

French at Alexandra Park Junior School



Curriculum Offer

Stage 1 - Quality First Teaching. Every child receives at least:

- *Whole class French lessons 30mins per week with cross-curricular and enrichment opportunities.
- *Whole-school French enrichment day with consolidation planned activities and promotion of French culture.
- *Whole school assembly to promote French.
- *Access to online subscription services for home practice with Language Angels.
- *Knowledge organisers for every unit of learning to support in lessons.
- *Retrieval activities at the start of every lesson to embed French phonics.
- *Sentence builders to support spoken and written language.

Stage 2 - Additional Support

- *In class focus group with adult giving additional feedback on learning.
- *Adapted tasks that match the pupils starting points.
- *~~Targeted~~ resources used to support vocabulary.
- *Sentence stems.
- *Targeted feedback.

Stage 3 - Intervention

- During pre-assessment, children who have limited knowledge or gaps in learning are identified and appropriate targeted intervention is put into place including:
- *Small group work.
 - *Peer support.
 - *PPI.

Stage 4 - Further Support

- If summative assessment does not show sufficient progress being made despite intervention, liaise with SENDCO.

Curriculum Intent

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.



Curriculum Intent

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Long Term Plan

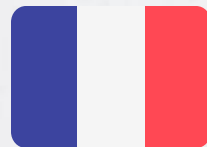


Alexandra Park Junior School

French Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	French Day enrichment
Year 3	Phonics Lesson 1 * <i>La phonétique</i> I am learning French * <i>J'apprends le français</i>	Animals * <i>Les animaux</i> Christmas * Lesson 1 <i>Joyeux Noël</i>	Shapes ** <i>Les formes</i>	Seasons ** <i>Les saisons</i>	Fruits *** <i>Les fruits</i>	I am able ... *** <i>Je peux</i>	Classroom Instructions * <i>Les Instructions</i> Days of the week * <i>Les jours de la semaine</i> Numbers ** Lesson 1 <i>Les nombres</i> Cultural lesson 1 <i>La Carnaval de Nice</i>
Year 4	Phonics Lesson 2 * <i>La phonétique</i> Presenting myself * <i>Je me présente</i>	My family ** <i>Ma famille</i> Christmas * Lesson 2 <i>Joyeux Noël</i>	Do you have a pet? ** <i>As-tu un animal?</i>	In the classroom ** <i>En classe</i>	At the tea room/café/restaurant ** <i>Au salon de thé</i>	The Romans *** <i>Les Romains</i>	Numbers ** Lesson 2 <i>Les nombres</i> Mental maths ** <i>Le calcul</i> Colours ** <i>Les couleurs</i> Months of the year * <i>Les mois</i> Cultural lesson 2 <i>La Fête des Rois</i>
Year 5	Phonics Lesson 3 <i>La phonétique</i> The date ** <i>La date</i>	What is the weather? *** <i>Quel temps fait-il?</i> Christmas * Lesson 3 <i>Joyeux Noël</i>	My home *** <i>Chez moi</i>	Clothes *** <i>Les vêtements</i>	The Olympics *** <i>Les jeux olympiques</i>	Habitats *** <i>Les habitats</i>	What time is it? *** <i>Quelle heure est-il?</i> Numbers ** Lesson 3 <i>Les nombres</i> Cultural lesson 3 <i>Le Poisson d'avril</i>
Year 6	Phonics Lesson 4 <i>La phonétique</i> At school ** <i>A l'école</i>	Planets ** <i>Les planètes</i> Christmas * Lesson 4 <i>Joyeux Noël</i>	At the weekend ** <i>Le week-end</i>	Healthy lifestyle ** <i>Manger et Bouger</i>	Vikings *** <i>Les Vikings</i>	Me in the world *** <i>Moi dans le monde</i>	Dictionary skills * Numbers ** Lesson 4 <i>Les nombres</i> Cultural lesson 4 <i>La fête nationale française</i>

The units we teach are taken from the Language Angels scheme of work but their sequence has been determined by the French lead with carefully planned additional units weaved throughout to support consolidation and enrichment of the curriculum, making links to wider learning where appropriate.





Progression of skills and knowledge

The Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels 'Teaching Type'. It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'.



Substantive knowledge (receptive skills)

Disciplinary knowledge (Productive skills)



	Listening	Speaking	Reading	Writing	Grammar
Year 3	<p>Listen and responds to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes and songs)</p> <p>Develop understanding of the sounds of individual letters and groups of letters</p>	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself)</p> <p>Speak aloud familiar words or short phrases in chorus</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling</p>	<p>Recognise and understand familiar written words and short phrases in written text</p> <p>Read aloud familiar words or short phrases in chorus</p>	<p>Write some familiar simple words from memory or using supported written materials</p>	<p>Start to understand the concept of gender (masculine, feminine, neuter)</p>

Retrieval in French

Throughout every unit of learning there are opportunities to recall previously taught language, each unit then allows pupils opportunities to use this language in new contexts wherever possible.

All units have built-in retrieval slides at the beginning of lessons, so anything covered in a previous lesson is automatically revisited through a task before new knowledge is introduced.

Additional to the Language Angels scheme of learning, we have retrieval activities focused on French phonics to aid pupils in accuracy in reading and speaking French in lessons. They are specifically designed to match learning in planned units and to progressively build skills.

Our approach will ensure that pupils will 'learn more and remember more.'

Retrieval - fill the gaps and pronounce the word.

on

ou

oi

ch

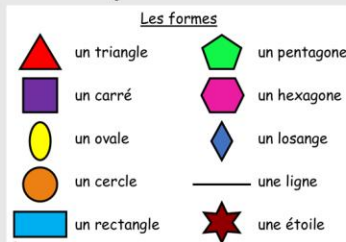
B__j__r!

Implementation

- Pre Assessment is done at the start of every French unit through an elicitation task. This is to determine which pupils have retained knowledge taught before and which pupils need additional focused support in lessons to make expected progress. Teachers map this out on the grid displayed here.

Elicitation task

- Look at the shapes below and discuss with your shoulder partner:
- What are their names in English? (Don't worry about the French just yet!)
- Can you name the colours in French?
- Count them in French, how many are there in total?



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To Learn, Be Happy and Achieve Our Best

Pre Assessment Grid

Subject: _____ Unit: _____
 Term: _____ Date: _____

Wave 1	Wave 2	Wave 3

Macrosopions to address

Implementation

- French is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff.
- Teachers plan their lessons using the Language Angels scheme of work, subject leader exemplars and can supplement this with their own ideas and experience and those of their colleagues.
- The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. Lessons are adapted to meet need through use of scaffolds, prompts, peers and outcomes. Challenge is planned for throughout the units to stretch learners.
- Each class has a timetabled lesson of at least thirty minutes per week and an enrichment day is to be planned in the year to provide additional opportunities to explore and apply the language learned.
- French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Implementation

- French lessons include:
 - PowerPoints and interactive whiteboard materials
 - Interactive games (which pupils can access from home to consolidate their learning)
 - Songs & raps
 - Adapted desk-based consolidation activities
 - Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise
- Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar). The units start with a heavier emphasis on phonics, listening and reading with speaking and writing built up across the half term (following the MARS structure of lesson theory)

Implementation

- French Grammar

Teachers are provided with a Progression Map to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units (Year 3).
- We move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units (Years 4 and 5).
- We end with opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units (Year 6).

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

Implementation

- Word Aware

Word aware is woven throughout our entire curriculum. Key vocabulary is chosen to promote throughout this lesson as desired for all pupils to use consistently and accurately by the end of each session. Spoken language objectives are also identified for assessment in each French lesson.

Word Aware



All



Yes - *Oui*

Most



No - *Non*

Some



Well done - *Tres bien*

Use these words when talking in French with your partner in your lesson today to earn Dojo points!

Implementation

- Knowledge organisers

Knowledge organisers have been devised for each unit of learning in the curriculum. These are given to all pupils to support their development in French learning as a tool to refer to in lessons.

They all contain a word bank for key vocabulary, phonic knowledge that is pertinent to the unit and grammatical key teaching points that have to remember.

As-tu un animal ?

phonics

é sound in: • Cécile

eau sound in: • oiseau

silent letters

There are many last consonant silent letters in French. The final letter 'c' is silent in the word 'souris'. The 't' is silent in the word 'chat'.

elision

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so 'je' becomes 'j' as in 'j'ai'.

vocabulary

8 common pets & their determiners.



Key questions:

Do you have a pet?

As-tu un animal ?

A wider range of conjunctions:

mais (but)

grammar

To understand the role of gender in the choice of determiners.

un (singular determiner for masculine nouns) **une** (singular determiner for feminine nouns)

Est person conjugation of high frequency verbs:

j'ai I have

How to use the negative form in French.

Je n'ai pas de... I do not have...

What I will learn:

- Objective 1: I will revise 8 common pet nouns in French with their determiners.
- Objective 2: I will learn how to say I have a pet in French.
- Objective 3: I will also learn how to say what my pet is called in French.
- Objective 4: I will learn how to say what pet I do not have in French.
- Objective 5: I will learn how to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.

As-tu un animal ?





Diversity and Inclusion

'No matter what type of school they attend, it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.'

Alexandra Park Junior School will endeavour to support the personal development of our pupils. We weave the teaching of diversity, inclusion, British Values and the protected characteristics in every curriculum area and French is no different.

There are ample opportunities within the Language Angels platform we use and the units we have chosen, to support a whole school approach to the deeper understanding of the diverse and multi-cultural world our pupils are growing up in, as well as a world free of discrimination. There are many positive, age-appropriate references to the wider world, other countries, languages, beliefs, traditions and celebrations throughout the curriculum we deliver.

Examples:

- Disability - Pupils will see a variety of disabilities positively represented in the resources we use.
- Race - Pupils will see a variety of ethnic minorities represented positively throughout, most explicitly in the units 'Presenting Myself' and 'Me in the World'.
- Religion - Pupils will see a variety of religions and beliefs represented positively throughout all units, most explicitly in the 'Me in the World' unit where characters from around the globe celebrate their faith, religious celebrations and traditions.

Impact

Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate, tasks completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in French to a centralised secure file store on their Sonar app.

All of this information along with the pupil's individual reports can be forwarded to their secondary school at time of transition.

Impact

Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every unit of learning:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Impact

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly spotlights conducted with SLT with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

The Subject Leader will encourage, where appropriate, class assemblies and presentations in French. They will also encourage cross-curricular topics be taught in French to knit together various areas of the curriculum.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings..

Display around school



Enrichment Opportunities

To continually raise the profile of French, we have a French Day planned annually in the school calendar. The activities each year group completes on this day are progressively planned for retrieval and consolidation of what has been taught, applying previously taught content into new contexts and the learning of the French culture through food, festivals and songs.

Active Learning and Oracy

At Alexandra Park Junior School, we support pupils in becoming increasingly articulate young individuals who are able to express their own ideas confidently in both the first and second language. We use the Language Angels scheme to aid our teaching as it promotes spoken activities in all lessons to encourage communication which we believe needs to be actively taught and practised in all areas of the curriculum. The oracy developed in French will increase confidence, improve academic outcomes and encourage both independent and group work.



Children learn to play a traditional French boules game.

Enrichment

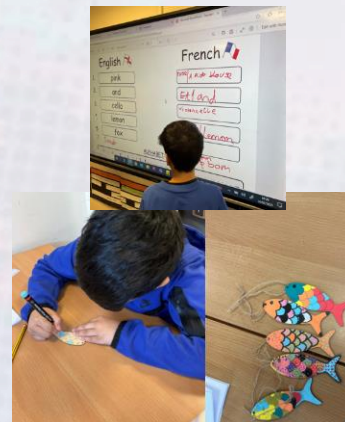


All children had the opportunity to taste French food, from snacks at playtime to a fully themed lunch

At Alexandra Park Junior School, we hold an annual 'French Day'. This is an opportunity for pupil to try French food, learn more about the culture and celebrations, consolidate the basic vocabulary and most importantly enjoy becoming linguists!



We had a competition to recreate the Eiffel Tower using different materials at home.



Lesson were focused on developing basic language and learning about different festivals in France.

Enrichment

At the end of Autumn 2 term we have special lessons to learn about how France celebrates Christmas. Everyone learns the song 'Vive le Vent' which we perform in a celebration assembly.





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Year 3 French

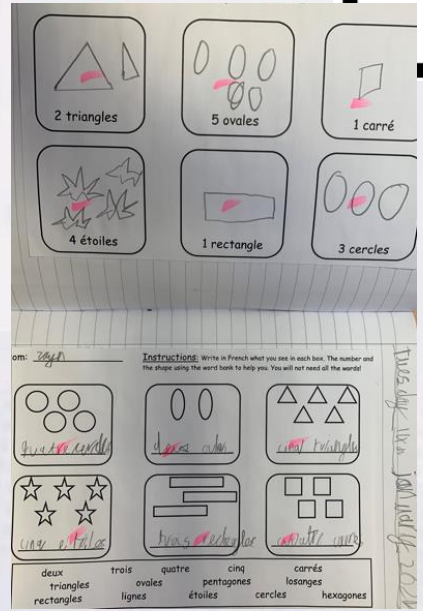
Year 3 French



We can say the names of animals in French



We can say the names of animals in French



We use whiteboards as an assessment for learning tool in our lessons.

In Year 3, we start learning to write French vocabulary





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Year 4 French

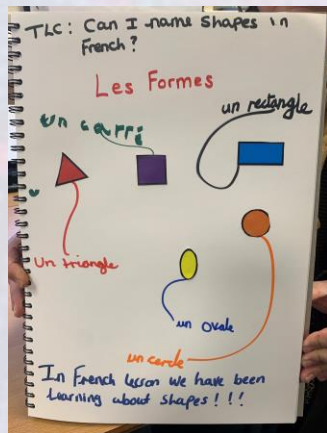
Our teachers model speaking in French for children to repeat.

Year 4 French



Avez-vous un frère ou une sœur ?

We ask and answer questions to help us bring together our known vocabulary.



We love learning songs in French!

J'ai two frères et two sœurs.





Year 5 French



We enjoy learning French through song.

Year 5 French



To improve our pronunciation we listen and repeat.

For French day we learned about 'Poisson D'Avril'



We recap previous learning before applying it to different contexts.





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Year 6 French



In Year 6 French, we apply what we have learned before to build up our sentences.



Year 6 French

To improve our pronunciation we listen and repeat.



Circle the correct answers to the questions in English below based on the text in French.

what the girl says about what she does at the weekend.

Amaya / Fawzi

Normalement pour ma santé je ne mange pas de viande rouge mais je mange de la viande blanche et du poisson. Chaque jour je mange du pain complet et je ne mange pas de pain blanc. Je mange aussi des fruits et légumes et je ne mange pas de frites et je ne mange pas de biscuits. Je bois du lait entier et je ne bois pas de lait entier. Je ne joue pas aux jeux électroniques mais chaque jour je fais du cyclisme et je fais des promenades avec mon chien. Mon chien s'appelle Fedo.

Zabere mon chien!

1) Does she eat red meat? YES NO
 2) Does she eat brown bread? YES NO
 3) Does she eat chips? YES NO
 4) Does she mention water? YES NO
 5) Does she mention fizzy drinks? YES NO
 6) Does she mention skimmed milk? YES NO
 7) Does she play video games every day? YES NO
 8) Does she go on her bike every day? YES NO
 9) Does she have a pet? YES NO
 10) Does she take the dog for a walk every day? YES NO

Pour ma santé je ne mange pas de viande rouge mais je mange du poisson. Je bois de l'eau et je ne bois pas de lait entier. Je ne regarde pas la télévision mais je fais du tennis et je joue au foot.

1) What DOES she eat? du poisson fish
 2) What does she NOT eat? viande rouge meat
 3) What DOES she drink? du lait milk
 4) What does she NOT drink? Fizzy drinks and alcohol
 5) Which two activities DOES she do? foot ball tennis

We have options to challenge ourselves in lessons.

Reading Exercise	Writing Exercise
Can you read the passage in French below and then answer any of the questions in English?	Can you write any of the following five phrases in French?
Pour ma santé je mange du poisson et des fruits. Pour ma santé je bois de l'eau. Pour ma santé je ne mange pas de frites, je ne mange pas de biscuits et je ne mange pas de bonbons. Je fais de la natation mais je ne regarde pas la télévision.	For my health... <u>Pour ma santé.</u>
What do I eat to stay healthy? <u>Fruits and fish</u>	I eat some red meat <u>Je mange de la viande rouge.</u>
What do I drink to stay healthy? <u>Water</u>	I do not eat chips <u>Je ne pas des frites.</u>
What do I NOT eat to stay healthy? <u>Chips biscuits and bonbons</u>	I play football <u>Je joue au foot.</u>
What sport do I do? <u>Swimming</u>	I do not watch TV <u>Je ne pas regarde la télévision.</u>
Do I watch television? <u>NO</u>	

We are assessed every half term on our listening, speaking, reading and writing skills.

1 Introduce yourself.

Je m'appelle _____

J'ai _____ ans.

J'habite à _____

2 What do you do at the weekend?

Je me lève Je prends mon petit-déjeuner
 Je vais au cinéma Je lis des bandes dessinées
 Je joue au foot Je joue à l'ordinateur
 Je vais à la piscine Je regarde la télé
 J'écoute de la musique Je me couche

3 At what time?

à deux heures à trois heures à quatre heures à cinq heures
 à six heures à sept heures à huit heures à neuf heures
 à dix heures à onze heures à midi à deux heures
 à trois heures à quatre heures à cinq heures à six heures
 à sept heures à huit heures à neuf heures à dix heures
 à onze heures à midi à deux heures à trois heures

4 New sentence!

C'est
 ↓
 it is...
 et
 ↓
 and...

5 Add your opinion.

général (amazing)	fatigant (tiring)
super (great)	nul (not great)
amusant (fun)	barbant (boring)



We use oral scaffolds to present information about ourselves to others in class, then challenge ourselves to not use the scaffolds!