



# **French Teaching and Learning Policy**

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# French Teaching And Learning Policy

## Introduction

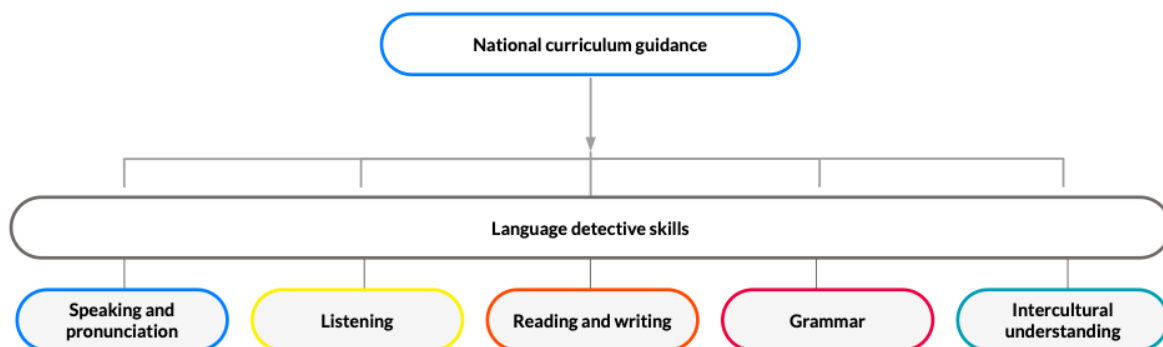
At Howard Park, we offer children a French curriculum that underpins the requirements of the Key Stage 2 National Curriculum, whilst instilling children with a love of language learning. Through written and spoken French, we wish to instil learners with a sense of passion and confidence when using an additional language to communicate.

We aim to give pupils a foundation for language learning. By doing this we are encouraging and enabling them to apply their knowledge and skills to learn further languages, developing a strong understanding of the English language whilst facilitating them in their future study by opening opportunities to allow them to work in other countries in the future.

This area of the curriculum underpins our values as a school. Through pupils holding an appreciation and understanding of an alternative culture, students are encouraged to understand and be respectful of the differences and similarities we hold with different countries. Learning the French language also provides the opportunity for all children to be ambitious learners, unlocking the door to a range of opportunities and experiences. As a school we wish to further improve our student's reading and writing. We believe that by pupils having an awareness of cognates and near-cognates, they will be able to tackle unfamiliar words in French, English and other languages.

## French At Howard Park

From the National Curriculum, there are 6 key strands with run throughout our teaching of the French language. Within each year of children's language learning, these key strands will be built upon and refined.



The curriculum overview shows which units cover each of the National Curriculum attainment targets as well as incorporate children's language detective skills.

## Progression Of Skills

### Strand One – Speaking and Pronunciation

National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b>	Asking and/or answering simple questions  Forming simple statements with information including the negative  Practising speaking with a partner	Recognising and answering simple questions which involve giving personal information  Beginning to form opinion phrases  Beginning to use conversational phrases for purposeful dialogue	Forming a question in order to ask for Information  Presenting factual information in extended sentences including justification	Developing extended sentences to justify a fact or opinion  Planning, asking and answering extended questions  Engaging in conversation and transactional language
<b>Speak in sentences, using familiar vocabulary, phrases (and simple writing).</b>	Using short phrases to give information  Beginning to adapt phrases from a rhyme/song	Using a model to form a spoken sentence  Speaking in full sentences using known vocabulary	Rehearsing and recycling extended sentences orally  Planning and presenting a short descriptive text	Planning and presenting a short text  Modifying, expressing and comparing opinions
<b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b>	Repeating short phrases accurately, including liaison of final consonant before vowel  Listening and repeating key phonemes with care	Comparing sounds and spelling patterns with English  Listening and repeating further key phonemes with care	Using intonation and gesture to differentiate between statements and questions  Making realistic attempts at pronunciation of new, vocabulary  Listening and repeating key phonemes with	Discussing strategies for remembering and applying pronunciation rules  Speaking and reading aloud with increasing confidence and fluency  Comparing and applying pronunciation

			care applying pronunciation rules	rules or patterns from known vocabulary
<b>Present ideas and information orally to a range of audiences.</b>	Introducing self to a partner with simple phrases	Rehearsing and performing a short presentation	Adapting a story and retelling to the class	Giving a presentation drawing upon learning from a number of previous topics
<b>Describe people, places and things and actions orally</b>	Recognising and using adjectives	Choosing appropriate adjectives from a wider range of adjectives	Using adjectives with correct placement and agreement	Recognising and using a wide range of descriptive phrases

## Strand Two – Listening

National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Listen attentively to spoken language and show understanding by joining in and responding.</b>	Listening and responding to single words and short phrases  Following verbal instructions in French  Responding to objects or images with a phrase or other verbal response	Identifying items by colour and other adjectives  Listening and selecting information  Using language detective skills to decode vocabulary	Identifying items by colour and other adjectives  Listening and selecting information  Using language detective skills to decode vocabulary	Using prepositions to indicate the location of objects relative to something  Understanding directional language and phrases and prepositions to describe how to get to places e.g. the route to school  Recognising present and near future tense sentences (using aller + infinitive)
<b>Explore the patterns</b>	Listening and identifying key	Listening to songs, joining in	Matching unknown	Recalling and performing an

<b>and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</b>	words in rhymes and songs and joining in  Beginning to identify vowel sounds and combinations  Listening and noticing rhyming words	with songs and noticing sound patterns  Noticing and beginning to predict key word patterns and spelling patterns	written words to new spoken words  Recognising blends of sounds and selecting words to recognise common spelling patterns	extended song or rhyme  Listening to stories, songs or texts in French
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### Strand Three – Reading and Writing

<b>National Curriculum</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Read carefully and show understanding of words, phrases and simple writing</b>	Recognising some familiar words in written form	Noticing and discussing cognates and beginning to identify language detective strategies	Recognising features of different text types  Using a range of language detective strategies to decode new vocabulary including context and text type	Making increasingly accurate attempts to read unfamiliar words and phrases  Reading and using language detective skills to assess meaning including sentence structure
<b>Appreciate stories, songs, poems and rhymes in the language.</b>	Reading aloud some words from simple songs, stories and rhymes	Following a short text or rhyme, listening and reading at the same time	Reading and adapting a range of different format short texts	Reading and responding to an extract from a story, an e-mail message or song  Reading short authentic texts for enjoyment or information

<p><b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b></p>	<p>Beginning to develop dictionary skills</p> <p>Identifying cognates and near cognates</p>	<p>Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</p> <p>Using cognates and near cognates along with other detective skills to gist information</p>	<p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</p> <p>Using contextual clues and cues to gist and make predictions about meanings</p> <p>Gisting information from an extended text</p>	<p>Using a bilingual dictionary to select alternative vocabulary for sentence building</p>
<p><b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</b></p>	<p>Recalling and writing simple words from memory</p>	<p>Selecting and writing short words and phrases</p>	<p>Using existing knowledge of vocabulary and phrases to create new sentences</p> <p>Completing a gapped text with key words/phrases</p>	<p>Choosing words, phrases and sentences and writing as a text or captions</p>
<p><b>Use familiar vocabulary in phrases and simple writing.</b></p>	<p>Experimenting with simple writing, copying with accuracy</p>	<p>Making short phrases or sentences using word cards</p>	<p>Writing a short text using word and phrase cards to model or scaffold</p>	<p>Constructing a short text on a familiar topic</p>
<p><b>Describe people, places and things and</b></p>	<p>Recognising and using adjectives of colour and size</p>	<p>Using adapted phrases to describe an object or person</p>	<p>Using different adjectives, with correct positioning and agreement</p>	<p>Using a wide range of descriptive phrases</p>

actions orally and in writing.			Using language of metaphor and comparison	Recognising and using verbs in different tenses
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### Strand Four - Grammar

National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>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 to build sentences and how these differ from or are similar to English.</b>	<p>Beginning to recognise gender of nouns, definite and indefinite article</p> <p>Identifying plurals of nouns</p> <p>Recognising adjectives and placement relative to the noun</p> <p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p>	<p>Using indefinite article in the plural form</p> <p>Recognising and using possessive adjective 'my' and pronouns he/she/it</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives</p> <p>Recognising and using the negative form</p> <p>Using prepositions</p> <p>Making comparisons of word order in French and English</p>	<p>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</p> <p>Applying placement and agreement rules for adjectives</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Exploring verbs in infinitive form</p> <p>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</p> <p>Using comparative language</p>	<p>Accurately applying placement and agreement rules for adjectives</p> <p>Recognising and beginning to form some verbs in near future tense using <b>aller</b></p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Learning and using some common irregular verbs, e.g. <b>faire</b> 'to make/do'</p> <p>Understanding how word order differs between French and English</p> <p>Identifying word classes within a sentence</p>

National Curriculum	Year 3	Year 4
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<p><b>Feminine and masculine forms:</b></p> <p><b>Nouns</b></p> <p>(including articles, pronouns and plural formation)</p>	<p>To understand that every French noun is either masculine or feminine</p> <p>To know that the gender affects the form of the indefinite article <b>un</b> or <b>une</b></p> <p>To know that feminine nouns often (but not always) end in e</p> <p>To know that when we turn the statement <b>j'ai un/une</b> ('I have a...') into a negative <b>je n'ai pas de</b> ('I don't have a...') then we change the article from <b>un/une</b> to <b>de</b></p> <p>To know that if a word is plural, we cannot use <b>un</b> or <b>une</b> and instead use <b>des</b> (some)</p> <p>To know that when talking about a specific noun in French we use the definite article <b>le</b> (m.) <b>la</b> (f.) <b>l'</b> (m./f. before a vowel) or <b>les</b> (m./f. plural)</p> <p>To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator</p>	<p>To know that countries have different names in French and that each country is either masculine or feminine</p> <p>To know that <b>de</b> becomes <b>du</b> (not <b>de le</b>) when followed by a masculine noun</p> <p>To know that the definite article is used in French when saying the country, e.g.</p> <p><b>la France, le Royaume-Uni, les Pays-Bas</b></p> <p>To know whether to use the pronouns <b>il</b> or <b>elle</b> (<b>he or she</b>) when describing what someone is wearing</p>
<p><b>Feminine and masculine forms:</b></p> <p><b>Adjectives</b></p> <p>(position and agreement)</p>	<p>To know that adjectives of size are positioned in front of the noun in French e.g.</p> <p><b>un grand cercle</b></p> <p>To know that adjectives of colour are positioned after the noun in French e.g. <b>un cercle bleu</b></p>	<p>To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement</p> <p>To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine</p> <p>To know that most adjectives go after the noun in French</p> <p>To know that if the noun in a sentence is plural then the adjective describing it also becomes plural</p> <p>To know that the feminine and masculine form of some adjectives can sound quite different e.g. <b>vert/verte</b> <b>heureux/heureuse</b></p>

		<p>To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use <b>mon</b> (m.), <b>ma</b> (f.) and <b>mes</b> (pl.)</p> <p>To know that some adjectives do <i>not</i> change when describing a feminine noun (<b>orange, marron, à pois</b>)</p> <p>To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. <b>jaune / rose</b>)</p>
<b>Verbs (including conjugation and negation)</b>	To know that placing ne and pas around a verb makes the verb negative	To know that 'je aime' becomes 'j'aime' and 'je ne aime pas' becomes 'je n'aime pas' to help with pronunciation.
<b>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</b>	<p>To know that we can use connectives such as <b>et</b> (and) and <b>mais</b> (but) to join clauses</p> <p>To know that most nouns in French become plural by adding an 's' at the end, as in English</p> <p>To know that 'en' is usually used as a preposition when the mode of transport is something you get into e.g. 'en train', whereas 'à' is usually used when you are not getting into a form of transport e.g. 'à vélo' ( a bicycle)</p> <p>To understand that I can use a model sentence as a guide for building other sentences</p> <p>To know that tone of voice can indicate a question</p> <p>To know that a cedilla is the tail mark under the 'c' changes the pronunciation of the c from a hard sound to a soft 's' sound</p>	<p>To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning</p> <p>To know that sentences can be extended using <b>et</b> or <b>mais</b></p> <p>To know that some American and English words are borrowed by the French such as <b>le hot-dog and le hamburger</b></p> <p>To know that when building 2 digit numbers in French, we say 'twenty and one' or <b>vingt-et-un</b></p>

	<p>To know that a cognate is a word that is the same in both French and English e.g. <b>un triangle</b></p> <p>To know that a near-cognate is a word that is very similar but not identical in French and English e.g. <b>un cercle</b></p> <p>To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French</p> <p>To know that sentences are often structured differently in French and English To know that, in French, a space is needed before and after ? and !</p>	
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National Curriculum	Year 5	Year 6
<p><b>Feminine and masculine forms:</b></p> <p><b>Nouns</b></p> <p>(including articles, pronouns and plural formation)</p>	<p>To know that I can compare nouns by placing <b>plus / moins</b> and <b>que</b> around the adjective of comparison (e.g. Neptune est <b>plus</b> grande <b>que</b> Mercure)</p> <p>To know that <b>de</b> translates as 'of' or 'some' and know that it changes when coupled with <b>le</b> to become <b>du</b> (not <b>de le</b>) and when coupled with <b>les</b> to become <b>des</b> (not <b>de les</b>)</p> <p>To know that when using <b>à</b> (to) and then the direct article <b>à + le = au</b> (eg. <b>au nord</b>)</p>	<p>To know that I can compare nouns by placing <b>plus / moins</b> and <b>que</b> around the adjective of comparison (e.g. Neptune est <b>plus</b> grande <b>que</b> Mercure)</p> <p>To know that <b>de</b> translates as 'of' or 'some' and know that it changes when coupled with <b>le</b> to become <b>du</b> (not <b>de le</b>) and when coupled with <b>les</b> to become <b>des</b> (not <b>de les</b>)</p> <p>To know that when using <b>à</b> (to) and then the direct article <b>à + le = au</b> (eg. <b>au nord</b>)</p>
<p><b>Feminine and masculine forms:</b></p> <p><b>Adjectives</b></p> <p>(position and agreement)</p>	<p>To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine</p>	<p>To know that when standalone adjectives are used, such as when saying <b>c'est amusant</b>, we always use the singular masculine</p>

	<p>To revise that adjectives of size go before the noun and adjectives of colour go after the noun</p> <p>To know that when a singular noun begins with a vowel, the possessive adjective <b>ma</b> is difficult to pronounce, so <b>mon</b> is used (e.g. <b>mon ami / mon amie</b>)</p>	
<b>Verbs (including conjugation and negation)</b>	<p>To understand that French verbs take different forms.</p> <p>To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run')</p> <p>To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re</p> <p>To know that the ending of regular -er verbs changes to go with the subject pronoun.</p> <p>To know that some verbs do not follow regular patterns, such as <b>avoir</b> (to have) and <b>être</b> (to be) To know how to conjugate the verbs <b>avoir</b> (to have) and <b>être</b> (to be)</p>	<p>To know that we use the verb jouer (to play) with some sports and faire (to make) with other sports</p> <p>To know that the way verbs change to match the pronoun is called conjugation</p> <p>To know each part of the verb <b>aller - to go</b>, depending on the pronoun</p> <p>To know that the near future tense is formed by using the present tense of the verb <b>aller + the infinitive</b>, eg <b>je vais manger</b> - I am going to eat</p> <p>To know how to distinguish between the present and the near future tense</p>
<b>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</b>	<p>To know that I can use <b>parce que</b> (because) to extend my sentence and give a justification</p> <p>To know some language detective strategies such as: recognising cognates and near cognates, guessing words by the layout of the page and using the words from before and after the unknown word to help</p> <p>To know that I can use <b>il y a</b> to mean 'there is' or 'there are'</p> <p>To know that there is no possessive apostrophe in French but that to say 'my mother's father'</p>	<p>To understand that existing written sentences in French can be adapted</p> <p>To know that when standalone adjectives are used, such as when saying <b>c'est amusant</b>, we always use the singular masculine</p>

	<p>the French would say <b>Le père de ma mère</b> (the father of my mother)</p> <p>To know that the word order is sometimes different in French compared to English</p> <p>To know that metaphors and similes are also used in French and that a metaphor is when we say an object is another object and that a simile is when we liken an object to another</p> <p>To know that there are clues in the words for the multiples of 10, eg <b>cinquante</b> - 50</p> <p>To know that the pattern of building larger numbers changes beyond 70 by adding the teen</p> <p>numbers to 60, eg soixante-dix (70), soixante-onze, soixante-douze</p> <p>To know that the word for 80 means 'four twenties' - <b>quatre-vingts</b>, and numbers up to 100 are built by continuing to count on from quatre-vingt, e.g. <b>quatre-vingt-neuf</b> (89) <b>quatre-vingt-dix</b> (90), <b>quatre-vingt-onze</b> (91)</p> <p>To know that the French use guillemets &lt;&lt; &gt;&gt; in the same way that the speech marks are used in English</p>	
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## Strand Five – Intercultural Understanding

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
Recognising that different languages are spoken in the community/world	To know that in French there are formal and informal greetings and when it is appropriate to use each one	Comparing schools and celebrations between France and the UK	To know some similarities and differences between French and English schools
Showing awareness of the capital and identifying some key cultural landmarks	To know the names of some Parisian landmarks To know	Comparing shops and high streets of France and UK Recognising and using the Euro	To know some French festivals that happen throughout the year

Recognising cultural similarities and differences between customs and traditions in France and England	<p>some French playground games</p> <p>To know that there are French speaking countries around the world</p>	<p>currency Identifying some French-speaking countries</p>	<p>To know some similarities and differences between French and English birthday celebrations</p> <p>To know that the abbreviation R.S.V.P, which is often used in English stands for '<b>Répondez s'il vous plaît</b>' which translates as 'Reply, if you please'</p> <p>To know the names and locations of some of the cities in France</p> <p>To know that the currency used in France is Euros and to recognise some of the notes and coins</p> <p>To know that the Louvre is a famous French art gallery</p>
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Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
<p>Identifying and locating other countries in the world where French is spoken</p> <p>Comparing geographical features and climates of different French-speaking countries</p>	<p>To know that, in French, the days of the week (with the exception of Sunday - <b>Dimanche</b>) were named after bodies in the solar system</p> <p>To know that there are many countries where French is spoken in the world</p>	<p>Learning about France's sporting culture and events</p> <p>Asking question and making insightful commentary on cultural differences, including some understanding of stereotype</p>	<p>To know the French word for countries around the world</p> <p>To know that the Tour de France is a world famous cycling race that takes place in France each year</p> <p>To know that pétanque is a popular French</p>

	and be able to name some of these  To know some 'treasures' that make up the national identity of France and some other French-speaking countries		game sometimes known as boules  To know different ways to travel to and around France
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By using the 'Kapow' Primary French scheme, pupils are given the opportunity communicate for practical, every day purposes around familiar subjects and routines. There is a balance between spoken and written French, although in Year 3 the focus is on developing oral skills before acquiring writing skills in Year 4 and beyond.

Prior learning is recapped and utilised with increasing complexity, allowing pupils to consolidate and build their knowledge and understanding. There are also many cross curricular links throughout the units studied, to allow children to make connections and apply their language skills to other areas of their learning.

Our lessons incorporate a range of teaching strategies suited to all learners, from independent tasks, paired and group work including role-play, language games and detective work. Kapow's 'language detective' work aims to equip learners with an understanding of French grammar. Differentiated work is utilised within every lesson to allow all learners to access and enjoy their units of work.

It is essential for staff to have strong subject knowledge of French so that lessons can be delivered effectively and to a high standard. Utilising Kapow ensures that each unit of work is accompanied by multiple teacher videos to develop staff's subject knowledge and support ongoing CPD. Alongside this, each lesson contains a section titled 'Teacher knowledge-language points' explain key grammar and other details to the teacher before the lesson, together with the key vocabulary and pronunciation sound files to demonstrate the correct articulation. At Howard Park, we acknowledge that as a whole, staff do not feel confident delivering languages. Therefore, prior support ensures that lessons are delivered to a high standard and staff feel confident delivering the curriculum.

At Howard Park we aim to teach French (Years 3 to 6) weekly, to ensure that pupils are regularly utilising and retaining new learning. Alongside the support of the Subject Leader, all staff have access to Kapow's scheme of work and a bank of French texts to refer to when needed.

## Assessment

The impact of Kapow's Primary's scheme is monitored continuously by each classes' Teacher through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

By adopting the Kapow Primary French scheme of work, pupils should leave our school equipped with a range of language learning skills to enable them to study French or any other language at Key Stage 3.

By the end of Year 6, the expected impact of our teaching should allow children to:

- Engage in purposeful dialogue in practical situations (e.g., ordering in a café, following directions) and express an opinion.
- Make increasing accurate attempts to read unfamiliar words, phrases and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate an understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- To have an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English and other languages.
- To be able to construct short texts on familiar topics.
- To meet the end of Key Stage 2 expectations, outlined by the National Curriculum.