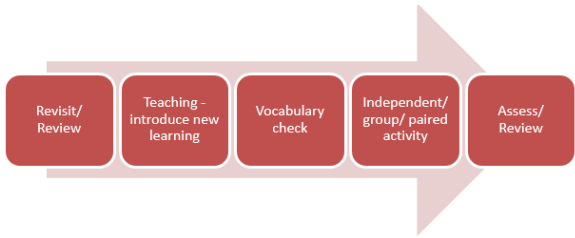


Sutton Park Primary School

French

Curriculum Progression		Intent
<p>Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum. Our curriculum has been designed to follow units that build on prior knowledge throughout KS2 through the following concepts:</p> <ol style="list-style-type: none"> 1.) Listening <ul style="list-style-type: none"> • Repeating words modelled by the teacher and responding to familiar phrases • Picking out known words or specific vocabulary in an 'authentic' conversation and understanding main points of a spoken passage. 2.) Speaking <ul style="list-style-type: none"> • Learning specific vocabulary and developing accuracy in pronunciation • Using common phrases • Performing short role plays on one topic with several exchanges • Asking and answering questions • Engaging in short scripted conversations being able to describe people, places, things and actions 3.) Reading <ul style="list-style-type: none"> • Recognising written vocabulary such as single words, phrases or a paragraph. 4.) Writing <ul style="list-style-type: none"> • Copying simple vocabulary and writing some single words • Writing several short phrases or a short, simple paragraph from memory. 5.) Grammar <ul style="list-style-type: none"> • Using masculine and feminine nouns • Using prepositions of place and sequencers • Using adjectives to form simple sentences. 		<p>Whilst the National Curriculum does not stipulate specific expectations for each year group, our units are covered in progressive difficulty from the expected outcomes in Year 3 units, to more demanding language expectations by the end of Year 6 units. Throughout each unit, whenever new language is presented, children are given repeated opportunities to practise and develop both their spoken and written language. Those points are then revisited within subsequent lessons and units, to support retrieval and retention of knowledge. Each of the units per year group, cover all four areas of development, which we aim to lay the foundations for further study within KS3. The content progressively focusses upon grammatical understanding and phonics, learning basic grammar which is appropriate to the French language. The content is intended to be both memorable and engaging, with a focus upon songs, rhyme and actions throughout the delivery of units, to aid understanding.</p>
<p><u>Sutton Park Curriculum Drivers</u></p> <p>Aspiration (so that our children always strive for success and aim high in all they do); Communication (so that our children can develop the language and skills necessary to communicate effectively); Understanding (so that our children understand where they came from, where they are going and to appreciate the diversity of different communities and individuals) and Restorative Behaviours (so that our children take responsibility for their actions and can build successful relationships).</p>	<p><u>Lesson Structure</u></p> <p>Each session follows a clear structure supported by Rosenshine's Principles of Instruction (Review, Check for Understanding, Provide Models, Provide Scaffolds, Guide practice).</p>  <pre> graph LR A[Revisit/ Review] --> B[Teaching - introduce new learning] B --> C[Vocabulary check] C --> D[Independent/ group/ paired activity] D --> E[Assess/ Review] </pre>	<p><u>Cultural Capital</u></p> <p>We aim to provide quality activities where the children can gain wider context of their study of language. This will be achieved through the understanding of how different cultures and languages work in France and other French speaking countries, encouraging the children to have a global and outward view of the world. This will come through studying the etymology of words (gender nouns and the formal and informal ways of speaking in the French community.) We can also see this through the study of popular sports (Tour de France), classical French music and cinema.</p>

French Whole School Overview

	Autumn	Spring	Summer
Year 3	Greetings/Introducing yourself Simple greetings, making simple statements about name and age, asking simple questions, numbers 1-10 Games and Songs Numbers 11-20, asking and answering simple questions and Expressing preferences	Celebrations Making simple statements about activities, expressing praise, months of the year, Writing an invitation, Following instructions (games) People Making simple statements about appearance (body parts, colours), giving a simple description of a person	All aboard- Travel/Weather Making statements about travel, describing the weather, days of the week
Year 4	L'argent de poche- pocket money Expressing likes/dislikes about toys, justification of opinions, numbers 21-39, simple prices Vive Le Sport! Discuss sporting and hobby preferences, making simple statements about diet	Animals/ Les Quatre Armes Give a simple description of an animal, making simple statements about movement, respond to a story Le Carnaval des animaux Give a simple description of an animal and their habitat, animal sounds, phonic focus	
Year 5	Journey to School Alphabet, describing a journey to school, giving simple directions, using repair strategies to keep a conversation going Bon Appetit! Talking about what has been eaten and drunk, expressing likes, dislikes and preferences, following and writing instructions (as in a recipe)	The Planets Describe the Planets, making statements (about the position of a planet), classifying nouns, adjectives and verbs The 4 Seasons Making simple statements (about months and seasons), describing the weather, using adjectives as antonyms	
Year 6	Beach scene Giving a simple description of a scene or place, using adjectives to add interest and detail to a description, writing instructions Our School Making statements about the school environment (places/ subjects), telling time using half-hours, quarter hours and 24hr clock notation	Then and Now Making statement about places in a town, asking questions about places in a town, saying the year (eg mille neufcent quarante huit) Monter un café-creating a café Understanding quantities of food, using transactional language for a café, seeking clarification of meaning	Bastille Day <i>Exploring French culture through Bastille Day celebrations</i>

Assessment

Retrieval based learning techniques used throughout the unit to ensure pupils' remember more.

Teachers build a picture of pupils' capabilities throughout the year using formative assessment.

Pupils are assessed at the end of each academic year

Impact

Children are engaged within French lessons and curious to discover, learn and remember more and have the confidence to attempt to speak a new language that is not their own.

They have high aspirations to travel and explore the world through the learning of language. Children will have an awareness of other countries and places that speak a different language and acquire early learning language skills, which provide the foundations to build upon in further education.

Work is of a high quality, demonstrating how pupils are acquiring an enthusiastic attitude when learning and exploring a new language or country and understand British culture and how this may be similar or different to other countries.

Key Sequence of Learning for French

