



Nythe Primary School French Curriculum

'To learn a language is to have one more window to look at the world.'

Intent

Why do we teach this? Why do we teach it the way we do?

At Nythe Primary School, we aim to stimulate pupil's interest and curiosity and develop their knowledge and understanding of language and culture. We want children, through their study of French, to develop speaking and listening skills and a broader knowledge of grammatical structures. We aim to create lifelong learners with an enthusiasm for language learning and a greater awareness and appreciation of cultural diversity.

Implementation

What do we teach? What does this look like?

At Nythe Primary School, Key Stage 2 classes have a 30 minute French Lesson, following the *Catherine Cheater Scheme of Work for Primary French*. Lessons are intended to be engaging, creative and enjoyable, so as to be accessible to all pupils.

The Catherine Cheater scheme is intended to develop transferable language learning skills and grammar, rather than to teach too much vocabulary. The thinking behind the scheme is that children can go on to learn vocabulary themselves, as we teach

them the skills to use it. The emphasis in Year 3 is very much on developing listening skills, closely followed by speaking. Children write progressively more, as they move up through the school.

Lessons are sequenced throughout each year group, and hence throughout the school, each one, first revisiting, and then building on the previous lesson, (see Progression Map for MFL, for sequence of skills taught throughout the school). Lessons are made up of several learning parts, e.g. phonics or pronunciation, listening, reading, writing, conversation, learning a finger rhyme or a song. A typical lesson consists of a 'prior learning activity', whereby previous learning is recapped, to ensure that knowledge and key skills remain intact in the children's minds. The lessons then move on to a 'now learning' section, in which new skills may be learned, or previous learning will be built on. New skills will then be applied in the 'extended learning' part of the lesson. Between lessons, it is important for children to revise or practice using the language taught during the French lesson. Teachers are asked to spend several five minute slots, each week, to this end.

To enable children to better retain concepts taught, multiple opportunities within the lessons are given for them to embed their learning. These activities include memorisation games, actions for word types or tenses, vocabulary/pronunciation repetition games and speaking and writing frames. Children are given 'think time' and 'partner talk time', to prepare spoken or written work. Dictation and whiteboard practice is used frequently, in lessons that include writing, and children are encouraged to critique each other's work, giving constructive comments, to move each other forwards.

The teaching of Modern Foreign Languages, at Nythe Primary School is fully inclusive. We believe that even the most vulnerable children can derive particular benefit from taking part in language learning activities. French is planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated and scaffolded, as appropriate to the needs of individual children. All children will be challenged in their learning, and children who may already speak the language fluently, at home, will be encouraged to improve accuracy in writing and also to share their expertise in speaking, listening and cultural experiences.

Children, new to the school, with English as an additional language other than French, will be immersed straight away, in the French lessons; these children often have the best language learning strategies.

Opportunities to monitor children's progress in Modern Foreign Languages should arise, during every French lesson, through observation of their oral and written activities. Such assessments will be used to support teaching and learning and to inform the planning of follow-on lessons. Most assessment for learning, in French, is formative. The Catherine Cheater

Celebration of Success checklist will be used for self- assessment and teacher assessment.

Impact

What will this look like?

By the end of KS2 pupils can:

- 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
- recognise and discuss differences in cultures
- 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

Scheme of Work – Years 3-6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<ul style="list-style-type: none"> • Finger rhymes & songs • Greetings & simple conversation • Classroom instructions • Colours • Alphabet & spelling names • Nos. 0-3 • Listening to stories 	<ul style="list-style-type: none"> • Finger rhymes & songs • Images of Paris • Nos. 1-6 • Simple nouns relating to Christmas <ul style="list-style-type: none"> • Indefinite article – un/une • introduce masculine & feminine • Simple sentence building – oral. • Listening to stories 	<ul style="list-style-type: none"> • Finger rhymes & songs • New Year celebrations – La Fete des Rois • Commands/ action words • Simple adverbs • Simple conversation - polite asking for things • Nos. 0-10 • Listening to stories 	<ul style="list-style-type: none"> • Finger rhymes & songs • Vocabulary for school stationery • Revision of indefinite article & masc/fem • Simple sentence building – oral and written with conjunction et • Sentences with lists • Nos. 0-16 	<ul style="list-style-type: none"> • Finger rhymes & songs • Simple vocabulary for clothes • Je mets & sentence building where adjectives follow nouns – oral and written • Nos. 0-20 • Dictionary skills 	<ul style="list-style-type: none"> • Finger rhymes & songs • Days of the week • Tenses – it is, it was, it will be • Nos. 0-31 • 2 times tables • Revision of all sentence building

<p>Year 4</p>	<ul style="list-style-type: none"> • Finger rhymes & songs • Revision of greetings • Revision of simple sentence building – introduce il y a • Revise masc/fem • Revise nouns followed by adjectives • New vocabulary for masc & fem nouns • Introduce adjectival agreement for singular nouns • Listening to stories 	<ul style="list-style-type: none"> • Finger rhymes & songs • Oral and written sentence building, using new vocabulary and adjectival agreement • Revise days of the week • Tenses – it is, it was, it will be • Spelling of new nouns • Christmas songs and stories • Nos. 0-39 • Plural nouns and determiners • Listening to stories 	<ul style="list-style-type: none"> • Finger rhymes & songs • Revise New Year celebrations – Galette • Introduce adverbs of place – sentence starters • Introduce new verbs – nager, danser, sauter, voler • Sentence building – oral and written – including new verbs and adverbs of place • Listening to stories 	<ul style="list-style-type: none"> • Finger rhymes & songs • Months of the year • Sequences and tenses – This ...is, Last ... it was, Next ... it will be • Introduce adjectives petit & grand, which precede the noun • Nos. 0-50 • Listening to stories • Building simple negatives • Dictionary skills 	<ul style="list-style-type: none"> • Finger rhymes & songs • Revise and use adjectival agreement, correct word order, adverbs of place and new verbs in sentence building • Revise commands and action words with adverbs • Introduce definite article for singular nouns – le/la • Listening to stories 	<ul style="list-style-type: none"> • Finger rhymes & songs • Revise alphabet and spelling names • Revise and use adjectival agreement, definite article, correct word order, adverbs of place and new verbs in sentence building • To dictate sentences, using correct words for simple punctuation • Listening to stories
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<p style="text-align: center;">Year 5</p>	<ul style="list-style-type: none"> • Finger rhymes & songs • Vocabulary for more clothes • Possessive adjective – mon, ma, mes • Plural nouns & definite article for plurals • Making nouns plural, and exceptions to the rule 	<ul style="list-style-type: none"> • Finger rhymes and songs • Nos. 0-60 • Revise days of week & months of the year • Say and write the date • Sentence building – consider word classes • Dictionary skills 	<ul style="list-style-type: none"> • Nos. 0-70 • 2 timestable • 3 timestable • Mental maths • Locate French towns on a map of France • Study a non-fiction text – L'Univers 	<ul style="list-style-type: none"> • learn new adverbs of place • Learn new verbs • Learn verbs entendre and voir • Sentence building – written & oral, with adjectival agreement, correct word order, new adverbs of place & verbs and conjunction • New masculine nouns - pronunciation • Revise making the negative 	<ul style="list-style-type: none"> • 5 time stable • 10 times table • Expressions of annoyance and the negative • Agreement of subject and verb, with plurals – oral & written sentence building 	<ul style="list-style-type: none"> • New feminine nouns – revise adjectival agreement with singular nouns • Introduce new adjectives which also precede the noun • Adjectival agreement with plural nouns
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Year 6	<ul style="list-style-type: none"> • Revise sentence building with adjectival agreement for singular and plural nouns • Learn new verbs – <ul style="list-style-type: none"> ◦ tricoter, chanter • Learn subject pronouns il & elle • Conjugate verbs with Je, Tu, Il Elle • Revise definite article le, la, l', and les for plurals • Revise how to make the negative 	<ul style="list-style-type: none"> • Revise agreement between subject and verb with plurals • Build sentences with adjectival agreement and subject/verb agreement for plurals, with correct word order, using adverb of place, a negative and a conjunction • Tell the time on the hour • Nos. 0-100 	<ul style="list-style-type: none"> • Conjugate the verbs faire and entendre • Learn common expressions using verb faire • Use faire and entendre in sentences, with subject/verb agreement • Learn and use subject pronouns ils & elles with subject/verb agreement • Nos. 0-100 revision 	<ul style="list-style-type: none"> • Learn about history and different buildings in Paris – quiz • Learn names of common foods • Express likes and dislikes with reasons • Use of conjunctions • Taste common French foods • Learn and use more precise adjectives to describe tastes 	<ul style="list-style-type: none"> • Tell the time at half past the hour • Learn and use the verb avoir in asking and answering questions • Dictionary skills 	<ul style="list-style-type: none"> • Learn and use the verb aller in asking and answering questions • Write a poem using verb aller, and rhyming French place names • Learn to use determiners les, des, tes & ses in sentence building
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	Year 3	Year 4	Year 5	Year 6
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<p>Listening</p>	<p>Children will:</p> <ul style="list-style-type: none"> • understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly, • respond to the teacher's classroom instruction, • listen to authentic stories, • listen to traditional children's songs, rhymes and modern songs sung by Henri Dès. • listen for rhymes and patterns, and identify certain phonemes, • play listening games, with actions to follow 	<p>Children will:</p> <ul style="list-style-type: none"> • understand and respond to a range of familiar spoken words and short phrases, spoken slowly and clearly, • respond to teacher's classroom instructions, • listen for specific words and phrases, in stories, songs, finger rhymes and recipes, • listen to traditional children's songs, rhymes and modern songs sung by Henri Dès, and be able to sing many of these from memory, • listen for specific phonemes which also exist in English and some which do not. Also listen for nasal vowels – <i>un, um, on, om, an, am, en, em,</i> • listen for rhyme and rhythm in finger rhymes, songs and stories, • listen and identify words by their types, such as noun, adjective or verb 	<p>Children will:</p> <ul style="list-style-type: none"> • understand the main points of a spoken passage, made up of simple sentences of familiar language, delivered slowly and clearly, • listen for specific language in songs, without the availability of written lyrics, • listen attentively to story books, in order to sustain the skill of listening, • listen to instructions, in games, • identify different word types 	<p>Children will:</p> <ul style="list-style-type: none"> • listen to, and show understanding of more complex spoken sentences, picking out specific vocabulary, • understand a short passage, made up of familiar spoken words and phrases, • put song lyrics in order, • write with accuracy, in response to dictation
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Speaking	Children will:	Children will:	Children will:	Children will:
	<ul style="list-style-type: none"> • learn specific vocabulary and develop accuracy in pronunciation by listening and repeating, • repeat and say familiar words and short, simple phrases heard in stories, • learn a bank of finger rhymes and actions songs, • ask and respond to simple questions, eg. <i>Comment t'appelles-tu? Je m'appelle, Comment ça s'écrit? Qu'est-ce que c'est?</i> • build simple sentences, including nouns, adjectives, verbs and a conjunction, eg. <i>Je mets un chapeau bleu, C'est un crayon,</i> • learn to greet each other, and make simple conversation including <i>oui, non, s'il te plaît, s'il vous plaît,</i> • recite the alphabet and spell own name, • recite the two timestable, • recite numbers to 31, • recite days of the week 	<ul style="list-style-type: none"> • develop accuracy when pronouncing words and phrases, by listening and repeating, • learn, memorise and perform finger rhymes and action songs, with increasing accuracy, • ask and answer questions, eg. <i>Comment ça s'écrit? Quelle est la date aujourd'hui? C'est quel jour?</i> • ask and answer questions related to their learning, eg. <i>Qui est-ce? Qu'est-ce que c'est? Que fait...? Qui nage/saute/danse/marche? Combien de lions y a-t-il?</i> • use the present, past and future tense of the verb 'to be', to discuss days and months, eg. <i>Hier <u>c'était</u> dimanche, Le mois prochain <u>ce sera</u> mars, Ce mois-ci <u>c'est</u> Janvier,</i> • recite numbers to 50 	<ul style="list-style-type: none"> • ask and answer questions on the topic of the universe, • create spoken sentences, that include nouns, verbs, adjectives, adverbs, conjunctions and prepositions of place, • express annoyance, surprise, disappointment and joy, • convey meaning through gesture, tone of voice and facial expression, • memorise and recite a selection of short, spoken texts, eg. a short piece of non-fiction on an aspect of the universe, • recite two, three and five timestables, • recite numbers to 60 	<ul style="list-style-type: none"> • memorise and recite a selection of short, spoken texts, eg. a short description of a scene, a traditional song, a shopping list, • learn and use the verbs 'avoir and 'aller', in asking and answering questions, • tell the time on the hour and at half past the hour, • create more complex spoken sentences - expressing likes and dislikes and giving reasons – using conjunctions, <i>et, mais, parce que,</i> • learn and use more precise adjectives, to describe tastes, • to use the negative, • recite numbers to 100

<p>Reading</p>	<p>Children will:</p> <ul style="list-style-type: none"> • recognise and read familiar words and phrases from stories, • sing along with traditional songs, looking at the lyrics, • study the text of finger rhymes that they can already say from memory 	<p>Children will:</p> <ul style="list-style-type: none"> • understand and read out familiar written phrases and sentences from their own writing, • listen to stories, following and joining in with parts of the narrative, • read aloud words and phrases from the bank of taught vocabulary 	<p>Children will:</p> <ul style="list-style-type: none"> • read, with guidance, and show understanding of story books and non-fiction texts, • pronounce words, phrases and sentences with some accuracy, having been first modelled, • with some guidance, use reading cues, to gain meaning 	<p>Children will:</p> <ul style="list-style-type: none"> • re-read story books and non-fiction texts, • pronounce words, phrases and sentences with greater accuracy, • use a dictionary to gain meaning
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<p>Writing & Grammar</p>	<p>Children will:</p> <ul style="list-style-type: none"> • copy simple vocabulary, eg. names of colours, stationery, numbers, days of the week, • write some single words from memory, with plausible spelling, • write simple sentences that include the indefinite article (<i>un, une</i>), nouns, a verb (<i>c'est / je mets/ voici</i>), adjectives (<i>colours</i>) and a conjunction (<i>et</i>), • using a word bank, write simple sentences with lists, • begin to use correct word order, • use dictionary skills, to put words in order 	<p>Children will:</p> <ul style="list-style-type: none"> • write words, phrases and simple sentences, using a writing frame, as a model, • begin to learn and memorise the spelling of most of the taught bank of vocabulary, and some of this with accuracy, • use the indefinite article, • be introduced to the definite article, and begin to use it, • be introduced to adjectival agreement, for single nouns, and begin to use this with some accuracy, • use correct word order, • to use prepositions of place, to start a sentence, • begin to conjugate verbs, for use in the third person, eg, <i>Le lion nage</i>. • complete simple dictation tasks, 	<p>Children will:</p> <ul style="list-style-type: none"> • write sentences that they have practised orally, • spell the taught bank of vocabulary with greater accuracy, • use the definite article with singular and plural nouns, • use adjectival agreement for singular nouns, with adjectives that precede or follow the noun, • begin to use adjectival agreement for plural nouns, • learn to spell plural nouns that do not follow the usual rule, • say and write the date, • conjugate and use the verbs 'entendre' and 'voir', for the first person, in own sentence writing, • begin to check 	<p>Children will:</p> <ul style="list-style-type: none"> • independently write more complex sentences and paragraphs, using vocabulary they have learned, • spell vocabulary accurately, • use the definite article for singular and plural nouns, and begin to use determiners – <i>mon, ma, mes, tes, ses and des, as a determiner</i>, • use adjectival agreement for singular and plural nouns, • to use adverbs of time – <i>Quelquefois, Maintenant, Aujourd'hui, À...</i>, • conjugate verbs for singular subject pronouns – <i>je, tu, il, elle</i>, • begin to plural subject pronouns – <i>ils and elles</i> – with subject/verb
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		<ul style="list-style-type: none"> • find words in dictionaries 	spellings, using a dictionary	<p>agreement,</p> <ul style="list-style-type: none"> • learn, and use in written sentences, common expressions, using the verb 'faire' and 'entendre', • write a poem, using the verb 'aller', and rhyming French place names, • use a dictionary to find words needed and to help with spellings
Cultural Capital	<p>Children will:</p> <ul style="list-style-type: none"> • learn finger rhymes and traditional songs. 	<p>Children will:</p> <ul style="list-style-type: none"> • learn finger rhymes and traditional songs. 	<p>Children will:</p> <ul style="list-style-type: none"> • listen to music by a native speaker. 	<p>Children will:</p>

	<ul style="list-style-type: none">• study places of interest, in Paris• learn about a traditional French food – la galette.• understand gestures, tone of voice and facial expressions, when addressing others.	<ul style="list-style-type: none">• study in further detail some French celebrations – La Fête des Rois, La Fête de Saint Nicolas, and make comparisons with similar festivals in British culture.• study a French recipe, and learn about some typical French foods,• look at sights of a region of France (the Dordogne).• listen to music by Ravel.	<ul style="list-style-type: none">• study images of the town of Vichy• consider social situations when some foods are eaten.	<ul style="list-style-type: none">• taste and learn about French foods and café culture.• compare regional foods of the UK to regional French foods.• reflect on a well-known folk story.
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