

Languages (French)

at Norton CP School

At Norton CP School, the intention is that our Languages curriculum encourages children to enjoy learning an additional language (French) and become enthusiastic and confident early linguists. We strive for our pupils to develop a love for learning a new language, but also towards embracing and celebrating a wide variety of different cultures, traditions and developing an understanding and interest in the wider world.

Research shows that the younger children are, the easier it is to learn a new language and indeed in their early years, rather than learning the language, they acquire it with some studies suggesting that children 'peak' in their ability to learn the language between the ages of 6 and 7. During Foundation Stage, children are made aware of different languages and cultures and engage in activities such as answering the register in a different language, exploring different languages that are spoken within the class, celebrating festivals throughout the year and comparing and contrasting localities and cultures. Throughout Key Stage One, children at Norton CP School are exposed to core French vocabulary through predominantly games-based sessions where they are encouraged to listen to, speak and read vocabulary based on specific topics. These sessions are short but frequent, allowing children to build their vocabulary by playing different games; this also promotes key skills such as turn taking, team building, following and delivering instructions and celebrating their own and the success of others, linking to our school's 'Values' reward scheme. Teachers access banks of vocabulary games which they can choose and, if tenable, link to topic-based work the children are completing in other subject areas. Teachers are encouraged to revisit vocabulary to allow children to consolidate and build upon their learning.

When children reach Key Stage Two, teachers continue to build on the positive, engaging ethos founded in Key Stage One. Rather than using the games bank, lessons are based on the 'Rising Stars French' Scheme of Work, and are adapted by teachers as necessary to meet the needs of their children academically, to appeal to their particular interests and to engage them in quality language learning. Lessons continue to be as interactive, games based and as practical as possible with children beginning to learn technicalities of the French language. Children are encouraged to understand to spoken and written French and to respond accordingly. Links are made between work completed in other subject areas, most noticeably Literacy; children compare and notice differences between grammatical rules and the construction of phrases and sentences when speaking, reading and writing in a second language. Children are given the opportunity to write at varying lengths in French, presenting their work to a high standard which is presented in class 'Big Books' where work is shared, celebrated and children can access their previous learning. Children are exposed to a range of texts in French in order to gain an appreciation of writing in a language other than their own.

Wherever appropriate links can be made, all children at Norton CP School are made aware of France and other countries where French is spoken, the lifestyles of those citizens, their traditions and celebrations through learning in Languages lessons, other subjects as well as following and discussing appropriate events in the news.

All children at Norton CP School participate in a 'Languages Day' where languages, traditions and cultures are celebrated from across the world. Teachers explore their pupils' specific interests and tailor activities to engage, enthuse and provide a platform to share and celebrate work completed in different languages. Throughout the academic year, children are exposed to, learn and perform music from other cultures and in other languages during music lessons and assemblies.

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To understand

EYFS	KS1	Year Three	Year Four	Year Five	Year Six
<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Identify a range of different languages spoken in different countries around the world.</p> <p>Listen and begin to identify particular sounds in songs and rhymes</p>	<p>Listen to and show understanding of single words through an action or physical response</p> <p>Listen and identify rhyming words and particular sounds in songs and rhymes</p> <p>Read and show understanding of familiar simple words</p> <p>Identify and use strategies for memorising new vocabulary</p> <p>Begin to recognise first, second and third person, singular pronouns and forms of high frequency verbs</p> <p>Identify parts of speech including a noun, adjective, pronoun and conjunction</p> <p>Recognise plurals</p> <p>Begin to work out strategies to get help</p>	<p>Listen to and show understanding of short phrases through an action or physical response</p> <p>Listen and understand words in songs and rhymes</p> <p>Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters</p> <p>Read and show understanding of familiar phrases and short sentences</p> <p>Use a bilingual dictionary to find the meaning or translation of a word</p> <p>Use the definite and indefinite article according to gender of the noun (singular) and in plural form</p> <p>Recognise and use first, second and third person, singular forms of high frequency verbs</p> <p>Begin to demonstrate understanding of the position of the majority of adjectives and their agreement with nouns</p>	<p>Listen to and show understanding of longer/more complex familiar phrases and sentences</p> <p>Follow the text of familiar rhymes/songs/stories and identify the meaning of some words</p> <p>Follow the text and read aloud using knowledge of letter strings and observing silent letters</p> <p>Read and show understanding of a complex sentence using familiar language</p> <p>Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs</p> <p>Apply rules of agreement of adjectives in singular and plural with some accuracy</p> <p>Be aware of and know when to use tu and vous</p> <p>Begin to apply grammatical knowledge accurately in speaking and writing activities</p>	<p>Listen to and show understanding of longer/more complex familiar phrases and sentences</p> <p>Follow a text including familiar language and identify the meaning of some words</p> <p>Follow the text and read aloud using knowledge of letter strings and observing silent letters</p> <p>Read and show understanding of a complex sentence using familiar language</p> <p>Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs</p> <p>Apply grammatical knowledge confidently and accurately in speaking and writing activities</p>

To speak

EYFS	KS1	Year Three	Year Four	Year Five	Year Six
<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Begin to use greetings in alternative languages e.g. answering the register.</p> <p>Join in with simple French songs and rhymes.</p> <p>Begin counting to ten in French.</p>	<p>Say familiar words to describe people, places, things and actions using a model</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Name objects and actions in a rehearsed statement</p> <p>Use a simple connective to join phrases</p> <p>Join in with actions to accompany songs, stories and rhymes, and say some of the words</p> <p>Use knowledge of the sound of some letters in French to read aloud or say individual words</p> <p>Start to engage in conversations using simple phrases.</p> <p>Express a simple opinion</p>	<p>Say simple phrases to describe people, places, things and actions using a language scaffold</p> <p>Ask a few simple and/or familiar questions and respond with a rehearsed response</p> <p>Use familiar vocabulary to say simple sentences with the aid of a language scaffold</p> <p>Use one or more connectives to join phrases</p> <p>Join in with words of songs, stories and rhymes, sometimes from memory</p> <p>Engage in conversations and express opinions</p> <p>Start to develop accurate pronunciation and intonation</p>	<p>Say longer and more complex sentences to describe people, places, things and actions using a language scaffold</p> <p>Produce positive and negative sentences using several high frequency verbs and pronouns</p> <p>Engage in conversations and give reasoned opinions</p> <p>Speak with increasingly accurate pronunciation and intonation</p>	<p>Say longer and more complex sentences to describe people, places, things and actions using a language scaffold</p> <p>Apply rules of agreement of adjectives in singular and plural with some accuracy</p> <p>Produce positive and negative sentences using several high frequency verbs in a variety of persons</p> <p>Engage in conversations and give reasoned opinions and respond to those of others.</p> <p>Be aware of and know when to use tu and vous</p> <p>Speak with accurate pronunciation and intonation</p>

To write

EYFS	KS1	Year Three	Year Four	Year Five	Year Six
		<p>Write familiar words to describe people, places, things and actions using a model</p> <p>Write some familiar words from memory with understandable accuracy</p> <p>Express a simple opinion</p>	<p>Write simple phrases to describe people, places, things and actions using a language scaffold</p> <p>Write some familiar phrases from memory with understandable accuracy</p> <p>Express and discuss opinions</p>	<p>Write longer and more complex sentences to describe people, places, things and actions using a language scaffold</p> <p>Write some familiar phrases from memory with understandable accuracy and start to adapt these to create new sentences</p> <p>Produce positive and negative sentences using several high frequency verbs and pronouns</p> <p>Give reasoned opinions</p>	<p>Write longer and more complex sentences to describe people, places, things and actions using a language scaffold</p> <p>Write some familiar phrases from memory with understandable accuracy and use these to develop and write new sentences.</p> <p>Apply rules of agreement of adjectives in singular and plural with some accuracy</p> <p>Produce positive and negative sentences using several high frequency verbs in a variety of persons</p> <p>Give reasoned opinions</p> <p>Be aware of and know when to use tu and vou</p>

To appreciate

	KS1	Year Three	Year Four	Year Five	Year Six
<p>Compare similarities and differences between our country and other countries around the world.</p>	<p>Discover different countries and cultures around the world and compare to their own.</p> <p>Explore languages spoken around the world.</p>	<p>Explore French culture and life and compare it with their own experiences</p>	<p>Develop an understanding of places other than France where French is spoken, comparing with their own experiences</p>	<p>Explore a variety of different cultures and traditions making comparisons with their own experiences</p>	<p>Continue to explore a wide variety of different cultures and traditions, locality and geographical features making thoughtful comparisons with their own experiences</p>

Technical Knowledge

By the end of KS2:

Children understand and respond to spoken and written language from a variety of authentic sources ☑

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

Children can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ☑

Children discover and develop an appreciation of a range of writing in the language studied

Children gain an appreciation of the cultures, traditions, localities and geographical features of places where French is spoken and of different places around the world