

FRENCH CURRICULUM

Page	Content
2 - 3	Intent, Implementation and Impact statements
4	National Curriculum Coverage
5	Long Term Plan
6 – 8	Progression of Skills
9 - 11	Supporting Children with SEND
12	End Points

1. INTENT, IMPLEMENTATION AND IMPACT

Intent

At Croft C of E Primary School we want our children to be independent language learners and confident communicators. We ensure the objectives in the National Curriculum are taught and that our children deepen their understanding of the world. Children in our school receive a broad and balanced curriculum; the French they are taught is purposeful and knowledge rich. French lessons at Croft C of E Primary School give children the academic and personal skills whilst also developing their future aspirations.

Implementation

At Croft C of E Primary School we use the 'Plan It' French scheme. This is a scheme which consists of carefully planned sequences of lessons, ensuring progressive coverage of the skills required by the national curriculum. The scheme provides an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world.

The PlanIt French Scheme enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Through the PlanIt French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

For our children, including those with SEND, work is differentiated to meet the needs of all learners. This might be through outcome or my scaffolding the tasks so that

children are able to achieve. All children, regardless of their abilities, access our French lessons. We are careful to ensure that children do not always have to demonstrate learning through writing to ensure we can assess their language skills in French rather than their literacy ability.

Impact

Using the full range of resources, including display materials, has increased the profile of French across school. Each child's individual French book shows that French is taught regularly and learning is recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Teachers can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary. Emphasis is placed on children having opportunities to learn new vocabulary, listen to spoken French and speak, read and write in French also.

Assessment

Assessment is ongoing throughout each French topic. Children start new topics by discussing what they already know. Assessment for learning is used regularly in lessons and misconceptions quickly clarified. Summative assessment takes different forms but may include a knowledge-based test or a written or spoken activity where children demonstrate their learning.

2. NATIONAL CURRICULUM COVERAGE

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

3. LONG TERM PLAN

	AUT 1	AUT 2	SPG 1	SPG 2	SUM 1	SUM 2
DIAMOND and TOPAZ	Getting to know you	All about me	Food glorious food	Family and friends	Our school	Time
AMETHYST	All around town	On the move	Going shopping	Family and Friends	School life	Let's visit a French town

4. PROGRESSION OF SKILLS

French	
LKS2	UKS2
Listening and speaking/Oracy	
<p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 	<p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in French; c listen and understand the main points and some detail from short, spoken material in French.
<p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 	<p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.
<p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 	<p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.
<p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.
<p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>Children can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people.
<p>Children can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an 	<p>Children can:</p> <ul style="list-style-type: none"> a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their

adjective to describe people, places, things and actions.	descriptions of people, places, things and actions.
Reading and Writing/Literacy	
Children can: a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words.	Children can: a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material.
Children can: a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in French and English.	Children can: a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.
Children can: a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.	Children can: a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.
Children can: a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; c replace familiar vocabulary in short phrases written from memory to create new short phrases.	Children can: a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
Children can: a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c write one or two simple sentences that may contain an adjective to describe people, places, things and actions.	Children can: a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Stories, songs, poems and rhymes	
Children can: a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding.	Children can: a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

<p>Children can:</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling. 	<p>Children can:</p> <ul style="list-style-type: none"> a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Grammar

<p>Children can:</p> <ul style="list-style-type: none"> a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c recognise and use partitive articles; d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; f use a simple negative form (ne... pas); g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; h recognise and use the first person possessive adjectives (mon, ma, mes); i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; k use simple prepositions in their sentences; l use the third person singular and plural of the verb 'être' in the present tense. 	<p>Children can:</p> <ul style="list-style-type: none"> a identify word classes; b demonstrate understanding of gender and number of nouns and use appropriate determiners; c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; d name and use a range of conjunctions to create compound sentences; e use some adverbs; f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; g explain and use elision; state the differences and similarities with English; h recognise and use the simple future tense of a high frequency verb; compare with English; i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); k recognise and use a range of prepositions; l use the third person plural of a few high frequency verbs in the present tense; m name all subject pronouns and use to conjugate a high frequency verb in the present tense; n recognise and use a high frequency verb in the perfect tense; compare with English; o follow a pattern to conjugate a regular verb in the present tense; p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5. SEND IN FRENCH

We teach French to all children, whatever their ability. French forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we consider each child's abilities.

Planning Inclusive Lessons	Creating an Inclusive Environment
<p>Learning a modern foreign language, with the right support and approaches in place, has the potential to be a liberating experience for learners with SEND. For some learners (who might speak a different language at home) this can be an opportunity to shine. For other pupils, this can be an opportunity to explore a different world and to engage with a new language in a structured and scaffolded way. When planning inclusive MFL lessons, understanding and getting to know our learners is key. It is important that we challenge assumptions linked to a learner's labels and understand how to build on each learner's strengths.</p> <p>In a languages classroom, teaching strategies that benefit learners with SEND will benefit all learners. In fact, effective MFL teaching for all learners necessitates a combination of strategies that can support learners with SEND: systematic use of visuals; identifying a core set of words or phrases that you would like learners to acquire with regular opportunities for repetition and over-learning; the careful sequencing of language input to reduce working memory; a multi-sensory approach to practising language through song, speech, listening and reading tasks; simple, lean resources that direct attention rather than detract attention; chunking both language and tasks where appropriate to reduce cognitive demand and the need for complicated instruction; use of non-verbal cues and simple language to elicit understanding of the foreign language, etc.</p> <p>Formal instruction of phonics in the language can also help all learners, especially those who experience literacy difficulties – this can also be an</p>	<p>In order to succeed in the language classroom, learners must feel safe enough to take risks and to make mistakes. Focusing on the learning behaviours, including those around mutual respect and support and the celebration of learning through mistakes and misconceptions, when establishing your classroom routines will be essential.</p> <p>Model and encourage the creativity and enjoyment around playing with language and communicating with others. Take opportunities to value diversity that other countries and cultures represent. Provide plenty of opportunities in the classroom to focus on communication rather than accuracy of language. Build a supportive environment in which speaking the language is emphasised through, for example:</p> <ul style="list-style-type: none">• Plenty of group and pair speaking tasks, in which learners often feel more comfortable speaking and a positive collaborative environment is created.• Game-orientated speaking tasks, which can help some learners forget their anxiety and focus attention. <p>A well-managed classroom environment is essential. With a focus on oracy, language classrooms can become noisy environments, but it is essential that this is always controlled and focused. Clear routines to ensure that learners re-focus on whole class teaching when required, regulate their own interactions and volume, and work respectfully in all interactions, must be set, explained and adhered to from the start. It can be helpful to identify key signals (non-verbal) for each of your expectations so that your interactions with the learners are focused on the content. Of course, adjustments and</p>

<p>opportunity to reinforce key strategies for those learners by making explicit links where appropriate.</p> <p>However, it is also important to be aware that learning a foreign language can place high demands on working memory and it is therefore essential that opportunities for over-learning, repetition and application are embedded into every lesson. Many of the activities required to learn a foreign language effectively, e.g., speaking out loud, risk-taking, making mistakes etc. can feel worrying for some learners. Building in opportunities through low-stakes activities, such as paired work, games in small groups, whole-class call-out, playfulness and drama can support learners to develop their confidence alongside opportunities to commit acquired knowledge to their long-term memory</p>	<p>adaptations will need to be further made with classes where there might be learners who experience sensory issues.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

Curriculum Considerations	Strategies to Scaffold Learning - <i>How can I support learners who struggle with change and transition?</i>
----------------------------------	---------------------------------------------------------------------------------------------------------------------

<p>Sequence the input of new language concepts carefully in a way which reduces cognitive demands. Provide plenty of opportunity for repetition and revisiting of language and structures so that vocabulary and structures become automated, freeing up working memory in the classroom. Ensure a cumulative approach to introducing new language structures.</p> <p>Build confidence in speaking, which is often synonymous with learners' enjoyment and achievement in languages. But also allow for all learners to play to their strengths, which could be in any of the four skills of speaking, listening, reading and writing.</p>	<p>Provide consistency so learners know what to expect, for example:</p> <ul style="list-style-type: none"> • Provide visual timetables at the start of the lesson • Ensure positive, calm starts to the lesson • Give learners space and time at the start of the lesson <p><i>How can I support learners who struggle to access lessons because of literacy difficulties?</i></p> <ul style="list-style-type: none"> • Make vocabulary lists available for every lesson which learners can easily refer to. • Use multi-sensory approaches to learning new language – through song, actions with words, picture stimuli and so on. • Create and use simple, lean resources that reduce demands on working memory.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Use 'real-life' resources, e.g., videos of French children speaking French, physical euro notes and coins, to reinforce real world implications of language learning.

Be mindful of the heavy cognitive demands of listening tasks. Allow for low-stakes assessments which are accessible and planned with all learners in mind, so that all can experience success. Champion a 'little and often approach' to curriculum time, which recognises the importance of frequent practice and retrieval and the high cognitive demand of language learning

- Provide physical handouts of resources to learners where possible to reduce the burden of processing information from the board.

- Share spelling and vocabulary strategies with learners

How can I support learners who struggle to retain vocabulary?

- Carefully plan for the repetition of vocabulary – recycle and revisit common words in texts and listening activities and from topic to topic. Space out vocabulary learning and encourage a little and often approach to vocabulary retrieval.
- Provide vocabulary lists for each lesson which learners can refer to for all activities.
- Explicitly model and discuss vocabulary learning strategies.

How can I support learners who need additional time to develop conceptual understanding?

- Adapt a cumulative approach to introducing new language structures.
- Model and scaffold the practice of more complex language features.
- Focus on the essential and be selective.
- Refer to concrete examples, especially for more abstract ideas.
- Where possible, make explicit links to structures within their home languages and where appropriate support them to identify and make links

How can I support learners who need additional time to develop conceptual understanding?

- Use visual stimuli, such as pictures, to complement auditory work and as a stimulus for the production of speech.
- Take opportunities to use song and music.
- Use competition and games as a springboard for speaking in the target language.
- Explicitly link language learning to its practical use in the world to give it purpose and real-life application.
- Praise learners for their contributions to oral activities.
- Provide lesson recipes to give structure and predictability.

6. End points

What pupils need to know by the end of Key Stage 2:

- 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 (such as colours, numbers, family members, days of the week and names for animals)
- Be able to use a French dictionary to find new vocabulary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English