

French (KS2)



French (KS2 only)



Introduction

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learned
- Discover and develop an appreciation of a range of writing in the language studied.

French at Micklem



French is taught in KS2 at Micklem (year 3-6) on a weekly basis. The aim of our French lessons are to enable our pupils to understand and communicate ideas, feelings in speech and writing, using knowledge of phonology, grammatical structures and vocabulary. Our lessons comprise of listening, speaking, reading, writing and skills which will lay the foundations for further language study at secondary school and beyond. The Rising Stars French primary scheme is a complete program that is progressive and learning and activities build on previous learning throughout.

Learners will:

- make substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study;
- become resilient, independent learners who enjoy language learning and acquire language learning skills and strategies that allow them to succeed, including what to do when faced with unfamiliar language, memorisation and retrieval;
- develop the skill of using a bilingual dictionary and reference materials;
- manipulate language to speak or write French using their knowledge of features of French including grammar;
- recognise similarities and differences between English (and other languages they speak) and French;
- notice patterns and key sounds in French, including graphemes used to represent them, and apply them to speaking listening and reading aloud;
- appreciate and join in with songs, rhymes and stories, moving from copying sounds to adapting them through substitution and expansion;
- have a deeper understanding of cultural differences and similarities, including French as a world language.

In Year 6, pupils have the opportunity to consolidate their learning to communicate in writing with a French pen friend. As a school, we have close links with a school in France and zoom calls, visits and writing are all experiences that our pupils have and enjoy.

Curriculum Content and Sequence



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	AU1	AU2	SP1	SP2	SU1	SU2
Year 3	<u>Unit 1.1 Moi</u> All about me	<u>Unit 1.2 Jeux et Chansons</u> Games and Songs	<u>Unit 1.3 On fait la fete</u> Celebrations	<u>Unit 1.4 Portraits</u> Portraits	<u>Unit 1.5 Les Quatre Amis</u> The Four Friends	<u>Unit 1.6 Ca Pousse !</u> Growing Things
Year 4	<u>Unit 2.1 On y Va</u> All Aboard	<u>Unit 2.2 L'argent de Poche</u> Pocket Money	<u>Unit 2.3 Raconte-moi une histoire !</u> Tell me a story	<u>Unit 2.4 Vive le sport !</u> Our sporting lives	<u>Unit 2.5 Le Carnaval des Animaux</u> The Carnival of the Animals	<u>Unit 2.6 Quel temps fait-il?</u> What's the weather like?
Year 5	<u>Unit 3.1 Bon appétit, bonne santé</u> Healthy eating	<u>Unit 3.2 Je suis le Musicien</u> I am the music man	<u>Unit 3.3 En route pour l'école</u> On the way to school	<u>Unit 3.4 Scène de plage</u> (Beach scene)	<u>Unit 3.5 Le Retour du Printemps</u> The Return of Spring	<u>Unit 3.6 Les planètes</u> (The planets)
Year 6	<u>Unit 4.1 Notre école</u> Our School	<u>Unit 4.2 Notre monde</u> The world around us	<u>Unit 4.3 Le passe et le present</u> Then and now	<u>Unit 4.4 Ici et là</u> Out and about	<u>Unit 4.5 Monter un Cafe</u> Setting up a cafe	<u>Unit 4.6 Quoi de neuf?</u> What's in the news?

Knowledge and Skills Progression



Curriculum knowledge and skills progression

<p><u>French at Micklem</u> NC objectives</p>	<p>Knowledge</p>	<p>Skills</p>
<p>Year 3</p>	<p>I know about masculine and feminine nouns in French</p> <p>I am beginning to recognise 1st,2nd and 3rd person pronouns with action verbs</p> <p>I know that words and letters in French can have a different sound or pronunciation to English</p> <p>I can recognise plural nouns</p> <p>I know that French is spoken in countries other than France</p> <p>I can tell you about some aspects of life in France.</p>	<p>I can listen read and show understanding of single words</p> <p>I can understand and respond to a familiar question</p> <p>I can write and say a short sentence using familiar single words and a connective with support</p> <p>I am beginning to recognise French letter sounds and patterns of French and are beginning to apply them to pronounce familiar and new words</p> <p>I can use a bilingual dictionary to find the meaning of a word</p> <p>I can join in with songs, rhymes and stories by using actions and words</p>

Curriculum knowledge and skills progression

<u>French at Micklem</u> NC objectives	Knowledge	Skills
Year 4	<p>I can show understanding and identification of the gender of nouns</p> <p>I can recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire</p> <p>I can make sentences negative</p> <p>I know about the rules of agreement of adjectives with masculine and feminine nouns in singular.</p> <p>I can use partitive in singular and plural (du/des, au/aux)</p> <p>I can use conjunctions (et,mais and quand)</p> <p>I can use correct formation of plural nouns by adding -s to most nouns but -x to nouns ending -au</p> <p>I know that French is spoken in countries other than France</p> <p>I can tell you about some aspects of life in France.</p>	<p>I can listen, read and show understanding of short phrases</p> <p>I can ask and answer several familiar questions</p> <p>I can write and say simple phrases to describe people, places, things and actions using a language scaffold</p> <p>I can read aloud familiar short sentences with fairly accurate pronunciation and applying French sounds</p> <p>I can suggest and use strategies to memorise vocabulary including making connections with other languages</p> <p>I can translate words using a bilingual dictionary</p> <p>I can join in with the words of familiar songs, rhymes and stories, some from memory</p>

Curriculum knowledge and skills progression

<u>French at Micklem</u> NC objectives	Knowledge	Skills
Year 5	<p>I know about the rules of agreement of adjectives for singular and plural</p> <p>I can demonstrate a familiarity with the use of 1st, 2nd and 3rd person singular</p> <p>I know about the formation of 3rd person and plural of regular -er verbs</p> <p>I understand about the position of adjectives in a sentence</p> <p>I can give positive and negative reasoned opinions</p> <p>I understand the formation of the indefinite and definite article</p> <p>I understand sequencing and frequency adverbs</p> <p>I have an awareness of and can use tu and vous</p> <p>I can tell you about some aspects of life in France.</p>	<p>I can listen, read and show understanding of more complex familiar phrases and sentences</p> <p>I can ask and answer more complex familiar questions</p> <p>I can write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support</p> <p>I can read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>I can suggest and use strategies to memorise vocabulary including making connections with other languages</p> <p>I can use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>I can follow a longer text</p>

Curriculum knowledge and skills progression

French at Micklem NC objectives	Knowledge	Skills
Year 6	<p>I can compare things using plus and moins + adjective</p> <p>I have an awareness of the three verb groups -er, -ir and -re and the role of the infinitive</p> <p>I understand the conjugation of regular -er verbs and two high frequency verbs in the present tense</p> <p>I understand the use of the infinitive with Je veux and J'aime</p> <p>I can compare the past and present using il y avait/ il y a and il/ elle est/ il/ elle était</p> <p>I understand prepositions of place</p> <p>I can use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>I have knowledge of the geography of some Francophone countries including climate, terrain and fauna</p>	<p>I can listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words</p> <p>I can take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency</p> <p>I can write and say longer complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary</p> <p>I can read aloud familiar and unfamiliar words with good accurate pronunciation and intonation</p> <p>I can decode unfamiliar text using language skills, context and/or a bilingual dictionary</p> <p>I can use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>I can read aloud with fluency</p>