Marston Thorold Primary School French Curriculum

How have we planned our Languages curriculum?

Our French curriculum has been planned to be progressive, giving children the building blocks of language learning. The aim is for children to progress from being novice language learners who are slow at recognising the letters and sounds, to increased automaticity and fluency in Year 6, where they can read and write basic French vocabulary and sentences and engage is simple conversations with less conscious effort and more accurately. Our aim is that, after time and practice, knowledge becomes easier to access as it enters children's long-term memory and builds into a schema. Cycle B is not dependent on Cycle A being taught first. For example, Greetings are taught in both Cycle A and B in Year 3/4.

When planning our Languages curriculum, we considered these 3 'pillars':

- **Phonics** - the system of the sounds of a language and how these are represented in written words (or scripts other than Roman)
- **Vocabulary**
- **Grammar** - including inflectional and/or derivational features (the systems for changing the form of a word and for creating new words, respectively) and syntax

Phonics

We recognised that clear and reliable pronunciation is integral when learning a second language hence why we mapped the specific phonics that our children would be taught in our French curriculum. We recognised that building the skill of decoding with automaticity would help with the children's reading and vocabulary learning in French. Graphemes are often pronounced differently in French to in English so explicit teaching is key to building understanding and improving pronunciation. French using accents regularly to differentiate between long and short vowel sounds, which differs greatly from English. Understanding the effect of these accents on the pronunciation of vocabulary allows children to have a greater understanding of meanings of words. Each lesson begins with a 5-minute phonics recap, focusing on one of the areas on the phonic knowledge progression which has been studied during that term.

Vocabulary

We recognise that a knowledgeable understanding of vocabulary is key to learning a new language proficiently. For each topic, we carefully picked the vocabulary to be focused on. Not only did we consider the number of words for each unit, we ensured that we selected key vocabulary (or high frequency words) which are repeated throughout the unit and consolidating further units, acting as anchor points, to help them enter children's long-term memory. We were careful not to overload the children with too much new vocabulary to enable them to develop sufficient depth of understanding and allow them to

build to fluency. Further to this, we carefully selected English words for each topic that derive from French and plan time to explore the etymology of these words, allowing children to make linked between suffixes, prefixes and the morphology of vocabulary.

Grammar

We have chosen to use the Kapow to support our Latin teaching and it has a clear focus French grammar. Grammar is clearly and progressively mapped and forms a large part our French teaching. It is planned to become increasingly more complex over time so children don't become overwhelmed. It also links closely with the age-related grammar objective in English e.g. subject and object in Year 6. When explicitly taught the grammar feature, children are then given the opportunity to consolidate this in the unit through a range of speaking, listening, reading and writing activities. Teachers build in opportunities to revisit the grammar taught through the 'Builds On' section of our curriculum.

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French Curriculum Overview						
	Autumn		Spring		Summer	
Year 3/4 Cycle A	French Greetings with puppets & French adjectives of colour, size and shape	To greet and introduce yourself in French	Numbers and Age & In a French Classroom	To count in French & To count beyond six in French	Bon Appetit	To identify cognates and near cognates in order to name French fruits
		To use the correct French greeting for the time of day		To ask how old someone is and be able to answer using number words		To express opinions using plural nouns
		To ask and answer a question about feelings in French		To recognise the numbers one to twelve, written in French		To read and say amounts of money in French
		To ask and answer a question about feelings in French		To understand and respond to simple classroom instructions		To learn the days of the week in French
		To recognise and name colour words		To say items that are in a school bag and recognise if they are masculine or feminine		To identify and use familiar phrases in a French conversation in the context of a French market
		To describe shapes by their size and colour		To ask and answer a question about something you have or do not have		
		To give and receive instructions that include shape, size and colour vocabulary				
Year 3/4 Cycle B	Greetings & Colourful Creatures	To understand and give different greetings in French	School Days & Birthday Celebrations	To develop accurate pronunciation and intonation when saying the days of the week	Fabulous French Food	To use questions to make requests in the context of a French cafe
		To use French greetings according to the time of day		To pronounce the numbers 1 to 12 correctly in French		To use numbers to calculate amounts of money in French
		To ask about and express feelings when greeting someone		To say and write descriptive phrases about a classroom		To create descriptive sentences about different foods
		To identify and pronounce the key phonemes ou, eu, and an		To use numbers one to thirty-one in French		To give opinions using singular nouns
		To identify cognates and near cognates and use the correct indefinite article when naming animals		To recognise the months of the year in French		To use familiar spoken and written language for practical communication
		To apply correct word order and agreement when using colour adjectives		To write sentences about birthdays and identify similarities and differences between birthday celebrations in The UK and France		
		To create descriptions using a range of adjectives				

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Year 5/6 Cycle A	Portraits & Family	To begin to understand that adjectives change if they describe a feminine noun	French weather & Exploring the French speaking world	To recognise and recall weather phrases To learn the weather rap to pronounce weather phrases accurately	**Clothes**	To recognise and use vocabulary relating to clothing
		To understand a simple description of hair and eye colour		To describe the weather using points of the compass		To add colour adjectives, adapting the suffix in accordance with gender
		To create simple descriptive sentences		To describe the weather in French by including temperature, weather and compass points		To understand adjectival position and agreement for gender and number
		To recognise and use phrases to say if I have a brother or sister		To recognise, read and respond to directional language		To express an opinion (like/dislike)
		To be able to name different family members on a family tree		To read and give directions in French		To describe an outfit using adjectives correctly
		To be able to build descriptive sentences into a short paragraph		To identify features of countries in the French-speaking world		
Year 5/6 Cycle B	French Transport & In My French House 1	To learn and apply strategies for working out the meaning of new language	In My French House 2 & Visiting a town in France	To use new language for items in a bedroom	French Sport and the Olympics	To express playing a sport using the correct verb and preposition
		To ask and answer questions about a picture		To use prepositions to describe where objects are placed		To express sporting preferences using an opinion verb, a second verb and an adjective
		To use familiar vocabulary and language structures to describe a journey		To use prepositional phrases to describe the location of places in a town		To express travel plans using the verb **aller**
		To conduct a survey and present the findings in French		To use and respond to instructional language and directional vocabulary		To create sentences for a sports diary including opinion verbs, second verbs and adjectives
		To understand, express and justify a range of opinions		To describe holiday plans using the near future tense		To create a description using familiar language, a wide range of vocabulary and grammatical structures
		To describe different types of houses and rooms in French		To give opinions on places in a town using a range of verbs and adjectives		
		To use key grammatical structures to create a description of a house				