



Languages at Peters Hill



RESEARCH

Summary of Ofsted research review

A SUMMARY OF Ofsted's Languages Research Review



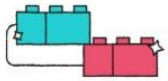
MOTIVATION
Motivation has a significant impact on language learning and attitudes towards learning languages. It is important to build learners' self-efficacy (their belief in their own ability) in the language. Factors which build this include experiencing success, understanding the language's phonetic code, having a secure grasp of the language's building blocks, being around non-native peers who can communicate effectively, and being clear about how to make progress.

PILLARS OF PROGRESSION
The three areas of the curriculum which are vital to ensure progress are **phonics**, **vocabulary** and **grammar**. Whilst pupils will of course learn about all of the cultural aspects of the communities which speak the target language, these three areas underpin the learning which is essential for all of the benefits of language learning to be unlocked. These are the pillars on which all progression in languages are hinged.



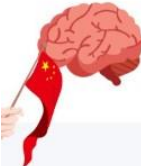
PROGRESSION IN PHONICS
There should be a carefully sequenced plan for the teaching and learning of target language phonics. Pupils should practise this knowledge until it is automatic. Effective teaching includes regular reviewing phonic knowledge and teaching about the differences between English and the target language pronunciation.

PROGRESSION IN VOCABULARY
There is a strong correlation between vocabulary knowledge and reading ability. It is estimated that the 2000 most frequent words in a language comprise around 80% of the content of written and spoken language. When leaders select vocabulary, they should choose words which will be the most useful to learners. This means that careful consideration should be given to the lists of vocabulary that pupils will be taught. It is very useful to teach vocabulary that can be used in a number of different grammatical contexts.



PROGRESSION IN GRAMMAR
Progression in grammar should be planned so that over time, pupils learn increasingly complex structures and concepts. Once pupils have learned a new component of grammar, they need plentiful opportunities for practice so that they can embed it in their long-term memory. Curriculum leaders can use the CEFR as a guide for progression in grammar (There are also some principles which are summarised on the website blog).

CURRICULUM SEQUENCING
In the initial stages of language learning, pupils need to think hard and engage in effortful practice in order to acquire the basics of the language. Knowledge of the basics needs to become automatic before more demanding content is introduced. This really needs to be understood as the difficulties learners might have in recognising single words and producing unfamiliar sounds. However, learners might only progress from this beginner stage after GCSE study.



LIMITS OF WORKING MEMORY
Cognitive load theory is very relevant for language learning, especially in the initial stages. This should be held in mind when designing curriculum sequences and during lessons. The goal of each step of learning should be building proficiency towards automaticity. Overloading working memory inhibits the chances of successful learning.

LANGUAGE COMPREHENSION
In the initial stages of language learning, pupils need to decode what they hear and read. This is an effortful process which is error-prone and slow. Practice over time should enable pupils to become more automatic in this process which in turn means they will be able to apply higher order skills to their reading and listening. It is important for teachers to understand the different demands between listening and reading, notably of listening's speed and need to hold information whilst taking in new information.



LANGUAGE PRODUCTION
Novice learners produce language which is shorter, slower and likely to contain errors. As with comprehension, sufficient practice leads to automaticity which in turn allows for more sophisticated production as learners can attend to processes such as developing ideas. The key difference between speaking and writing is the 'immediacy' of speaking and its reliance on listening comprehension.

EXPLICIT INSTRUCTION
There is substantial debate between intentional and incidental learning. Whilst some learners can benefit from incidental learning, it is argued that intentional learning is more effective for a greater number of learners. The report concludes that explicit instruction is more effective for beginner learners.



USE OF THE TARGET LANGUAGE
This is a much debated issue. The report suggests that the target language should be used when it reinforces and supports pupil practice in already learned content. It suggests avoiding using the target language when it might act as a hindrance to understanding; for example, explaining new grammatical rules in the target language is unlikely to be the most efficient instructional method.

ERROR CORRECTION
It is important to maintain motivation among language learners when correcting errors and so the classroom environment is really important: pupils need to feel safe to make mistakes. The most efficient and effective way of correcting beginners' mistakes is to prompt learners to identify the mistake so they understand what needs correcting. Error correction is most effective when done immediately.



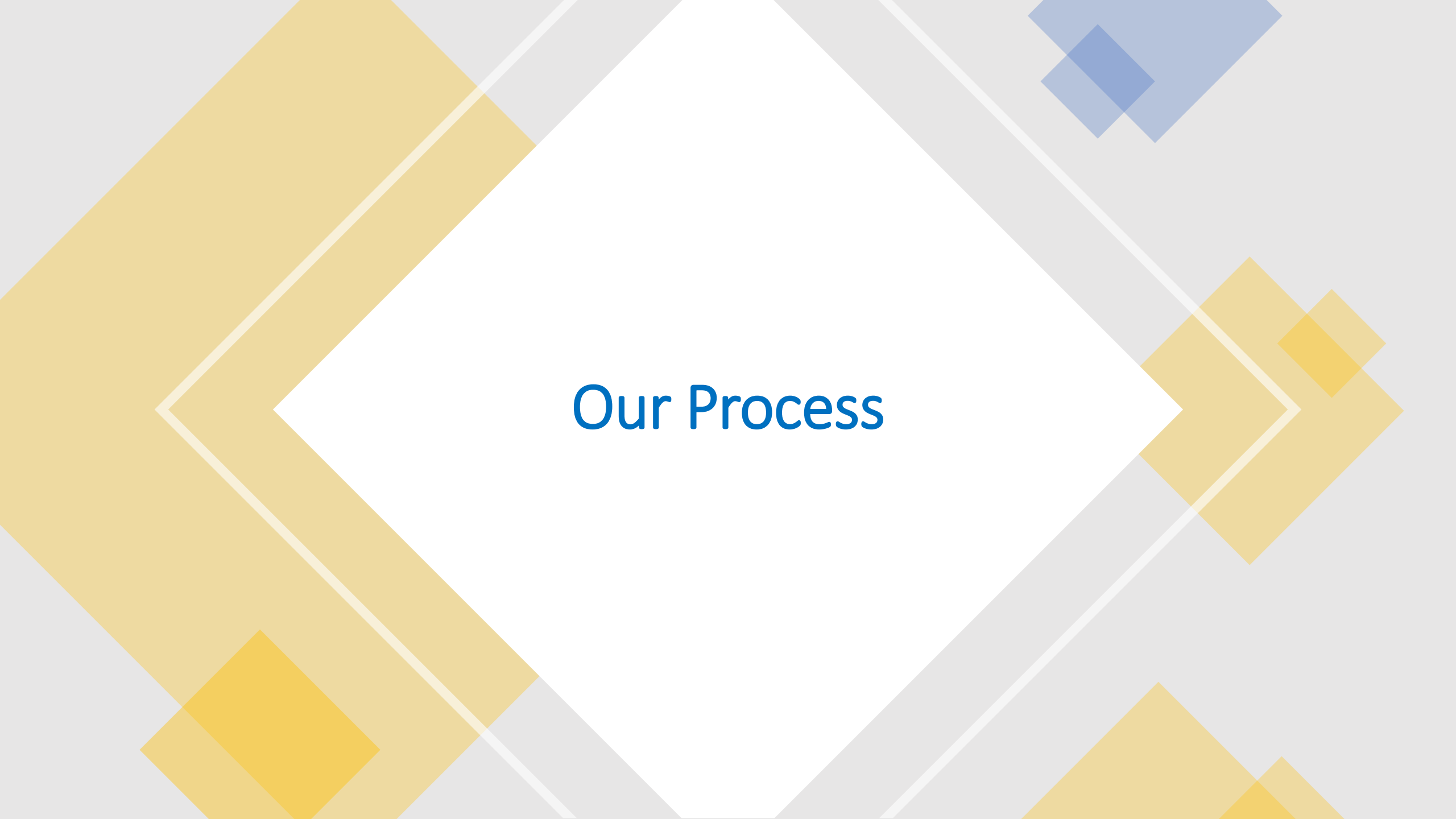
ASSESSMENT
Assessment for and of learning is important for languages. Regular testing is important to practice retrieval of phonic, vocabulary and grammar knowledge, though it is important to design assessments which assess these components properly. For example, vocabulary tests should not allow pupils to infer the meaning of words. Anything that is tested should be aligned to the curriculum content and sequencing and learners will benefit from being tested on content from previous years.

SCHOOL SYSTEMS
How much leaders prioritise languages is correlated with the success of their implementation and impact. Curriculum time is a challenge for most primaries, and in some secondaries, some children are disappalled from language learning in Year 7 (and in some cases, all of KS3). Schools should pay attention to forging links between primaries and secondaries to have conversations about assessment and curriculum continuity.

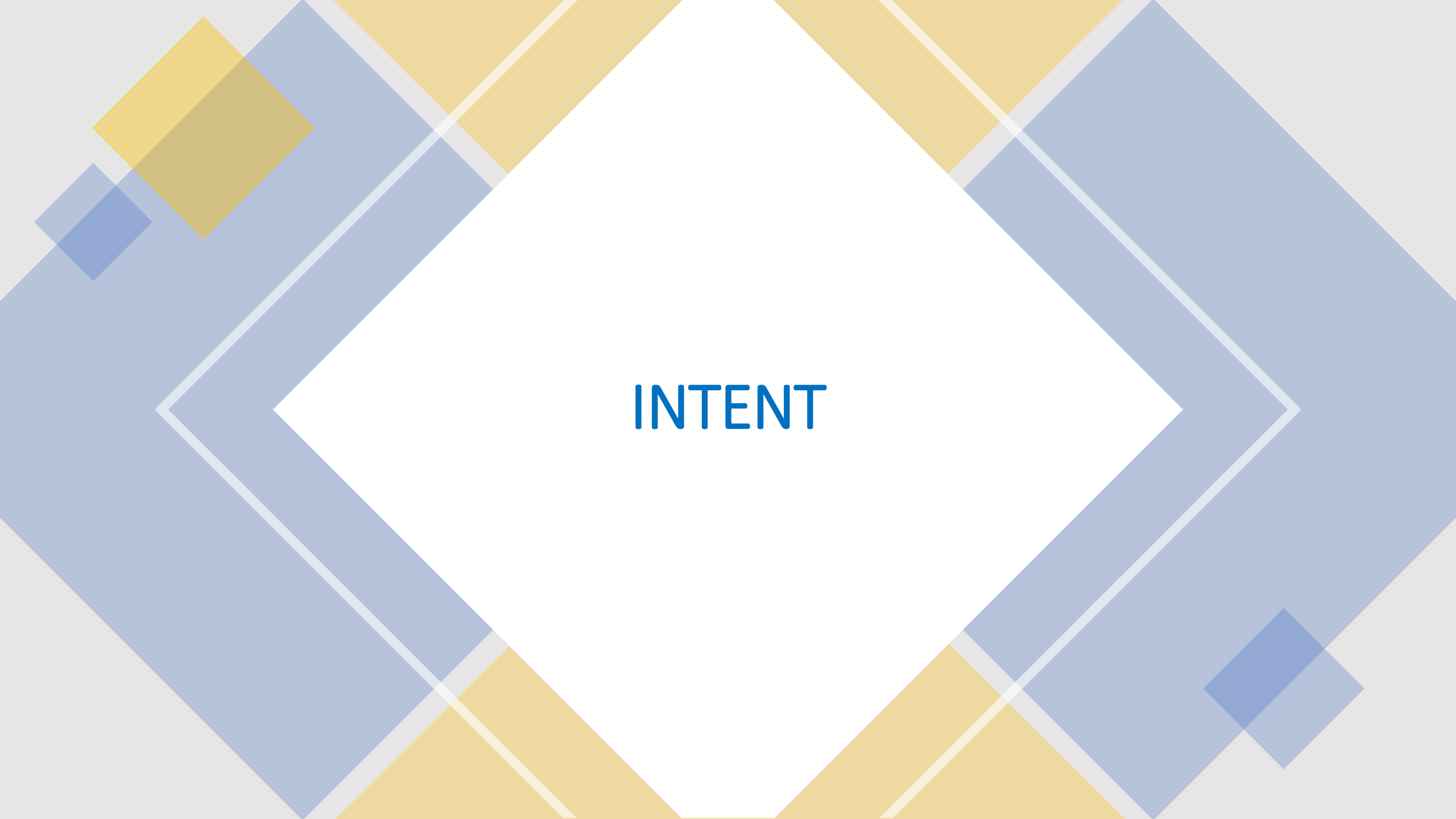


STAFFING AND CPD
The quality of teaching is key to addressing the challenges of language learning. This means that schools should consider teacher expertise and CPD. It is crucial to continuously improve teachers' proficiency, expertise and confidence. According to the Languages Trends study, most primary teachers have not received language-specific CPD within the past year.

This is a very condensed summary of the research review conducted by Ofsted into high-quality languages curriculums. I have provided a more detailed summary on my website which explores these themes in more detail, though I would definitely recommend reading the entire review and accessing some of the materials on Ofsted's YouTube channel. All links are on my website.



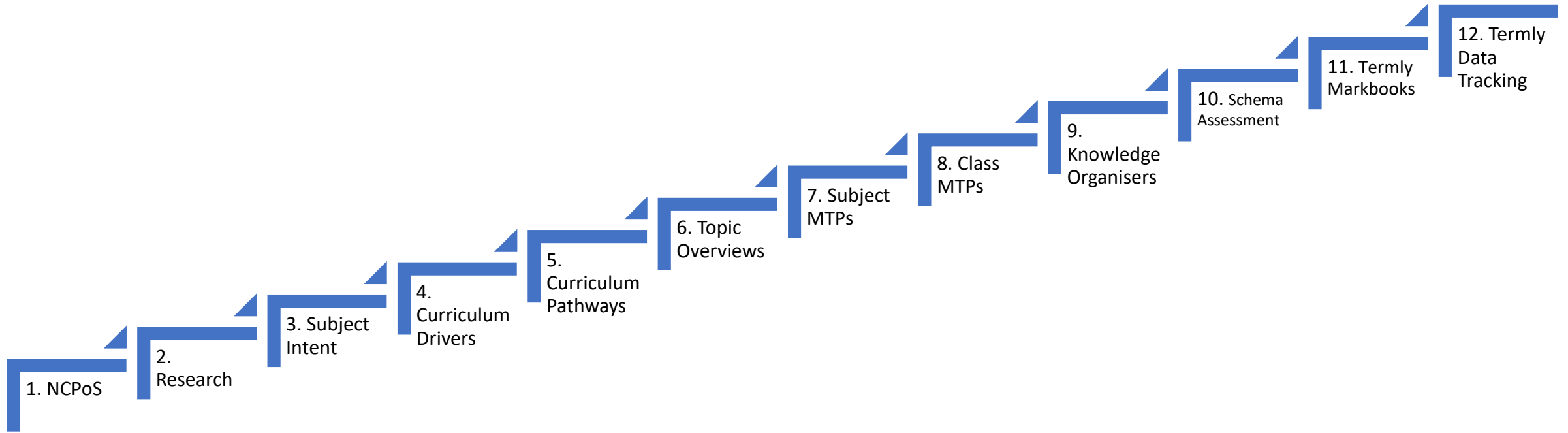
Our Process



INTENT

The Process at Peters Hill

Our 12 step approach



French

- The Modern Foreign Language (MFL) taught at Peters Hill is French. French is the official language in 29 countries which makes it the second most used official language behind English. It is an official language in countries across five different continents and is the second most studied language in the world. Approximately 120 million students are currently learning French. There are approximately 80 million native French speakers in the world. French is the third most widely spoken language in Europe (not including English) behind Russian and German. The number of people speaking French in the world is increasing (up nearly 9.6% since 2014). From 2010 to today, 22.7 million more people now speak French.

At Peters Hill, our MFL curriculum strives towards the following aims:

- To develop the sequential steps that ensure learning builds on what has been taught before
- To learn through practical and engaging methods
- To enable children to live in a global world
- To access one of the most commonly spoken languages around the world
- To increase exposure to texts in another language
- To develop a strong awareness of vocabulary

We believe that in MFL, all children should:

- Learn to communicate in French developing vocabulary and skills
- Develop their knowledge of French cultures
- Learn to converse and describe
- Experience songs and rhymes
- Build a growing vocabulary in order to name, describe and ask/answer questions
- Learn accurate pronunciation and intonation

Children become proficient in MFL through the development of the following learning pathways:

- Pathway 1 – Listening and responding
Pathway 2 – Speaking
Pathway 3 – Reading and responding
Pathway 4 - Writing
Pathway 5 - Grammar
- All knowledge is sequenced to ensure that existing learning is reviewed and linked to new learning.

Curriculum Drivers - How do our whole school values link to the subject?

- **AMBITION (Success)** – Children will be able to recall vocabulary from memory and use this within phrases. Children will be able to respond to questions translating with confidence from French to English.
- **BELIEF (Confidence)**– Children will demonstrate confidence in their own abilities by conversing in French and be confident enough to explore the language through resources that are readily available to them.
- **COMPASSION (Motivation)** – Children will be exposed to a variety of ways that allow them to see language is purposeful and therefore be motivated to learn about language and culture.
- **PRIDE (Knowledge)**– Children will show their knowledge through a variety of responses including written, verbal and their listening and responding to French.
- **RESPECT (Responsibility)** – Children will gain respect for the French culture and language by being exposed to their way of life including life style choices of a child of similar age.

Key Competencies

- The following documents set out the key competencies developed across the range of topics in each year group.
- These key competencies are set out as pathways to demonstrate how they link and progress throughout the school.
- These competencies are then planned into each topic through the half termly medium term planning process.
- These competencies combine to make the total schema that teaching staff use to assess the children at the end of the topic. This generates assessment judgements as set out on the following slide and happens three times a year.
- These total judgements average throughout the term. This total will fall between 1 to 5 depending on the outcome of each topic.

Novice	Simple idea	Relational idea	Multiple Links	Expert understanding
1	2	3	4	5
The task is not attacked appropriately; the pupil hasn't really understood the point and uses too simple a way of going about it.	The pupil's response only focuses on one relevant aspect.	The pupil's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.	The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic.	The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.
Well below - Has significant difficulties in successfully accessing the competencies	Below - Can access key competencies of the schema but need significant support to do so.	Emerging - Started to unlock key competencies of the schema but not yet secure. Support can be required.	Secure - Securely unlocked the key competencies of the schema. No support is required.	Mastered - Can apply the competencies of the schema with fluency in different contexts.

Pathways	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Responding			Can they pronounce vocabulary with a given amount of fluency? Can they respond to key vocabulary by identifying the correct word in French? Can they respond to short instructions / messages?	Can they accurately articulate the pronunciation of the given vocabulary? Can they respond to language by identifying the correct word/phrase in English and French? Do they understand short phrases made up of familiar language? Can they respond to a passage?	Can children accurately articulate the pronunciation of the given vocabulary, developing the correct intonation? Can children respond to language at length by identifying the correct phrases in English and French? Do they understand simple phrases/passages made up of familiar language? Can they identify some details?	Can children confidently and accurately articulate the pronunciation of given vocabulary, with the correct intonation? Can children respond to detailed language by identifying the correct phrases in English and French? Do they understand longer phrases/passages made up of familiar language? Can they identify the main points and some details?

Key
Competencies

Speaking			Can they recognise a question and respond to this with given support? Can they follow a set structure of questions and possible answers to have a cohesive conversation?	Can they hold a short conversation to tell someone about a given subject and ask questions in return? Can they use given prompts to accurately respond to questions? Can they build questions from a selection of known phrases following a model? Can they build sentences using the verbal phrases 'c'est' and/or 'il y a'?	Can children hold a simple conversation with a few prompts and ask questions in return? Can children use prompts/ given vocabulary to make their own questions to ask a peer? Are children starting to become independent with their responses to questions asked of them? Can children give answers to questions that reflect their own opinion without	Can they hold a conversation at length using previous and newly learnt knowledge with 3- 4 exchanges? Can they adapt prompts independently to respond to questions how they wish? Can they independently create a question to ask their peers about a given topic? Are children more independent when giving
				Can they recognise the negative form (ne...pas) and use in set phrases (e.g. je n'aime pas)	having to be heavily scaffolded for an answer? Can children form direct questions with a variety of known verbs using intonation e.g. tu es sportif? tu joues au foot? Do children recognise that gender impacts on other parts of speech – e.g. prepositions, possessive pronouns?	responses to questions asked of them? Can they form direct questions with a variety of known verbs using intonation e.g. tu es sportif? tu joues au foot? Can they apply knowledge of gender to other parts of speech? e.g. prepositions, partitive article (du/de la/de l'/des) Can they form questions using i.e. est-ce que, qu'est-ce que, où, pourquoi and understand that question formations in French do not necessarily correspond to their English equivalents?

Key
Competencies

Reading and Responding

Can they use a bilingual dictionary or glossary to look up new words?
Are children starting to read independently?
Can they identify key words within a short passage and with support use these to help understand the context?
Can they answer retrieval questions from a given short passage?

Can they use the skill of words in context to understand a short passage of familiar language?
Can they read independently with some understanding of the context?
Can they use a bilingual dictionary to look up new words?
Can they respond to a given text through comprehension style questions?

Can they use words in context to understand a passage of familiar vocabulary?
Can they translate with some accuracy what a passage of text may say?
Can they respond to a range of comprehension style questions with minimal support?
Can they confidently navigate through a bilingual dictionary, understanding both sections?

Are children confidently using words in context to understand a passage of familiar vocabulary?
Can children read independently and translate with accuracy what a passage of text may say?
Can children respond to a range of comprehension style questions independently?

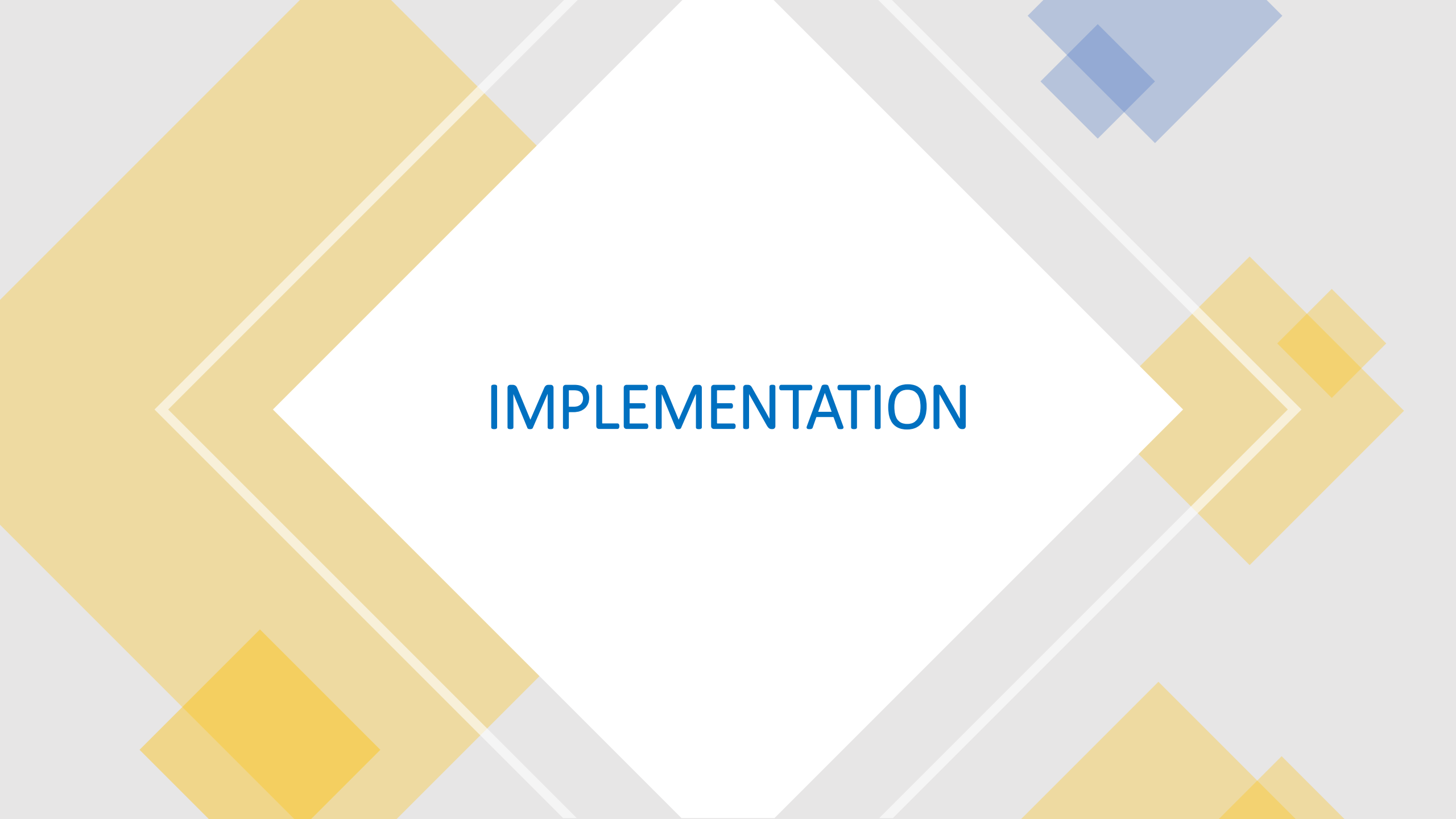
Key
Competencies

Writing			Can they accurately write given words with correct accents? Can they substitute one known noun for another in a simple sentence?	Can they build sentences from a selection of known words and phrases following a model? Can they build sentences using simple conjunctions e.g. et/mais/aussi?	Can they build sentences from a range of words and phrases including some new language? With some independence can they build longer sentences using a range of	Can they create longer sentences drawing on a range of known and new nouns, adjectives, pronouns, verbs, adverbs and conjunctions?
			Are children beginning to identify the pronoun and verb in simple first-person sentences? Can they understand the need for a verb to form a sentence?	Can children use an adjective with c'est? Can they identify the negative form (ne ... pas) in simple sentences and use in set phrases (e.g. je n'aime pas)	conjunctions e.g. parce que, cependant, aussi building up to a paragraph? Do they understand that most adjectives will follow the noun and begin to apply this in their writing? Do they apply the negative form (ne ... pas) to sentences accurately? Are children beginning to use adverbs?	Can they create a short paragraph from a number of linked sentences? Can they use scaffolded work to create a passage of writing that includes multiple paragraphs? Can they confidently navigate through a bilingual dictionary, to enrich the quality of sentences? Can they apply the conventions of word order to nouns and adjectives with a degree of accuracy? Can children use an additional negative form? (e.g. ne... jamais, ne ... rien)

Key
Competencies

Grammar			Can they recognise that nouns are either masculine or feminine? Can they recognise the difference between the masculine and feminine versions of the indefinite (un/une) and the definite (le/la) articles Can they understand that a plural noun will normally add an 's' but that this does not affect the pronunciation of the word Can they recognise that 'J' is the same as Je Can they recognise the negative form (ne ... pas)	Can they apply masculine and feminine articles, with a degree of accuracy, to known nouns? Can they understand that there is a plural version of the definite article (les) and the indefinite article (des) Can they understand that 'l' is used with singular nouns that begin with a vowel ? Can they recognise that there are 2 pronouns for You (Tu and Vous) and begin to understand why this is? Can they understand that the spelling of a verb may change for different pronouns?	Can they apply masculine, feminine and plural articles, with increased accuracy, to both known and new nouns? Do they recognise that some nouns will have a different plural form? Do they understand that many adjectives will need to add an 'e' in the feminine form and begin to apply this to known nouns? Do children understand that there is a different subject pronoun (il/elle) for masculine and feminine nouns? Can children conjugate a known regular 'er' verb for	Can they use a bilingual dictionary to check feminine adjectival agreement? Do children understand the use of the pronoun 'on' to mean we/one? Do children recognise the pronouns 'nous', 'vous', 'ils', 'elles'? Can they apply knowledge of conjugation to known and new regular 'er' verbs for the 1st/2nd and 3rd person singular? Do children understand that a range of tenses are used in French but they don't always correspond to those found in English?
				Can they understand how to identify the gender of a noun in a bilingual dictionary?	1st/2nd and 3rd person singular?	Do children understand that when using 2 verbs in a sentence, the second takes the infinitive form? Are children beginning to recognise patterns of adverb formation? e.g. suffix 'ment'

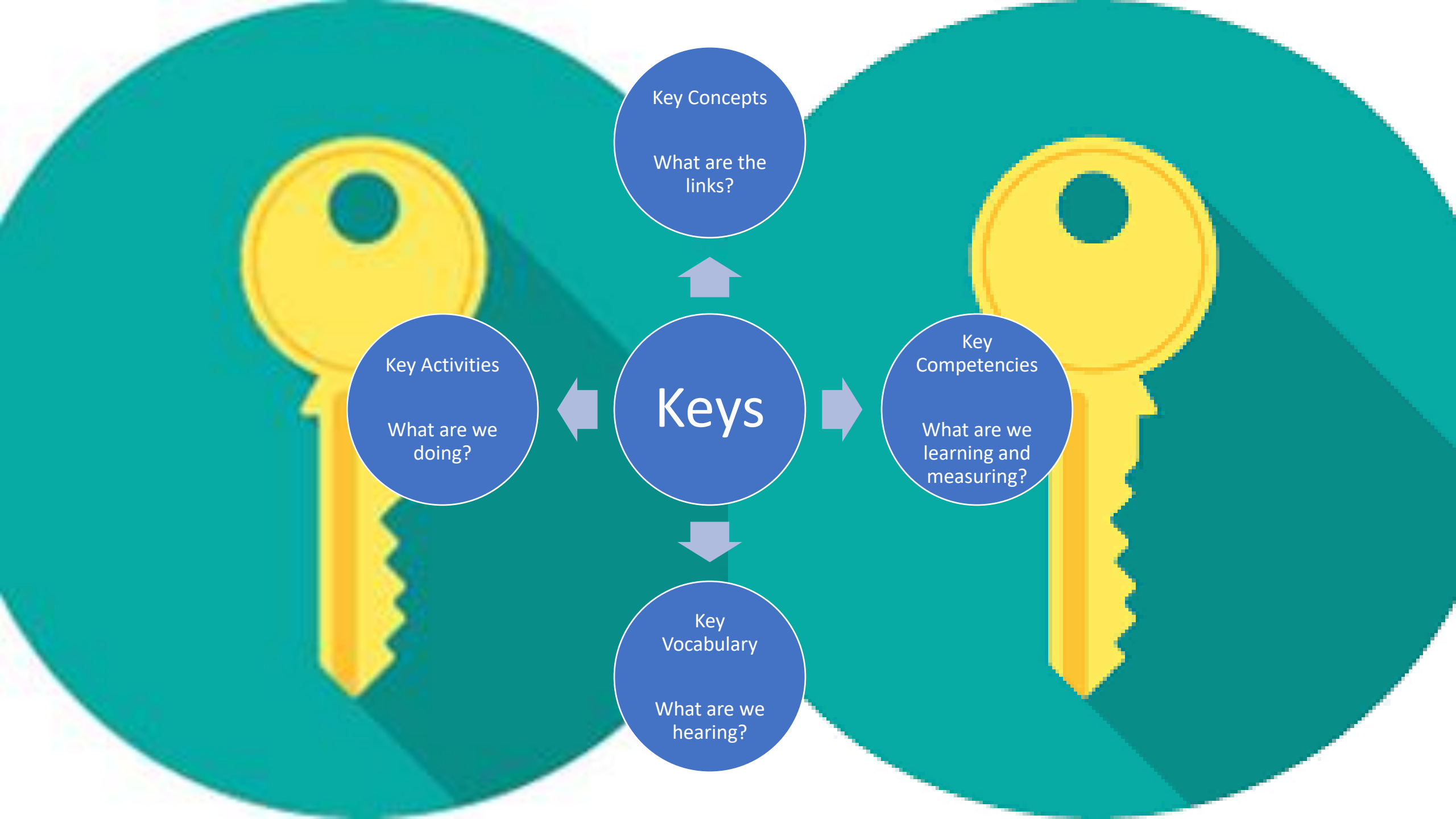
Key
Competencies



IMPLEMENTATION

Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Getting to know France</u> Greetings and responses	<u>En classe</u> Items in the classroom	<u>Les nombres 1-20</u> Numbers 1-20	<u>Les couleurs</u> Colours	<u>Les animaux</u> Animals	<u>Les couleurs d'Elmer-David McKee</u> French text
Year 4	<u>Les nombres 20-60</u> Numbers 20-60	<u>Nouriture</u> Food	<u>La Famille</u> Family	<u>Pays et transport</u> Countries and transport	<u>La météo</u> Weather	<u>Bon appétit Monsieur Lapin- Claude Boujon</u> French Text
Year 5	<u>Les vêtements</u> Clothes	<u>Les fêtes</u> Celebrations <u>Ma journée</u> My day	<u>Parties du corps</u> Parts of the body <u>cheveux et yeux</u> Hair and eyes	<u>Les vacances</u> Holidays <u>En ville</u> In the town	<u>Les repas</u> Meals <u>J'aime et je n'aime pas</u> Likes and dislikes	<u>Le petit routard- N Gobin</u> French text
Year 6	<u>Qui suis je?</u> Who am I ?	<u>Où je vis</u> Where I live <u>Chez moi</u> Home	<u>Les nombres 60-100</u> Numbers 60-100 <u>Le shopping</u> Shopping	<u>Les temps libre et des sports</u> Leisure time and sports <u>J'aime et je n'aime pas</u> Likes and dislikes	<u>L' école</u> School	<u>C'est moi, le champion!- Philip Waechter</u> French text





Year 3

Year 3 – Autumn 1- Subject – Languages- Greetings

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	-Learn key French vocabulary -Develop fluency in spoken French -Read with understanding -Endeavour to write in French cohesively	1. To greet people in French and ask how they are 2. To give a greeting appropriately 3. To ask someone what their name is and respond in French 4. To know (and read) simple greeting phrases in French. 5. To read and write simple words in French	Bonjour Salut Au Revoir Ca va Ca va tres bien Ca va bien Comme ci comme ca Ca va mal Je m'appelle Comment tu t'appelles Can the children try and use these greetings throughout the day at school?	1. France Culture lesson – what can they discover? Fact hunt around the classroom to French café music. Children to create A3 posters about everything they have learnt about France. 2. Retrieval quiz questions from previous week about France culture. Introduce vocabulary – practical. Focus on pronunciation. Teach hello, goodbye in French. Show difference between how we say it to a man, woman, boy, girl. Get up and greet people. Introduce ca va and responses. Timed pair share – greet your partner and ask how they are. Guess the emotion. Recap. Can we come up with actions to help us remember? <i>EXTEND: Can they learn how to say hello/goodbye at different times of the day?</i> 3. Recap last week's lesson. Speaking, start with some generic conversations have prompts to help (practical). Say hello to famous people – which is the appropriate way? How would we say goodbye to these people? Children to write words correctly into the boxes next to the correct emoji. Learn how to say hello my name is, how to ask what is your name and ask how are you and respond. Play role play activity with shoulder partner to practice simple conversation asking their partners name, how they are feeling with correct responses. Memory match up game in pairs. 4. Listen to the meet and greet song. Can we see if we can translate it? Reading focus. Can they correctly order a conversation using their previous knowledge. Children to then read a basic conversation with their partner before translating some people character conversations. 5. Writing focus – recap all learning. See if the children can rearrange jumbled up sentences before complete a basic conversation to go in books. <i>EXTEND – can they make informative posters to go around the classroom?</i> Learning log – children to create Lego characters to have a simple conversation.

Year 3 – Autumn 1- Subject – Languages- Greetings

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Languages – French – Spring 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	-Learn key French vocabulary -Develop fluency in spoken French -Read with understanding -Endeavour to write in French cohesively	Pathway 1 – Listening and responding Pathway 2 – Speaking Pathway 3 – Reading and responding Pathway 4 – Writing Pathway 5 – Grammar LO: To pronounce vocabulary with a given amount of fluency LO: To respond to questions with given support LO: To identify key words within a short passage LO: To accurately write given words with correct accents	Un Deux Trois Quatre Cinq Six Sept Huit Neuf Dix Onze Douze Treize Quatorze Quinze Seize Dix-sept Dix-huit Dix-neuf Vingt Quel age as tu? Quel nombre manque? Jai Ans Combien? Il y a	1. Listening and responding: Learn numbers 1-12. Play different games: - Quel nombre manque? - Splat - Standing Bingo - Combien? Then in pairs, children to match numbers to the words. 2. Speaking: Recap numbers to 12 then play 'douze' to consolidate. Then learn up to 20. Show images of objects and ask how many in French. Children to respond with the number and 'il y a' if they feel confident to. Play games to consolidate and practice: - Bingo - Running Chinese whispers Show children numbers in context by having a go at some maths calculations. 3. Numbers in context: Recap numbers to 20. Discuss when we might need to use numbers. Introduce vocabulary for asking and saying how old we are. Respond to images on the board. Complete a related board game in pairs. 4. Cultural capital: Introduce and discuss French currency. Using euro cut outs, complete some money related problems (how much/giving change) 5. Reading: Recap numbers 1-20. Read simple passages and translate. Complete a maths related reading activity – draw arrows to show where missing numbers should go, circling words that AREN'T French numbers and write the digits for the French words. 6. Writing: Images of people, their names and their ages. Children to write short sentences to say 'Je m'appelle...' 'J'ai...ans'. Some to have spellings of numbers to support.

French (Colours) – Spring 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	-Learn key French vocabulary -Develop fluency in spoken French -Read with understanding -Endeavour to write in French cohesively	Pathway 1 – Listening and responding Pathway 2 – Speaking Pathway 3 – Reading and responding Pathway 4 – Writing Can they respond to simple instructions? Can they pronounce vocabulary with a given amount of fluency? Can they recognise a questions and respond? Can they identify key words? Can they accurately write given words with correct accents? Can they recognise that nouns are either masculine or feminine?	Blanc Bleu Gris Jaune Marron Noir Orange Rose Rouge Vert Violet Je prefere C'est	1. Listening and responding – Begin by completing the culture quiz on colours. Pupils to have an introduction to French colours and practice the pronunciation of each one. Then, pupils to match French colours to the correct names. Games to consolidate. Briefly discuss masculine and feminine words. 2. Speaking - Pupils to recall French colours. Lots of whole class and paired games to practice. Incorporate flags 3. Speaking (colours in context) Pupils to identify objects based on colour and begin to group them. 4. Reading and responding - Pupils to begin saying simple sentences in French, including colours. Colour by numbers type activity but with French words. Read sentences describing certain flags – can they state which flag it is? 5. Reading and responding - pupils to recall saying simple sentences and begin to answer questions verbally. Can this be combined with knowledge of numbers from last term? 6. Writing - Pupils to give a written response to questions about colours. Children to complete sentences like: 'une pomme c'est...' What colours they prefer/colours of objects/animals etc.

Languages – French – Summer 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	-Learn key French vocabulary -Develop fluency in spoken French -Read with understanding -Endeavour to write in French cohesively	Listening and responding Speaking Reading and responding Writing Grammar	le lion –lion le kangourou – kangarou le poisson – fish le coucou – cuckoo l'éléphant – elephant l'âne – donkey l'oiseau – bird la tortue – tortoise la poule – chicken le cygne – swan Le chien – dog Je n'ai pas d'animal – I don't have an animal Le hamster – hamster Le chat – cat Le souris – mouse Le lapin – rabbit Le cohon d'inde – guinea pig Le serpent – snake Au zoo, il y a...	1. Speaking and listening: Pets. Introduce pets – what pets do they have? Listen and repeat names of animals. Play what is missing, splat and animal lotto. 2. Speaking and listening: Recognise and say the names of the animals referred to in the carnival of the animals. Play extracts from the 'Carnival of the animals and ask children which animal they think it is. Names of animals with flashcards and actions. Children to have mini flashcards. Teacher to say a word, children to hold up. Games to practice. Play Name that tune. Divide the class into two and play the first bars of each extract. Ask the children “C’est qui?” (who is it?) Children respond by saying which animal it is. They can give an action if unsure. 3. Reading focus – Read what people say about an animal incorporating prior learning (numbers and colours) Match the animals to their colours. 4. Writing focus – learning log. Grammar – discuss plural. Design a zoo containing any animals we have learnt. Minimum 5 animals. Children to be given squares of paper they can draw each animal on. Write below the animal, their colour and how many of each animal there are I.e. deux poissons oranges. Begin page with Au zoo, il y a... (At the zoo there is...)

Languages – French – Summer 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Pupils should be taught to: 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. 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.	Pupils to: Learn key vocabulary. Develop fluency in spoken French. Read with understanding. Endeavour to write in French cohesively.	Pathway 1 - Listening and responding Pathway 2 - Speaking Pathway 3 - Reading and responding Pathway 4 - Writing Pathway 5 - Grammar	Recapping French vocabulary from year 3	- Key text: Les couleurs d'Elmer. Read through and pick out words they recognise. Recap colours – colour hunt/hot and cold. What are the colours of Elmer? L'elephant bariole. Let's dress Elmer. Colour by numbers activity to colour in Elmer and also to recap numbers. - Key text: Les couleurs d'Elmer. Read through the text again and focus on the similes. What do you think they say? Children to either match the pictures to the sentences or read the sentences and draw what it shows. - Children to read through the book and decode words using dictionary. Children to recreate this using retrieval practise as a story board. (Writing focus) - End of year report piece/recap, bringing in everything they have learnt this year. This can go in learning logs and/or reports. This can go over a couple of lessons. Recap: classroom objects, colours, animals, numbers, names



Year 4

Year 4 Autumn 1 - Subject – Languages

'Quelle est la date de ton anniversaire?'

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; 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. Present ideas and information orally. Read carefully and show understanding of words, phrases and simple writing. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people	Curriculum concepts: Learning log to understand knowledge gained from year before. Develop fluency in spoken French	<u>Pathway 1- Listening and responding</u> <u>Pathway 2- Speaking</u> <u>Pathway 3- Reading and responding</u> <u>Pathway 4- Writing</u> 1. LO: I can revise and recall numbers 1-20 (Listening and responding) 2. LO: I can accurately articulate the numbers 20-60 in French and understand short phrases. (Listen and respond) 3. LO: I can use prompts to accurately respond to questions. (Speaking) 4. LO: I can read and comprehend a short passage of familiar text. (Reading) 5. LO: I can construct sentences from a selection of known words and phrases. (Writing)	1-20 - un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt 30-100 trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingts-dix, cent Days of the week- lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Months- Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, décembre. Seasons- le printemps, l'été, l'automne, l'hiver.	1. Chg to recap numbers 1-20 from y3 by listening to and repeating the French vocab. Play the game Splat where children have to hit the correct number called out in French. Introduce Loto where chg choose their own numbers and cross them off as they are called, could a child that is confident with their numbers be the caller? Show chg how numbers are used in French culture and how you would say particular words such as when talking about money. Challenge- How do the numbers change when changing the tens digit? 2. 'Quelle est la date de ton anniversaire?' Encourage children to begin to converse with each other. Teach chg the rule for numbers that come after 20 (You change the tens number and add the ones to it) Children to listen to spoken French and write down the correct numeral on a whiteboard. Talk to children about when and where numbers are used with a focus on dates including both the days of the weeks and months. Chg to create a song to help them remember the days of the week, can they spot the grammatical differences between the days in French compared to in English? Chg to research into particular dates in French to get an idea about French culture. Broaden- What important dates can you translate from English to French? 3. Recap months of the year and using stand up pair up chg to wonder around the classroom telling their peers when their birthday is in French. Introduce the different seasons and children to extend their answer to include the season their birthday is in. Introduce dates that children will recognise as being celebrated in England such as Christmas, bonfire night etc. Can children say these dates in French? Chg will be given a prompt sheet of questions. One person will ask the questions whilst their peer will be answering, they then should swap and go to find another pair. Extend- What season is before your birthday? 4. Revision of dates- use the games splat and softly, softly to reinforce the correct articulation of vocabulary. Talk to chg about what they would do if they did not understand a particular word or phrase when reading the English language (words in context) Read through a short passage together picking out familiar words and use these to help children understand the text. Show children another short passage and ask them to try and translate it independently based on the one you did together. Chg should independently answer questions about the short passages they have read. Challenge- How could you find out the meaning of a word you are unfamiliar with? 5. Revise important vocabulary through songs. Recap important words from last weeks reading session such as; aujourd'hui, c'est, mois, dans. Using whiteboards call out specific vocabulary so children have a chance to spell words accurately. Use sentence bricks as a whole class to build up a sentence they could use in their own work. Look at a model and pick out words that would need to change for their own writing. Chg to finish by drawing a picture of them on their birthday with pictures that resemble the time of year it is. Extend - What season is your birthday in?

Year 4 Autumn 2 - Subject – Languages - food

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; 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. Present ideas and information orally. Read carefully and show understanding of words, phrases and simple writing. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people	Develop fluency in spoken French Learn key French vocabulary Children will be able to respond to questions translating with confidence from French to English	Pathway 1- Listening and responding Pathway 2- Speaking Pathway 3- Reading and responding Pathway 4- Writing Pathways 5- Grammar 1. LO: I can accurately articulate the French words for breakfast items. (Listening and Responding) 2. LO: I can hold a short conversation following a given structure. (Speaking) 3. LO: I can research into the French cuisine and compare the foods to English dishes. (Culture) 4. LO: I can build sentences using simple conjunctions. (Writing) 5. LO: I can respond to a spoken passage of French accurately. (Speaking) 6. LO: I can deconstruct and analyse a passage of French text. (Reading)	je voudrais, un café, un thé, un chocolat chaud, un coca, un fanta, une limonade, un jus d'orange, un jus de pomme, du lait, de l'eau minérale, un orangina, du sucre, du beurre, la confiture, du pain, une baguette, un croissant, un pain au chocolat, un yaourt, Un sandwich au bœuf, Un sandwich au poulet, Un sandwich au jambon, Un sandwich au fromage, la salade, des chips, des carottes, un gâteau, un yaourt, le chocolat, des bonbons, des biscuits, Une poire, une banane, une pomme, une fraise, une framboise, une orange, une pêche, des raisins, des cerises	1. Introduce children to the culture of breakfast in France and what foods would usually constitute as breakfast. Start to look at key vocabulary. Tell children the stem sentence that they will be using throughout the term 'Je voudrais' – I would like. Focus on items of food, introduce the verb to eat- manger and touch on conjunctions to help children when joining spoken sentences such as avec/et (with/and) Children to look at the words and identify the different gender of the nouns, teach children how to identify the difference of both feminine and masculine nouns. The rules for plural nouns should also be discussed. Teach children the vocabulary for certain drinks- boire. Show children different breakfast tables and see if they can identify the items on them with the use of their vocabulary books. Children to design their own breakfast table and using kagan strategies (Stand up pair up) move around the room conversing with others. One child should ask the question: Que voudriez-vous pour le petit-déjeuner? – What would you like for breakfast? Whilst the other one will reply with the items they have chosen. Broaden - What is the difference between masculine and feminine? 2. Teach children the vocabulary for fruits and how to use stem sentences to ask for the fruit they would like. Play the song mon panier- about visiting a market and buying fruit. Play the memory game, one person starts off saying which fruit they would like and it carries on around the classroom! (Start in small groups first) Show children a structural conversation between a customer and a supermarket person. Children to act out this scene changing the foods asked for and using numbers from last term when talking about price. Extend- What is important when conversing in French? 3. Teach children what the French words are for lunch time items and introduce the term Le pique nique. Some of these food items would just be recapping on the last few weeks. Give children the opportunity to learn about the French cuisine, children to research using structural questions to find out about what the French eat which may be different to us! Broaden - What has surprised you most about the French cuisine? 4. Children to use their knowledge already and a bilingual dictionary to find out about any foods they wish to know that they don't already. (This skill of using this type of dictionary may need to be taught) Children to create their own menu thinking about breakfast, dinner, desserts and drinks! Challenge- What skills do you need to remember when using a bilingual dictionary? 5. Children to listen to spoken French from different characters ordering food. Can they children pick apart the French to understand what they are asking for? Role play- Children in pairs or groups to act as if they are in a restaurant using the other persons menu from last lesson, can they ask for certain foods from them? The person who is the waiter will draw the foods they have asked for! Broaden - What skills are required for listening to spoken French? 6. Work through with children a series of orders from a variety of characters, can they connect the food to the correct order? Let children work independently through their own orders, to decipher what the characters wish to eat. Challenge- What skill is used in English and French to help us understand words?

Languages (Family members) – Spring 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; 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. Present ideas and information orally. Read carefully and show understanding of words, phrases and simple writing. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people	Children will show their knowledge through a variety of responses, including written, verbal and their listening and responding to the French language. Endeavour to write in French cohesively. Children will demonstrate their own confidence in the language by conversing in French.	Pathway 1- Listening and responding Pathway 2- Speaking Pathway 3- Reading and responding Pathway 4- Writing Pathway 5- Grammar 1. LO: I can use a French dictionary to recall new words for family members (Responding, Grammar) 2. LO: I can introduce my own family members and answer questions about them. (Speaking) 3. LO: To comprehend and retrieve information from short texts. (Reading) 4. LO: I can write about my own family (Writing)	Comment dit-on? Ma Mon Père Mère Frère Soeur Voici C'est Quel Et Dans Aussi Chien Ans J'ai Dans S'appelle Il est	1. Allow children to look at both the French and English words for family members. Can they use comparisons to match the correct French to the English word? Teach children the immediate family members using my turn your turn. Ask questions in French to allow children to be exposed to French conversation styles. Children to work through a crossword puzzle and use a French dictionary to find out words they do not already know. Teach children how the gender of a noun is also available in a French dictionary. What is the difference between the way my is said when talking about male and female family members? 2. Chn will recap the vocabulary from last lesson in pairs by asking the question comment dit-on? And then responding in French. Chn will be using a picture of their own family to talk about them using different introductory commands such as here is and this is (voici and c'est) Chn to engage in a conversation with one person asking the question Qui Est-Ce (who is this) and the other replying. Touch on the grammar point of ma/un and explain the difference between the 2 and why they are important. Introduce set questions for children to ask and the correct way to reply. Chn should then engage with members of the class in a conversation about their own family. How does ma/un change the meaning of the word after it? 3. Recap key vocab through short conversation. Show children teachers family paragraph and ask children to pick out words they already know to try and understand what the passage is telling them. Can they guess which staff member is talking about their family? Chn will then answer retrieval questions from this and summarise/translate a passage back to English to show their understanding. During this the reading skill of words in context will allow chn to find out the meaning of particular words. How can a familiar word/phrase help to find out unfamiliar words? 4. Recap vocabulary through a conversation. Teacher, pupil q and a, ask children some questions about their family and see if they can respond thinking back to their answers from last week. Relook at a specific passage of writing, can children identify what the passage is saying? Including spotting conjunctions which help to join the sentences? Using models available and sentence bricks, chn will write their own paragraph about their family. Which words represent conjunctions?

Languages (Travel and Countries) – Spring 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions. Read carefully and show understanding of words, phrases and simple writing	Children will show their knowledge through a variety of responses, including written, verbal and their listening and responding to the French language. Endeavour to write in French cohesively. Children will demonstrate their own confidence in the language by conversing in French.	Pathway 1 – Listening and Responding Pathway 2 - Speaking Pathway 3 – Reading and Responding Pathway 4 – Writing Pathway 5 - Grammar 1. LO: To listen and recall French terms for travel and countries. – Pathway 1, 2 and 3. 2. LO: I can decode and analyse short passages of familiar text. – Pathway 3 3. LO: I can construct short phrases based on the modes of transport and countries I have learnt. – Pathway 4 and 5	Je vais Tu vas En Bus Train Velo Bateau Car Avion Taxi Moto Voiture Ecosse Irlande Espagne Angleterre France Pied Mais Je n’aime pas Grandparents Avril Septembre	Go through vocab sheet so children are aware of the French and English for both transport and countries, can they identify which ones are similar to English and which one could be a misconception? Introduce the stem sentences we will be working with throughout the term eg, je vais and tu vas Teach children the grammar concept on the meaning ‘en’ when put before a country or mode of transport. Introduce the sayings with pictures and then play games to enforce the correct pronunciation. Children should move onto a small conversation asking each other where they are going. Chn to use ‘Je voudrais aller à’ I would like to go to as a new stem sentence to make longer sentences suggesting where they would like to visit and what mode of transport they would take, combining both terms in 1 sentence. Recap vocabulary focusing on correct pronunciation. Reinforce this using games eg mix and match and listening to the French vocabulary and choosing the matching picture. Introduce children to a passage of text where they should use reading in context and known vocabulary to decipher what is being said. Chn will then independently answer questions about the passage. Chn to answer a different set of questions that includes inference not just retrieval. Recap vocab using charades. Children to listen to sentences including a mode of transport and a country. Then give children pictures, can they fill in the blanks to complete the sentences? Tell children they will travel around Europe (in 80 seconds!), they should choose 4 countries and colour these in on a given map. Underneath they are expected to write 4 sentences that show how they are travelling and where they are going. Chn to use connectives and talk into more detail about their journey, used previous knowledge of numbers to talk about weeks/days.

Languages (Weather)- Summer 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions. Read carefully and show understanding of words, phrases and simple writing	Children will show their knowledge through a variety of responses, including written, verbal and their listening and responding to the French language. Endeavour to write in French cohesively. Children will demonstrate their own confidence in the language by conversing in French.	Pathway 1 – Listening and Responding Pathway 2 - Speaking Pathway 3 – Reading and Responding Pathway 4 – Writing Pathway 5 - Grammar 1. LO: To compare and contrast the weather of England and France. (Culture) 2. LO: To respond accurately to language identifying correct vocabulary. (Listen and Respond) 3. LO: To construct sentences using the verbal phrases ‘c’est’ and ‘il y a’ (Speaking) 4. LO: To deconstruct and analyse a short passage of familiar text (Reading) 5. LO: To construct sentences using simple conjunctions. (Writing)	Quel-temps fait il? il neige il pleut il gèle il fait du soleil il fait du vent il y a de l’orage il fait du brouillard il y a des nuages il fait mauvais il fait beau il fait froid il fait chaud	1. Show children a map of France and talk about the different weather types that France experiences. Chn will continue to research this and then compare it to the weather in England. How do the seasons and the weather that is apart of this compare to England? 2. Introduce the vocabulary to chn. Talk through the different grammatical starts of each type of weather. Use the game softly, softly to help children recall the phrases correctly. Chn to match the correct phrase with the picture. What is the difference between il fait, il and il y a? 3. Introduce chn to north, east, south and west vocabulary and how to accurately form sentences to give a description of what the weather will be like in a particular area. Give chn model sentences and ask them to add to these using their own knowledge of the French vocabulary and their understanding of the grammatical starters. Chn should have chance to practice speaking their weather report to the people on their table before presenting to class. Children to think about particular regions in France and use the actual names as part of their broadcast. 4. Children to use the skill of words in context to read through the passage of text given to them and pick out the answers to retrieval questions. Children to translate a full paragraph of writing from French back to English. 5. Recap the grammatical rules for weather. Look at what conjunctions are used for in English and create a bank of ones that are common in the English language. Children to use a dictionary to change some of the these into French building up their own word bank. Model with children how to write a weather broadcast for a picture. Children to use the model and their reading extract from last lesson to create their own written broadcast for a picture. Children to use more complex conjunctions such as pres= near and more description in their writing.

Languages (French text- Bon appetit Monsieur Lapin) – Summer 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions. Read carefully and show understanding of words, phrases and simple writing	Children will demonstrate confidence in their abilities by conversing in French. Children will gain respect for the French culture by being exposed to their way of life including learning as a child their age would in France.	Pathway 1 – Listening and Responding Pathway 2 - Speaking Pathway 3 – Reading and Responding Pathway 4 – Writing Pathway 5 – Grammar 1. LO: To use knowledge of familiar vocabulary to help understand a French written story 2. LO: To confidently use a bilingual dictionary to find new words. 3. LO: To be able to respond accurately to spoken language. 4. LO: To build sentences from a selection of known words and phrases.	Que mange-tu? Bon appetit! Pour aller eh bien, pas moi Lapin Bon appetit Monsieur Quels animaux as-tu choisis? Quels aliments avez-vous choisis? J'ai choisi	1. Show children the front cover and get them to predict what they think the story will be about. Does anyone know what the title translates to in English? Give children the booklet they will use throughout this topic to help them pick apart this text. Watch the youtube clip of the book being read or read it directly to the children. Stop on each page and look at the picture and pick out words that children already know such as dans etc. Chn to complete the key vocabulary section in their booklet. Children to match the animals to the correct item of food that they ate. Give words to support spellings of the objects. Children to summarise the story and write about what part they enjoyed. 2. Tell chn that by the end of this topic we will have rewritten our focus text but with our own twist! Chn will need to use a dictionary to find new animals they wish to include in their story and what foods they want them to eat. Create a wordbank. Standup pair up- chn to share with peers what animals and foods they have chosen to help their pronunciation of the words. Children to feedback to the class what new vocabulary they have learnt and what their peers shared with them. Chn to use the dictionary to identify genders of particular nouns. 3 and 4. Recap these particular phrases: Que mange-tu? Bon appetit! Pour aller eh bien, pas moi Drama- chn work in groups of 5 to portray their own version of Monsieur Lapin. Children to add to a model script to show which animals and foods they have chosen for their play. Chn to peer mark work for accents and correct use of genders Chn to create masks for their performance (Art link) Chn to perform to another class? Outside during PE time? Chn to create a storyboard for their performance from last lesson. Allow children to use their script to help inform their writing. Chn to write with no scaffold



Year 5

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listening and responding	Can children accurately articulate the pronunciation of the given vocabulary, developing the correct intonation? Can children respond to language at length by identifying the correct phrases in English and French?	LO: to translate phrases in French to the equivalent in English.	Porter Elle porte Tu portes Une chemise Un pull Un tee-shirt Des bottes Un short des chaussures	L1- Children to have a paragraph explaining what a character is wearing. Children to identify what they know already from the paragraph e.g. colours, items of clothing. Children to identify the words they know in one colour and the unknown words in another. Teach children the new vocabulary and then translate the sentences using what they know and the new vocabulary. Extend- Using given sentence stems, can you continue the sentences in the same format as the text you have been given?
Speaking	Can children hold a simple conversation with a few prompts and ask questions in return? Can children use prompts/ given vocabulary to make their own questions to ask a peer?	LO: to apply prompts to start a conversation in French.		L2- Children to use the new vocabulary from last lesson and the sentence prompts to start a conversation about what they are wearing. Children to ask each other what they are wearing and explain their own clothing. Challenge- Masculine and feminine vocabulary and the difference that this makes. List examples of both.
Reading and responding	Can they use words in context to understand a passage of familiar vocabulary?	LO: to analyse and deconstruct passages of familiar vocabulary.		L3- Give children a short story about a character and what they are wearing. Ask them to identify the key vocabulary and analyse the sentences that they can translate. Children to deconstruct the extract, translating the words and phrases that they already know. Broaden- Which other words that are not in the extract would you like to know? Use a French dictionary to locate these.
Writing	Can they build sentences from a range of words and phrases including some new language?	LO: to formulate sentences in French from a range of words and phrases.		L4- Children to build on the sentences and new vocabulary from over the last few weeks to write their own sentences explaining what they and their friends like to wear at different times e.g. at school, at football training, at home. Extend- Use the French dictionary to extend your descriptions using adjectives.

Year 5 – Autumn 2 - Subject – Languages

Context- Les fetes

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Listening and responding	Can children accurately articulate the pronunciation of the given vocabulary, developing the correct intonation? Can children respond to language at length by identifying the correct phrases in English and French?	LO: to deconstruct sentences in French and translate to English	Intonation	L1- Explain that we will start as we do every new French topic, by finding out what we already know. Give children an extract in French explaining what a child likes to do at Christmas in France. Children to analyse the sentences to find words they already know. Extend – can pupils deconstruct parts of the text from French to English. Gradually give new words and phrases until they can translate <u>all</u> of the extract and write it in English. L2- Give children the following thinking question: <i>qu'est-ce que tu aimes faire pendant les fêtes</i> which translates to what do you like to do during celebrations? Children to choose their favourite celebration from the year e.g. Christmas, birthdays and write a response in French about their chosen activities. Broaden - children to use their vocabulary books and the new words and phrases that they learnt from last lesson in order to answer the question. L3- Give children a diary entry in French by a child explaining their favourite celebrations throughout the year. Children are to translate the longer passages of text into English using the phrases and words that they know. Challenge – can pupils then translate the whole sentences into English. L4- Using the learning from the last few lessons, children are to write their own sentences in longer passages to explain their favourite festivals/celebrations. Children to put together the work from the last four lessons to make a longer passage. Extend – can pupils share their written passages with peers for <u>peer on peer</u> assessment?
Speaking	Are children starting to become independent with their responses to questions asked of them? Can children give answers to questions that reflect their own opinion without being scaffolded?	LO: to produce answers to a question in French	Phrases	
Reading and responding	Can they translate with some accuracy what a passage of text may say?	LO: to translate longer passages of text from French to English	Passages	
	Can they build sentences from a range of words and phrases including some new language? With some independence can they build longer sentences using a range of conjunctions e.g. <u>parce que</u> , <u>cependant</u> , <u>aussi</u> .	LO: to build sentences using new language and a range of articles.	Masculine	
Writing			Feminine	
Grammar			Plural	
			Parce que	
			<u>Cependant</u>	
			Aussi	

Languages – Spring 1

Context- Body parts

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listening & Responding	•Learn key French vocabulary •Develop fluency in spoken French •Read with understanding •Endeavour to write in French cohesively Can children respond to language at length by identifying the correct phrases in English and French? Can children use prompts/ given vocabulary to make their own questions to ask a peer? Can they use words in context to understand a passage of familiar vocabulary? Can they translate with some accuracy what a passage of text may say? Can they build sentences from a range of words and phrases.	LO: to analyse key vocabulary and translate longer passages of text.	Quel est le problème? What is the problem? Qu'est-ce qui aidera la douleur? What will help the pain? Depuis combien de temps cela vous faitil mal? How long has it been hurting you?	1. What is the key vocabulary? Children are to have a range of vocabulary cards with French vocabulary on. Children are to sort the cards into the different topics that we have been learning so far. E.g. sort all the colour cards, sort all the clothing cards. Ask children which cards are left? Explain that this will be the body parts vocabulary. Give children a passage of text and ask them to translate the words they have on these cards. Which bits can they translate immediately?
Speaking		LO: to translate short passages and answer questions about a text.		2. Can we read and translate a short passage? Children are to read and act out and then translate a conversation between a doctor and a patient. What are they both saying? analyse the key vocabulary from lesson 1 and translate from French to English. 3. Can we answer questions about the text? Children to create their own questions to ask the patient, then write the new paragraph and answer questions in role. 4. Can we write our own paragraph of text? Children to act out their own role play in a doctors surgery and then write their paragraphs using the key vocabulary that they have used in their conversations.
Reading & Responding		LO: to devise a set of questions about an existing text.	Les cheveux – Hair La tête – Head Les yeux – Eyes L'oreille – Ears Le nez – Nose Le bouche – Mouth Le bras – Arm La main – Hand Le ventre – Stomach La jambe – Leg Le pied – Foot	
Writing		LO: to apply my knowledge of key vocabulary to a longer passage.		
Grammer				

Languages – Spring 2

Context- In the town

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listening & Responding	Can children accurately articulate the pronunciation of the given vocabulary, developing the correct intonation? Can children respond to language at length by identifying the correct phrases in English and French? Do they understand simple phrases/passages made up of familiar language? Can they identify some details?	LO: to analyse key vocabulary and the main points in longer passages. LO: to invent a simple conversation using 'je vais'	je vais Tu vas où? Où est le...? Quand vas-tu au ...? l'école le cinema le musee le parc	1. What is the key vocabulary? Children are to investigate an extract and highlight the key vocabulary that they already know from previous lessons in year five. Which words do we recognise? Children to annotate the extract with the English vocabulary that they can translate. Children to analyse what they know from this paragraph and investigate words they don't know yet. 2. Can we read and translate a short passage? Children are to translate a similar passage about in the town to step one, however this one will be done independently using the skills from previous lessons. Then children to see whether they were correct and self assess. 3. Can we answer questions about the text? Children to answer some questions in French using the extract in step three. Now that they know some of the key vocabulary does this make it easier to answer the questions? 4. Can we write our own paragraph of text? Children to apply all of the skills from this unit and write their own French paragraph about their town, including the vocabulary and sentence stems from other passages in earlier steps. Children are to then read this aloud to practice the speaking element of pronunciation.
Speaking	Can children hold a simple conversation with a few prompts and ask questions in return? Can children use prompts/ given vocabulary to make their own questions to ask a peer? Are children starting to become independent with their responses to questions asked of them?	LO: to use my knowledge of key vocabulary to formulate my own paragraph.		
Writing	Can they build sentences from a range of words and phrases including some new language? With some independence can they build longer sentences?			

Summer 1		Subject – Languages		Context- Les repas- Meals
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listening and responding	Can children accurately articulate the pronunciation of the given vocabulary, developing the correct intonation? Can children respond to language at length by identifying the correct phrases in English and French?	LO: to hold a conversation with prompts and ask questions in return. LO: to independently respond to questions asked. LO: to analyse and respond to comprehension questions. LO: to formulate longer sentences using a range of conjunctions.	Quel est votre plat préféré et pourquoi? Quel est votre restaurant préféré ? Que pensez-vous de la nourriture?	L1- Children to have key words linked to conversations about food and meals. Children to build on vocabulary from year 4 and then initially apply any new vocabulary to their own conversation using sentence prompts. Children to apply this in conversations about meals and food. L2- Children to ask each other about their favourite meals and then respond to questions from others independently. First verbally, then written as comprehension style answers. L3- Children to build on the sentences and new vocabulary from the last lessons to respond to comprehension style questions in a written style and then create their own written comprehension questions for somebody else to answer in the style of creating a new menu for school. E.g. what would you like to see on the school menu? What is your favourite food? L4- Build on knowledge from over the last few weeks to write their own sentences. Including conjunctions such as parce que, cependant, aussi to add detail to sentences about their meals. Children to write a paragraph about their food choices that week in the format of a report of their food diary over a week.
Speaking	Can children hold a simple conversation with a few prompts and ask questions in return? Can children use prompts/ given vocabulary to make their own questions to ask a peer?		Une orange- Orange Une banane – Banana La carotte – Carrot Du pain – Bread Du boeuf – Beef Du fromage – Cheese Du poisson – Fish Du poulet – Chicken Des oeufs – Eggs Du riz – Rice Du laitue – Lettuce	
Reading and responding	Are children starting to become independent with their responses to questions asked of them? Can they respond to a range of comprehension style questions with minimal support?			
Writing	With some independence can they build longer sentences using a range of conjunctions e.g. parce que, cependant, aussi building up to a paragraph?			

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listening and responding	Can children accurately articulate the pronunciation of the given vocabulary, developing the correct intonation? Can children respond to language at length by identifying the correct phrases in English and French? Do they understand simple phrases/passages made up of familiar language? Can they identify some details?	LO: to investigate and analyse a written passage in French and translate some details.	Le petit routard Tropicale Coco D'école L'avion Ensuite	1. Share the French/English text The small globetrotter/Le petit routard with the children. Give them blank versions printed and ask them to investigate and record the vocabulary that they already know. Children to annotate their copy of the book with which words they are familiar with (revisit food and drink from topic in Summer 1). Teach children some of the other common French words in English. Read through the story in English and French to get a clearer understanding of the pattern and plot.
Reading and responding	Can they use words in context to understand a passage of familiar vocabulary? Can they translate with some accuracy what a passage of text may say? Can they respond to a range of comprehension style questions with minimal support? Can they confidently navigate through a bilingual dictionary, understanding both sections?	LO: to build sentences from a range of words and phrases using new vocabulary.	Fatigue Maurice Soleil brille Capitale La plage Arbre	2. Give children scaffolds with the text from the story with some words missing. Explain that we are going to change the story to fit with our Geography work of countries of origin of fruit and vegetables. Explain that we are going to choose another country (Mauritius in the book) and another fruit that is grown there (coconut in the book) Children to build up their sentences using the scaffolds and the structure of the story in the book (e.g. keep the pattern of <i>On Monday we went to, on Tuesday we went to etc</i>), changing certain elements.
Writing	Can they build sentences from a range of words and phrases including some new language? With some independence can they build longer sentences using a range of conjunctions e.g. parce que, cependant, aussi building up to a paragraph? Do they understand that most adjectives will follow the noun and begin to apply this in their writing? Do they apply the negative form (ne ... pas) to sentences accurately?	LO: to build a paragraph in French with adjectives and conjunctions.	Sabre Le petit déjeuner	3. Children are to write their own version of the story and make it into their own book. Once they have changed the fruit and the country, they can then change other elements of the story linking to what they have learnt in French this year. E.g. change the animal, change the colours etc.



Year 6

Subject – Languages – Who am I - encore

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listening and Responding	Learn key French vocabulary	L.O: to apply my language knowledge to introduce myself in French	Je m'appelle Bonjour Comment t'appelle tu?	Learning log- multiply choice identify vocabulary
Speaking	Develop fluency in spoken French	L.O: To understand and apply the verb - Je suis - I am	Je suis - I am Tu es – You are J'aime and Je n'aime pas	Activity 1 - To identify vocabulary used to introduce yourself in French. Discuss and address misconceptions. Apply knowledge in conversation with others.
Reading and Responding	Read with understanding	L.O: To analyse and articulate the verb - Tu es	I like and I don't like tu es & il est	Activity 2 - Introduce vocabulary and explain meaning. Explore verb form and address misconceptions. Apply in context
Speaking	Endeavor to write in French cohesively	L.O: To apply language knowledge to share likes and dislikes L.O: Introduce tu es & il est	You are /He is	Activity 3 - - Introduce vocabulary and explain meaning. Explore verb form and address misconceptions. Apply in context conversation Activity 4 - Recap knowledge on sports subjects and then introduce J'aime and Je ne sais pas - what do they mean? Children to write and apply in context new knowledge Activity 5 - Recap knowledge on sports subjects and then introduce Tu est and il est - what do they mean? Children to write and apply in context new knowledge

Subject — Languages — Where I live - chez moi

RIGALO

UNIT 6 Lessons 1,2 & 4

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listening and Responding	Learn key French vocabulary	L.O: I understand and can articulate key vocabulary to describe rooms in a house		Retrieval activity - multiply choice identify vocabulary Speaking activity Previous knowledge - countries and town
Speaking	Develop fluency in spoken French	L.O:I can articulate new vocabulary skills to describe where I live		Activity 1 - - Introduce vocabulary and explain meaning. Explore verb form and address misconceptions. Apply in context conversation
Reading and Responding	Read with understanding	L.O: I can translate a French passage describing a key house		Activity 2 - Recap knowledge on countries and local area. Model description. Children to apply in own context
Speaking	Endeavor to write in French cohesively	L.O: I can apply conjunctions in written French		Activity 3 - Recap knowledge on key vocabulary and provide written description. Children to translate passage Activity 4 - Children to apply new learning into written context using conjunction to describe own area

Subject – Languages- Numbers 60-100

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
listen attentively to spoken language and show understanding by joining in and Responding 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 present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing	Pathway 1 - listening and responding Pathway 2 - speaking Pathway 3 - Reading and responding Pathway 4 - Writing Pathway 5 - Grammar	L.O: I can revise numbers 20-60 L.O: I can accurately articulate French numbers 60 - 100 L.O: I can hold a conversation and articulate phrase je cherche applying previous learnt vocabulary L.O: I can confidently use words in context to understand a passage of familiar vocabulary L.O: I can create a short paragraph from a number of linked sentences - je cherche L.O: I can confidently use a bilingual dictionary to translate more complex vocabulary	French numbers Je cherche Shopping items un hypermarché la boucherie la boulangerie la patisserie les legumes les céréales la viande le jus de fruit le jus d'orange le café le thé	The session will be taught through use of activities and games. Children will articulate the French numbers. Also the session will involve embedding the numbers by using games such as bingo and simple addition and subtraction calculations in French The session will be taught through use of activities and games embedding the articulation of the numbers involve embedding the numbers by using games such as bingo and simple addition and subtraction calculations in French This session will build on the retrieval of previous knowledge about shopping and food taught. Then teach new vocab first followed by verb tenses then move into written forms This session will be focus on the children putting into practice their knowledge of the verb je cherche when shopping then translating a small passage of vocabulary related to shopping.A set up will be arranged for children to practically use the vocabulary and verb form they have used. Children to complete short reading activity related to shopping then apply skills to writing sentences. Then apply new knowledge to write own passage using je cherche. Children will be given a bilingual dictionary to translate more complex vocabulary

Subject – Languages - Likes / dislikes leisure time/sport

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listening and Responding	Learn key French vocabulary	I know the verb to like	J'aime – I like	Activity one – Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of a hobbies conversation Activity two – Recap previous week and how to say I like. Engage in conversation and repeat. Introduce the negative form of I don't like alongside previous vocabulary from ¾ on hobbies. Children to use activity sheet to translate what isn't liked. Then challenge to write about own likes and dislikes Activity three/four – Recap on I like/I don't like - Children to articulate their own likes and dislikes. Children to write a paragraph of their own hobbies of what they like and dislike. Activity five - cultural lesson about main sports / hobbies in France - Children to complete cultural quiz
Speaking	Develop fluency in spoken French	I can say and use the verb I don not like	Je n'aime pas – I do not like	
Reading and Responding	Read with understanding	I can apply my spoken language to explain hobbies that I like	basketball le basket jouer au basket biking le cyclisme, le vélo faire du cyclisme faire du vélo faire de la bicyclette	
Speaking	Endeavor to write in French cohesively	I can apply my spoken language to explain my hobbies that I do not like	boxing la boxe faire de la boxe football le football américain jouer au football hockey le hockey jouer au hockey	

Subject – Languages – School

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listening and Responding	Learn key French vocabulary	L.O: I can say and explain my likes and dislikes in French	Key Vocabulary: 	Activity one – Complete exit point – likes/dislikes Activity two – Cultural lesson – compare schools in France to those in England – Watch a clip of a French child's day at school. (Rigalo can support this) What is the same and what is different? Record in books.comparison
Speaking	Develop fluency in spoken French	L.O: I can compare French school life to English school life		Activities – Introduce children to the vocabulary using games such as splat and softly, softly. Recap any grammar rules. Stick in French vocabulary with English translation into their vocab books.
Reading and Responding	Read with understanding	L.O: I can translate and apply key vocabulary to spoken French about school life		Get children to engage in conversations with each other. Provide some model sentences they can use to ask questions and respond. Leave questions open so that children can fill in with their own knowledge of terminology.
Speaking	Endeavor to write in French cohesively	L.O: I can apply my French knowledge to use key vocabulary and phrases to write in French		Activity: Teacher/ student role play conversations. Teacher to tell the class what subjects they will be doing throughout the week and at what times. Student to give response by saying their opinion about subjects.

Subject – Languages - C'est moi - le champion

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Listening and Responding	Learn key French vocabulary	L.O: To apply my knowledge of key vocabulary to translate and understand a French text	je serai un footballeur Je suis un entraînement musculaire adapté accroît sa souplesse et mon agilité ma force mentale mon intelligence tactique grande équipe grand sportif grandes responsabilités	Reading- Read through the book, create a comprehension style booklet they could answer as they read along? Pick apart conjunctions and words they may not be familiar with, use words in context and a French dictionary to decode. Writing; Re write the book changing the dreams so they could be a teacher, horse rider etc. Use Storyboard for lowers Allow time to research words they will need in French depending on their dream Speaking- Create a speech based on what they want to be when they are older base on martin luther king speech I had a dream? Cultural - Children to research French football team and compare French sports culture to English
Speaking	Develop fluency in spoken French			
Reading and Responding	Read with understanding	L.O: To use correct verb form in my writing		
Speaking	Endeavor to write in French cohesively	L.O: To articulate French pronunciation accurately L.O: To understand French sports culture		