



French Learning Journey



Curriculum Design:

Cumulative:

At William Davis our French curriculum is organised to ensure sound progression in developing language knowledge and skills across Key Stage 2. We deliver this using a high quality scheme of work from CUSP French. The curriculum is designed with cumulative progression at its core, with six units taught across each year group from Years 3 to 6, and key knowledge being revisited and built upon each year. For example, the Year 3 Block B unit, delivered in Autumn 2, 'Colours, Emotions and Numbers' is revised and extended in Block B Year 4, then revised and developed further in Block B Year 5 and Block B Year 6. Although our formal French curriculum begins in Year 3, we lay the foundation for our taught curriculum by providing opportunities for children in EYFS and KS1 to experience French through songs and simple greetings.

Coherence

Our French curriculum is centered around the key linguistic strands of vocabulary and phonics, oracy, reading, writing, grammar and cultural knowledge. The strands are taught across each unit and progression is tracked using end goals based on knowledge and skills that incorporate the strands. The linguistic strands are further developed across each year group, deepening children's knowledge as they continue their learning journey.







Connections

Where possible our French lessons link to learning in other subjects, so that connections can be made and understanding deepened. The acquisition of French vocabulary across a wide range of topics lends itself to building meaningful connections to the history, geography, art, DT and science programmes of study. Here are a few examples: naming colours in the French curriculum links to the study of colour in art; describing foods and meals in French links to food technology work in DT; giving directions and naming the compass points in French links to map work in geography; talking about animals in French links to the scientific study of animals including humans. Furthermore, the introduction to each French lesson contains a cultural question or discussion point based on significant French figures, customs or landmarks. This cultural knowledge can also be linked to pupils' learning from the wider curriculum, for example, their study of significant artists or musicians.

Context

We made the carefully considered decision to choose French as our Modern Foreign Language for a number of reasons linked specifically to our locality and school community. French is a language widely spoken in London, particularly within the City of London which is in close proximity to our school. Quick rail links make visiting France accessible for many Londoners and by teaching French we hope this will inspire our pupils to take advantage of this opportunity as they grow older. As an area with high levels of economic disadvantage it is vital that we provide our pupils with the cultural capital that they may not otherwise acquire. A sound foundation in French will equip our students with the linguistic, grammatical and broader cultural knowledge that will enable them to flourish in secondary school and beyond.

How our French curriculum is organised

Linguistic Strands	
<p><u>Vocabulary and phonics</u> Listening to, understanding and recalling words used in French. Knowing how to pronounce sounds and words in French.</p> 	<p><u>Oracy</u> Speaking in clear, accurate phrases and sentences. Building conversations.</p> 
<p><u>Reading</u> Reading French text with accuracy and understanding.</p> 	<p><u>Writing</u> Writing simple sentences in French with accuracy and understanding.</p> 
<p><u>Grammar</u> Knowing and using the system of language rules that apply to French words, phrases and sentences.</p> 	<p><u>Cultural knowledge</u> Knowledge of French people, art, food, customs and the French way of life.</p> 

Long term sequence

Year	Block A	Block B	Block C	Block D	Block E	Block F
3	Greetings and the classroom	Colours, emotions and numbers 0 - 10	Introductions and questions	Working together (Following instructions)	Playing together (Asking to play)	Eating together
4	The calendar (Days, months, date)	Colours, emotions and numbers 0 - 20	Items from daily life (Items for a day trip)	Learning together (Subjects and school)	The natural world (Animals and plants)	Celebration (Bastille Day)
5	Local places (Amenities)	Emotions and numbers 0 - 100	Friends and family	Working together	Playing together (Sports and hobbies)	Eating together (Preparing a meal)
6	Where I live (Homes)	Emotions and numbers - beyond 100	Items from daily life (Money and personal effects)	Learning together	The natural world (The environment)	Visiting France (Directions and transport)

End points

Pupils work towards and are assessed against a clear set of end points for each unit.

Year 3

Block A: How to greet people, how to say colours, naming some classroom objects.

Block B: How to count to ten, how to say colours, words to describe emotions.

Block C: Asking / saying their name and age, asking about / describing feelings.

Block D: Using please / thank you / I would like correctly, writing sentences with known verbs / nouns, conjugate 'er' verbs in the first and second person.

Block E: Words for different sports, using 'faire' and 'jouer' correctly, prepositions au, a, la, a 'l, use the future tense.

Block F: Verbs for eating and drinking (manger, boire), reading/understanding a menu, use vocabulary relating to food and drink.

Year 4

Block A: Days of the week, months of the year, numbers 1 - 20.

Block B: Counting classroom objects, using colours to describe nouns, ask and answer questions about colours, conjugate avoir in the first and second person singular.

Block C: Describe items to take on a day trip, build sentences using nouns and the colour adjective, use the negative form of 'to have' in the first person singular.

Block D: Describe the school day, know the French words for school subjects, construct sentences using the negative form of known verbs in the first and second person.

Block E: Feminine and masculine animal nouns, the order of nouns and adjectives in a sentence, how to describe a simple setting using taught nouns, read and translate sentences using the phrase 'il y a'.

Block F: To talk and write about celebrations using the correct nouns / verbs, using 'c'est' and 'ce ne pas' to compare celebrations.

Year 5

Block A: Describe places in a town, ask for and give directions, use the compass points.

Block B: Numbers up to 100, expressing emotions using the first and second person singular, correctly use the feminine and masculine form of some adjectives.

Block C: Using 'le, la, 'l, les', naming and describing family members, using auxiliary and reflexive verbs.

Block D: Describe some jobs / professions using the correct masculine / feminine form, use 'qui' in a relative clause.

Block E: Say and write simple sentences about sports, name different hobbies, read questions and respond with the affirmative or negative.

Block F: Read a shopping list, follow a recipe / give instructions for food preparation, use phrases 'c'est' and 'ce sont' accurately.

Year 6

Block A: Use the verb 'habiter' in single, first and second person, describe the position of places and rooms in a house, use adjectives of size and colour.

Block B: Use ordinal numbers 1st to 5th, describe a friend using the second person singular, use sentences in the negative form.

Block C: Ask and answer questions relating to shopping, ask for the price of goods, use the negative form 'ne pas' with verbs and adjectives.

Block D: Describe the school day using ordinal numbers, read and describe a school timetable, use colour and size adjectives to describe the contents of a pencil case.

Block E: Name and describe animals, read and translate sentences about some plants and animals, use the future tense, describe a setting using adjectives, nouns and numbers.

Assessment

Assessment of MFL is largely formative and based on the pupil outcomes from each lesson.

The following is used to assess pupils' knowledge and understanding of language and pronunciation:

- 'Your turn' independent tasks: opportunities to assess pupils' learning in a lesson and adjust teaching accordingly if further support or extension is needed for groups / individuals.
- 'Remember tasks' at the start of each lesson allow for assessment of pupils' learning from previous lessons. Teaching can then be adjusted with further support built in if needed.

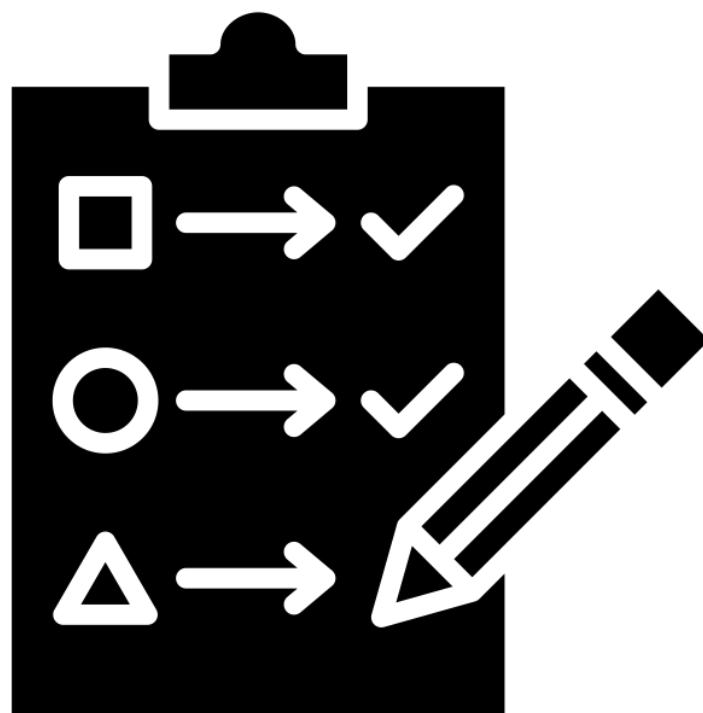
Formative assessment

- Quizzes at the end of each block provide evidence of progress towards expectations and end goals for each sequence of learning.

Teaching in the following lesson(s) is then adapted to address any gaps in knowledge flagged in the quizzes.

A simple progression tracker for each class is completed at the end of each term using data from the quizzes in order to monitor pupil progress against end points and ensure that support can be targeted at any pupils who have found unit content more challenging.

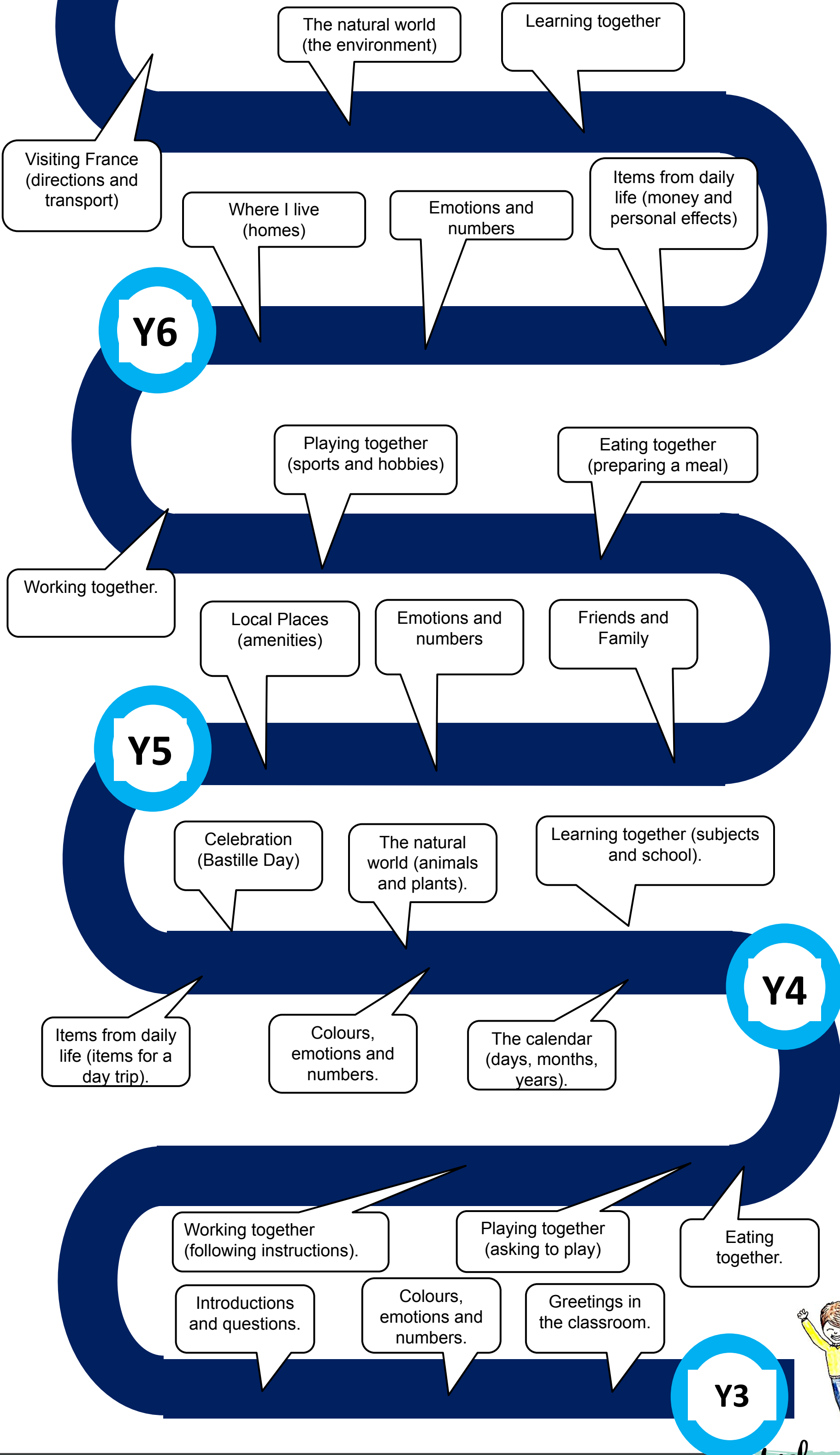
The progression trackers are also used as a reference point for teachers when reporting to parents at different points in the year and particularly when writing end of year reports.



How do we adapt our French curriculum to include all learners?

It is our expectation that all pupils participate fully in French lessons. A small number of pupils may be working towards adapted end points for French or may be working at a pre-subject specific stage of development. Details of the provision for these pupils can be found in their individual learning plan.

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