley Primary School

French	A1	Autumn	All KS2 classes to follow Kapow scheme.		
			Greetings Adjectives	Numbers Food	Family Sport
		Spring	Playground games Classroom	Pets Shopping	House Holiday
		Summer	Portraits Clothes	Verbs	Visiting a town

The Curriculum Design

Our French Curriculum is structured in units. For these units to be coherent, the lessons within a unit must be taught in order. The units also need to be taught in order as the skills must be learned in a linear progression. Frequent and regular revision and revisiting of skills is built into the long term plan.

How does Kapow Primary's scheme of work align with the National Curriculum?

Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum Programme of Study for Languages aims to ensure that all pupils:

★ Understand and respond to spoken and written language from a variety of authentic sources.

★ Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

★ Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

★ Discover and develop an appreciation of a range of writing in the language studied.

We have identified these strands which run throughout our scheme of work:

Speaking and pronunciation

Listening

Reading and writing

Grammar

Intercultural understanding

Language detective skills

Our [National curriculum mapping](#) document shows which of our units cover each of the National Curriculum attainment targets as well as each of these strands. Each lesson plan references the relevant National Curriculum objectives, along with cross-curricular links to any other subjects.

Spiral curriculum

A spiral curriculum

Kapow Primary's French scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit key vocabulary and grammar concepts again and again
- ✓ **Increasing depth:** Each time vocabulary or grammar learning is revisited, it is covered with greater depth
- ✓ **Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again



Progression

<i>Progression of skills</i>		Speaking and pronunciation			
National Curriculum	Year 3	Year 4	Year 5	Year 6	
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<p>Asking and/or answering simple questions</p> <p>Forming simple statements with information including the negative</p> <p>Practising speaking with a partner</p>	<p>Recognising and answering simple questions which involve giving personal information</p> <p>Beginning to form opinion phrases</p> <p>Beginning to use conversational phrases for purposeful dialogue</p>	<p>Forming a question in order to ask for information</p> <p>Presenting factual information in extended sentences including justification</p>	<p>Developing extended sentences to justify a fact or opinion</p> <p>Planning, asking and answering extended questions</p> <p>Engaging in conversation and transactional language</p>	
Speak in sentences, using familiar vocabulary, phrases (and simple writing).	<p>Using short phrases to give information</p> <p>Beginning to adapt phrases from a rhyme/song</p>	<p>Using a model to form a spoken sentence</p> <p>Speaking in full sentences using known vocabulary</p>	<p>Rehearsing and recycling extended sentences orally</p> <p>Planning and presenting a short descriptive text</p>	<p>Planning and presenting a short text</p> <p>Modifying, expressing and comparing opinions</p>	
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<p>Repeating short phrases accurately, including liaison of final consonant before vowel</p> <p>Listening and repeating key phonemes with care</p>	<p>Comparing sounds and spelling patterns with English</p> <p>Listening and repeating further key phonemes with care</p>	<p>Using intonation and gesture to differentiate between statements and questions</p> <p>Making realistic attempts at pronunciation of new, vocabulary</p> <p>Listening and repeating key phonemes with care applying pronunciation rules</p>	<p>Discussing strategies for remembering and applying pronunciation rules</p> <p>Speaking and reading aloud with increasing confidence and fluency</p> <p>Comparing and applying pronunciation rules or patterns from known vocabulary</p>	
Present ideas and information orally to a range of audiences.	<p>Introducing self to a partner with simple phrases</p>	<p>Rehearsing and performing a short presentation</p>	<p>Adapting a story and retelling to the class</p>	<p>Giving a presentation drawing upon learning from a number of previous topics</p>	
Describe people, places and things and actions orally	<p>Recognising and using adjectives</p>	<p>Choosing appropriate adjectives from a wider range of adjectives</p>	<p>Using adjectives with correct placement and agreement</p>	<p>Recognising and using a wide range of descriptive phrases</p>	

*Progression of skills***Listening**

National Curriculum	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding.	<p>Listening and responding to single words and short phrases</p> <p>Following verbal instructions in French</p> <p>Responding to objects or images with a phrase or other verbal response</p>	<p>Identifying items by colour and other adjectives</p> <p>Listening and selecting information</p> <p>Using language detective skills to decode vocabulary</p>	<p>Listening and gisting information from an extended text using language detective skills such as cognates</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language</p>	<p>Using prepositions to indicate the location of objects relative to something</p> <p>Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school</p> <p>Recognising present and near future tense sentences (using aller + infinitive)</p>
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	<p>Listening and identifying key words in rhymes and songs and joining in</p> <p>Beginning to identify vowel sounds and combinations</p> <p>Listening and noticing rhyming words</p>	<p>Listening to songs, joining in with songs and noticing sound patterns</p> <p>Noticing and beginning to predict key word patterns and spelling patterns</p>	<p>Matching unknown written words to new spoken words</p> <p>Recognising blends of sounds and selecting words to recognise common spelling patterns</p>	<p>Recalling and performing an extended song or rhyme</p> <p>Listening to stories, songs or texts in French</p>

Progression of skills

Reading and writing

National Curriculum	Year 3	Year 4	Year 5	Year 6
Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar words in written form	Noticing and discussing cognates and beginning to identify language detective strategies	Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type	Making increasingly accurate attempts to read unfamiliar words and phrases Reading and using language detective skills to assess meaning including sentence structure
Appreciate stories, songs, poems and rhymes in the language.	Reading aloud some words from simple songs, stories and rhymes	Following a short text or rhyme, listening and reading at the same time	Reading and adapting a range of different format short texts	Reading and responding to an extract from a story, an e-mail message or song Reading short authentic texts for enjoyment or information
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Beginning to develop dictionary skills Identifying cognates and near cognates	Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using cognates and near cognates along with other detective skills to gist information	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using contextual clues and cues to gist and make predictions about meanings Gisting information from an extended text	Using a bilingual dictionary to select alternative vocabulary for sentence building
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Recalling and writing simple words from memory	Selecting and writing short words and phrases	Using existing knowledge of vocabulary and phrases to create new sentences Completing a gapped text with key words/phrases	Choosing words, phrases and sentences and writing as a text or captions
Use familiar vocabulary in phrases and simple writing.	Experimenting with simple writing, copying with accuracy	Making short phrases or sentences using word cards	Writing a short text using word and phrase cards to model or scaffold	Constructing a short text on a familiar topic
Describe people, places and things and actions orally and in writing.	Recognising and using adjectives of colour and size	Using adapted phrases to describe an object or person	Using different adjectives, with correct positioning and agreement Using language of metaphor and comparison	Using a wide range of descriptive phrases Recognising and using verbs in different tenses

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>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 to build sentences and how these differ from or are similar to English.</p>	<p>Beginning to recognise gender of nouns, definite and indefinite article</p> <p>Identifying plurals of nouns</p> <p>Recognising adjectives and placement relative to the noun</p> <p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p>	<p>Using indefinite article in the plural form</p> <p>Recognising and using possessive adjective 'my' and pronouns he/she/it</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives</p> <p>Recognising and using the negative form</p> <p>Using prepositions</p> <p>Making comparisons of word order in French and English</p>	<p>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</p> <p>Applying placement and agreement rules for adjectives</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Exploring verbs in infinitive form</p> <p>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</p> <p>Using comparative language</p>	<p>Accurately applying placement and agreement rules for adjectives</p> <p>Recognising and beginning to form some verbs in near future tense using aller</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Learning and using some common irregular verbs, e.g. faire 'to make/do'</p> <p>Understanding how word order differs between French and English</p> <p>Identifying word classes within a sentence</p>

Year 3		Year 4		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Showing awareness of the capital and identifying some key cultural landmarks</p> <p>Recognising cultural similarities and differences between customs and traditions in France and England</p>	<p>To know that in French there are formal and informal greetings and when it is appropriate to use each one</p> <p>To know the names of some Parisian landmarks</p> <p>To know some French playground games</p> <p>To know that there are French speaking countries around the world <i>(NB This skill is not covered if following our condensed curriculum)</i></p>	<p>Comparing schools and celebrations between France and the UK</p> <p>Comparing shops and high streets of France and UK</p> <p>Recognising and using the Euro currency</p> <p>Identifying some French-speaking countries</p>	<p>To know some similarities and differences between French and English schools</p> <p>To know some French festivals that happen throughout the year</p> <p>To know some similarities and differences between French and English birthday celebrations</p> <p>To know that the abbreviation R.S.V.P, which is often used in English stands for 'Répondez s'il vous plaît' which translates as 'Reply, if you please'</p> <p>To know that the currency used in France is Euros and to recognise some of the notes and coins</p> <p>To know that the Louvre is a famous French art gallery</p>	<p>Learning about France's sporting culture and events</p> <p>Asking question and making insightful commentary on cultural differences, including some understanding of stereotype</p>	<p>To know the French word for countries around the world</p> <p>To know that the Tour de France is a world famous cycling race that takes place in France each year</p> <p>To know that pétanque is a popular French game sometimes known as boules</p> <p>To know different ways to travel to and around France</p>

Cross-curricular Links

Maths French playground games – numbers and age
French numbers calendars and birthdays
Shopping in France

Grammar All units

Geography French food
Shopping in France
Planning a French holiday
Visiting a town in France

History French sport and the Olympics
Planning a French holiday
Visiting a town in France

What would you expect to see in a computing lesson at Minsterley?

- Independent and responsible learners
- Teaching in line with NC
- High expectations with good pace 'Teach to the top'
- Pitched in line with age expectations
- Opportunities to recap/revisit previous learning through 'I can still' , mini activities and even whole lessons if required.
- Following long term planning
- Whole class teaching.

Assessment at Minsterley

At Minsterley Primary School we use teacher assessment throughout all French lessons. There are planned opportunities for assessment at the end of each unit taught through the use of summative assessment questions and assessment rubrics.