St. Paul's Dorking
Church of England (Aided) Primary School

French Overview

Intent

At St. Paul's we want our children to **enjoy** learning French and to **equip** them with the skills needed to be able **to read, write** and **speak** French with **increasing confidence.** We will **encourage** children to use familiar vocabulary in conversations and **build** on prior learning to extend and develop their responses.

Using our school values of wisdom and perseverance we will **revisit** previously learnt language and **build** on this **progressively** in order to help children **acquire** the skills they need to read, write and speak a foreign language with **growing confidence** and **enjoyment**. The curriculum will be **relevant** to them by enabling them to learn language that is meaningful and useful to them as primary school children. It will also complement other curriculum areas e.g. Space in year 5 and European Geography in Year 4.

Our teaching will broaden the knowledge and model the skills needed to become confident in reading, speaking and writing in French. We will give children the freedom to **create** and **improve** their work with **greater independence**, allowing them to **challenge themselves** within their learning.

Implementation

Each child from year 3 upwards has a folder that will move up with them, allowing them to refer back to prior learning. In each year group, children will revise prior learning and have an **opportunity to build** on the vocabulary they know already and add more detail to their understanding of written and spoken French. Children will use a range of familiar or simple texts to **inspire** their vocabulary choices and build on this. **Progression** is built in across KS2 on our skills progression map and these skills and vocabulary are revisited from week to week using retrieval practice and within year groups allowing for the skills to be added to. Pupils will be given appropriate support and challenge according to their ability. Less confident learners will be **supported** by the teacher or their peers. Some of the learning outcomes will be adapted or contain scaffolds to help this group of children.

Impact

Our children are able to **speak confidently** about themselves and where they live and the regular revisiting of key phrases and questions and answers embeds this. Most assessment is formative and used to support teaching and learning and to inform future planning. We assess the children's progress informally during the lessons and ensure that regular retrieval practice enables them to know more and remember more. Progress is evaluated with reference to good pronunciation and an ability to recall previously learnt vocabulary as well as an ability to use this language to formulate a basic sentence. As children progress through the upper key stage, they will be able to use the language they have learnt to communicate in greater detail and be more able to adapt some of the language to create new sentences about themselves.

Children show our school values when undertaking activities, they show **perseverance** and **resilience** as they are encouraged to **review** and **modify** their ideas as they work, in response to their own or peer assessment and feedback from their teacher.

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Curriculum Overview

	Autumn		Spring		Summer	
Year 3	Greetings, name, where you live and numbers	Numbers, colours and days of the week	Family and animals	Animals cont'd and Deux Petits Oiseaux Rhyme	Les Objets de la Classe *Fewer lessons due to swimming*	Book:L'ours Brun Dis-moi *Fewer lessons due to swimming*

Key vocabulary

Autumn Term

Intro	Where is France? Share info known about France. French flag
Greetings	Bonjour, Salut, Bonsoir, Bonne Nuit, Au Revoir
Name	Comment tu t'appelles? Je m'appelle ….
How do you do?	Comment ça va? Ca va très bien/bien/comme ci-comme ça/mal/très mal
Where do you live	J'habite à
1 – 20	un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt deux …. trente
Colours	bleu, blanc, rouge, noir, jaune, vert, brun, orange, violet
It is	***C'est***
Days of week	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche
Noel	Cultural differences/how Christmas is celebrated in France

Spring Term

La Famille	Mère, père, maman, papa, frère, sœur, les grandparents. *(Some children will also learn la tante, l'oncle)* As-tu des frères ou des soeurs? J'ai un frère/une sœur *(progressing to plurals)* J'ai deux frère**s** je n'ai pas de frère/soeur
Animals	un poisson, un hamster, un chat, un chien, un lapin, un oiseau
Rhyme	Deux Petits Oiseaux

	I have ***J'ai…. This will be linked to family AND animals to build simple sentences : J'ai un frere J'ai deux hamsters*** For the first time, children will start to use colours to describe nouns, placing the colour AFTER the noun e.g. J'ai un chat noir. **Easter** Cultural differences/how Easter is celebrated in France **Summer Term** **Classroom objects** un stylo, une gomme, une régle, une trousse, des ciseaux, un crayon, un cahier ***J'ai….*** *to enable children to recall previously taught vocab, children should continue to practise learning 'it is' and 'I have' :* *'J'ai une gomme' e.g. I have a rubber* *'C'est une gomme rouge' e.g. it is a red rubber* **L'ours brun** children read the story of the brown bear by Eric Carle and work out the meaning of the story using prevuiously learnt animal vocabulary (Spring 2). They create their own booklets based on the story and practise describing the animals placing colours after the nouns e.g. Je vois un canard jaune – I see a yellow duck. (They can include previously learnt animals from Spring 2). -
Listening	Understand **a few** familiar spoken words and phrases e.g. • teacher's instructions • days of the week • a few words in a song or colours • numbers
Speaking	Say and/or repeat single words and short simple phrases – e.g. • greeting • oui, non, s'il vous plait, merci • Know how to pronounce some single letter sounds and through copying some multisyllabic words • Imitate correct pronunciation • Use the articles un / une to mean 'a' or 'one' and le / la to mean 'the' • Begin to use 'c'est' to mean 'it is' or 'they are' AND 'J'ai' to mean I have **in different context** e.g. J'ai une sœur *or* J'ai un chat
Reading	Read and/or repeat single words and short simple phrases– e.g. • Greeting or personal details e.g. Je m'appelle Nathan, J'habite à Dorking. • Know how to read and then pronounce some single letter sounds and some multi-syllabic words e.g. un chat OR une poisson • Children can read and use adjectives other than colours to describe their appearance (court – short, longs – long)

Writing	The focus in this first year of language learning is on speaking and listening. Children should write some simple words or short sentence (without conjunctions) correctly with support from a model or example. • personal information such as age • numbers • colours – children learn to write the colour AFTER the nouns e.g. un chat blanc. • Begin to use 'c'est' to mean 'it is' or 'they are' AND 'J'ai' to mean I have **in different context** e.g. J'ai une sœur *or* J'ai un chat

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Year 4	Revision from year 3 focusing on: Greetings, numbers, family.	Counting to 31, writing when your birthday is, writing persoal information and Christmas in French *Fewer lessons due to Year 4 Nativity*	Body parts – linked to the French story 'Go away big green monster!'	Link to European mapping topic – children learn about other French speaking countries and names/locations of other European countries.	Food – saying what you like / don't like.	Read and understand 'The Very Hungry Caterpillar' – story linked to food and colours (revision of previously taught content).

Key vocabulary

Autumn Term – assessment will determine exact Autumn 1 focus :

Revision	Greetings, numbers, family
Where do you live ?	**Où habites- tu?** **J'habite à ….** J'habite à Dorking.
How old are you ?	**Quel age as-tu? J'ai ____ ans.**
La Famille	Mère, père, maman, papa, frère, sœur – children are introduced to personal pronouns **mon / ma (my)** As-tu des frères ou des soeurs? C'est mon frère/ma sœur
1 – 31	treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt deux …. Trente.
Noel	Cultural differences/how Christmas is celebrated in France

Celebrating your birthday and Christmas in French

Writing the date in French	Practise numbers 1 – 20 ; then introduce numbers to 21 – 31 . *Revisist days of the week from year 3. Learn the months of the year*
When is your birthday ?	Asking for and giving own birthdayappy Birthday song. Quelle est la date de ton anniversaire ? Mon anniversaire, est le (vingt-sept juin) – building on knowledge of months and number from year 3.
All about me	Je m'appelle…., J'habite a…., Mon anniveraire est… (bringing together learning from year 3 and 4)

Learn relevant Christmas vocabulary and about la about la Fête des Rois Père Noël, un pingouin, un renne, un cadeau, un elfe, un bonhomme de neige, un sapin de Noël

Spring Term

Parts of the body

La tete Les yeux Les oreilles
La bouche Le nez Les cheveux

La jambe La main Les genoux
Les pieds Les epaules Le bras Le doigt

Recap colours and combine with 'J'ai' (I have) e.g. J'ai les yeux bleus (I have blue eyes) – building on the learning of 'J'ai' in year 3 and starting to extend towards saying and wrting a list. 'J'ai les yeux bleus ET les cheveux rouges'.
Children are introduced to 'les' for the first time when using plural nouns.

Children read the original French story **'Va t'en Grand Monstre Vert'** ; this is used to embed vocabulary learnt (body and recap colours) ; children write their own sentences based on the books in the form of a list : *J'ai les yeux bleus, le nez jaune **ET** les oreilles bleus.*

Les pays de l'Europe
Cross curricular links to Geography unit (Italy) with chidlren identifying and locating other French speaking countries Europe and how to say them. Chidlren also learn how to idenfity and locate other countries in Europe.

La France - France
La Belgique – Belgium
La Suisse – Switzerland
L'Espagne – Spain
L'Italie – Italy
L'Angleterre

Children recap use c'est (it is/this) to introduce a country e.g. c'est la France. (This is France).

Progression from year 3, with children sayin the country they live in. *J'habite* à Dorking EN Angleterre. (Children start to learn the difference between using à vs en – both meaning 'in'. This is revisited in Year 5 as part of the learning around places where we live).

Summer Term

What do you like ? **Qu'est ce-que tu aimes ?** **J'aime / je n'aime pas** – INTRODUCE the conjunction **et (and).**
Challenge – can some children will also be able to use the conjunction MAIS (but) ?
J'aime les frites. Extend to : J'aime le frites et la pizza. Challenge : J'aime le pizza, mais je n'aime pas la glace.

Food

La pizza	Le pain	La glace	Les saucisses
Le poulet	Le sandwich		
Le chocolat	La limonade		
Le coca	Le jus d'orange		
Le thé	Le café		
L'eau			

Days of week (revision) and write a verion of 'The Very Hungry Caterpillar'
Children write their own version of TVHC, building on their learning of French food vocabulary.
They are introduced to the third person pronoun 'elle mange' and combine with previous learning around days of the week.
They start to use 'du', 'de la' and 'des' to mean 'some'.

EXAMPLE
Elle mange de la pizza (Using du, de la or des to indicate some)
Elle mange une pomme.
Challenge – use a conjunction = Elle mange du pain et de la pizza.

Additional food vocabulary: du gateau, du fromage, du melon

Listening	Understand **a range** of familiar spoken phrases – e.g. • basic phrases concerning myself, my family and school • Understand the pronoun 'mon' and 'ma' to mean '**my'.** • Children understand the numbers to 31 (building on year 3, number 1 – 20)
Speaking	Answer simple questions and give basic information – e.g. • about likes and dislikes (relating to food for example) • Using colours to describe nouns, correctly placing the colour after the noun • Some children are becoming more confidence in being able to use additional conjunctions e.g. 'et' or 'mais' to extend sentences; building on what they have learnt in year 3 using 'J'ai' (I have), they will start to construct longer sentences using a conjunction e.g. 'J'ai les yeux bleus ET les cheveux rouges'. • Children can count to 31 (building on year 3, number 1 – 20) • Imitate correct pronunciation with increasing success. • *Some children will begin to show an emerging ability to manipulate the language using knowledge of what they have already learnt.*
Reading	Understands some familiar written phrases – e.g. • simple sentence likes and dislikes including the use of simple conjunctions, such as 'et' (and) and 'mais' (but) • basic descriptions of objects • reading the article 'les' to mean for plural nouns e.g. les cheveux (building on year 3 – le / la)
Writing	Write one or two short sentences with **some** support e.g. key words. • Children use their knowledge of months and numbers to write the date • Introduce conjunction (AND - *et*) to enable children to extend sentences. *Some children will begin to use 'MAIS' (but) to join sentences.* For example, write a sentence about foods you like 'J'aime la pizza ET la glace'. • Write a sentence of 3 including adjectives e.g. *J'ai les yeux bleus, le nez jaune ET les oreilles bleus*

Year 5	Revision of key phrases from year 4: I like (different foot types), introducing yourself/where you live Transport	Space – link to Science	Clothing – how to say 'I am wearing…' and different types of clothing	Weather – describing the weather and using à (in) e.g. A Lyon il fait beau	Houses – naming the rooms in a house and using 'il y a' (there is…) to describe.	*Les places en ville* Places in the town

Revision of key vocabulary following assessment – I like, family and days of the week

Autumn

Les Transports

Une moto	**à pied**
Une voiture	Un car
Un camion	un metro
Un avion	Un bateau
Un train	Un vélo
Un taxi	Un autobus

Children learn to use TWO or more adjectives to describe something (e.g. c'est un train **rouge ET vert)**

Autumn Planets – LINK TO SPACE TOPIC (IN SCIENCE)

Mercure
Vénus
La Terre
Mars
Jupiter
Saturne
Neptune
Pluton

Children are introduced to size adjectives : petit, miniscule, grand and énorme. They begin to combine these with colour adjectives to describe a planet.
C'est une planète jaune et marron. *This progresses to:*
C'est une grande planète jaune et marron.
Note – progression from year 3 and 4 where children are now combining mulitple colours using ET (and) as well as size adjectives **BEFORE** the noun.

Y5 Spring Term

Clothes **Qu'est-ce que tu portes ?**

Sentence building – use the word 'to wear' (porter) in the contet of 'I wear…' *Je porte*

un tee-shirt	
un jean	un pull
un pantalon	un short
un chapeau	une veste
une robe	une jupe
des chausettes	des chaussures

Building on language learning in years 3 and 4, children create sentence to describe what they are wearing :
Je porte un tee-shirt rouge et un chapeau blanc.
Challenge : Je porte un tee-shirt rouge, un chapeau blanc et un pull rouge et bleu. (Chidlren write a listed description and can combine more than one colour).

Third person pronouns Il porte Elle porte
Children are introduced to third person pronouns.

Add colours e.g. un pantaolon vert

Add patterns:
à fleurs
à pois
à rayures

Weather **Quel temps fait-il** **Aujourd'hui …..**

Note : children are taught that when decribing the weather French often use 'il fait' rather than c'est (it is…)

il fait chaud	il fait froid
il y a du soleil	il y a du vent
il fait gris	il y a du brouillard
il pleut	il neige
il fait beau	il fait mauvais

Introduce prepositions for places and time adverbials
A Paris il neige.
Aujourd hui il neige

Include conjunctions e.g. et and mais
Il pleut ET il neige

Challenge :
Aujourd hui à Paris il neige mais à Nice il pleut.

Summer Term

Houses	une maison	un château
	un appartement	un palais
	une ferme	un bungalow
	le salon	la cuisine
	la salle de bains	les toilettes
	le jardin	le bureau
	la chambre	la salle à manger
	le garage	le grenier

How to describe your house using 'il y a' (there is)
Dans ma maison il y a….

Challenge – use conjunctions (AND) :
Dans ma maison il y a un salon, un garage ET un bureau.

Places children might need to visit in a French town:
l'école
le café le supermarché

	le parc le marché le cinéma la piscine la gare l'hôtel Link to previous learning though sentence writing: *Dans (in) la ville, il y a…..* **Directions** Children learn to ask for directions if they visit France using the 'où est…?' (where is…?) They learn to understand directions given orally. A droit A droite A gauche Où est la gare s'il vous plait? A gauche, et tout droit (left and then straight on).
Listening	Understand the main points from a spoken passage made up of familiar language that they have already learnt; this may include more complex, longer sentences involving conjunctions and the addition of adjective – especially colours (said after the noun)
Speaking	Ask and answer simple questions Children will pay more attention to the way they speak, taking more care to pronounce words authentically. Children will be able to link more than one sentence e.g. create a pretend weather forecast describing the weather in more than one place. Children will start to use simple prepositions e.g. 'dans' to mean 'in' (for a building) vs à for place (e.g. town or village). Some children will extend their use of pronouns to HE and SHE (il / elle)
Reading	Understands the main point(s) from a short written text, drawing on previously learnt knowledge. Match **some** sounds to print by reading aloud <u>familiar words</u> and phrases. Read more complex, longer sentences involving conjunctions (and / but)
Writing	Children will be able to use a wider range of adjectives to describe nouns e.g. c'est un grand planete rouge – some will ensure correct placement of adjectives (before or after the nouns) Children learn to use TWO or more adjectives to describe something (e.g. c'est un train **rouge ET vert)** and will have learnt a wider range of adjectives e.g. grand, petit Write a few short sentences with increasing independence using expressions they have already learnt *Some children will begin to experiment with the written language, using knowledge of previously learnt spoken French to write sentences of their own. For example, combining 'J'aime…' to indicate other things that they like.* Develop the use of 'c'est' to mean 'it is' or 'they are' and distinguish when to use it is for weather (il fait). Use 'il y a…' as a way of saying 'there is…'

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Year 6	Revision of basic conversations, likes/dislikes, transport and weather.	School Life: preferences and being able to give a reason using 'because'	'Je peux' – I can (developing the use of infinitives)	Sport – expressing preferences and using 'because'	*Practical French* Using previously gained knowledge to order a meal in a French café or restaurant

Key vocabulary

Autumn Term

Revision of key content from Year 5

School Subjects

le sport	la technologie
l'anglais	le français
les maths	les mathématiques
la gym	l'éducation physique
l'art/le dessin	la géographie
l'histoire	la musique
les sciences	l'éducation religieuse

Linking words **et** **mais** **car** **parce que**

Revise J'aime / Je n'aime pas

Progressing to new content: ***J'adore / Je déteste***

Give **a reason**

J'adore l'anglais parce que c'est chouette.

Challenge – use parce que or car

J'aime l'anglais et les sciences parce que c'est intéressant.

Autumn Term

Learning to say 'I can' and using infinitives
Je peux danser
Je peux regarder
Je peux manger
Je peux cuisine
Je peux boire
Je peux ecouter

Combining infinitive verbs with conjunctions :

Je peux danser ET cuisiner

Using 'ne pas' around the verb to say I / he / she cannot : Il ne peut pas danser **Challenge –** combine with MAIS : Il ne peut pas danser MAIS il peut chanter.

Spring Term

Le sport

Sport	Le football	Le roller
	La natation	L'équitation
	La voile	
	Faire du cerf volant	Regarder la télé
	le tennis	le rugby
	le cricket	le judo
	le cyclisme	

Do you like… ? **Tu aimes le …… ?** **J'aime le football OR Je prefere le rugby.** ***Introduce use of 'prefer' to build on work in Autumn***

Asking why **Pourquoi ?**

	Giving Reasons – using different adjectives and reinforcing the use of 'c'est' to mean 'it is' AND challenge to use 'Je prefere'….J'aime le football MAIS je prefere le rugby……**parce que c'est** facile / difficile / ennuyeux / amusant Children will change the subject from 'Je' (I) to third person : J'aime / Il aime / Elle aime **<u>Summer Term</u>** Using what we have learnt to order foor in a restaurant or <u>café</u>! Que désirez vous? *What would you like?* Je voudrais… *I would like… EXAMPLE using extended sentences: Je voudrais un sandwich au jambon, des frites **et** une lemonade, s'il vous plaît.* *Une table pour quatre personnes , s'il vous plait …. A table for 4 please.* *La carte s'il vous plait – asking for the menu* *L'addition s'il vous plait – asking for the bill* Food vocabulary extending previously taught knowledge from year 4 (using 'au'). Un sandwich **au** jambon/fromage/thon --- Un sandwich **au** jambon **ET** fromage Un croissant **au** jambon/fromage ---- Un croissant **au** jambon **ET** fromage Les chips Une croque monsieur
Listening	Understand the main points from a spoken passage made up of familiar language that they have already learnt; this will include more complex, longer sentences involving conjunctions and the addition of adjective – especially colours (said after the noun)
Speaking	Ask and answer simple questions Talk about themselves, drawing on previously learnt knowledge and combining this with what they are currently learning. *Example: Je m'appelle Josie. J'habite à Dorking. J'aime le football et le basket car c'est chouette. J'adore les frites mais je deteste le café.* Children will pay more attention to the way they speak, taking more care to pronounce words authentically. Children will be able to use additional conjunctions e.g. 'et' or 'mais' to extend sentences and this will be extended to 'parce que' or 'car' to mean **because** enabling them to give a reason. *J'aime les maths et l'anglais car c'est chouette! = I like maths and English because they're great!* Children are beginning to use infinitives e.g. je peux **jouer.** *I can play.* Children will be able to use *il* or *elle* for 'he' and 'she' Children will use a more extended range of adjectives to describe things: boring, difficult, interesting
Reading	Understands the main point(s) from a <u>short paragraph:</u>

	• Match sounds to print by reading aloud with increasing confidence and authentic pronunciation. • Read more complex, longer sentences involving conjunctions and the addition of adjective – especially colours (said after the noun) and other common adjectives before the noun
Writing	Write a few short sentences (4 – 5) drawing on their knowledge of previously learnt expressions and content. *Some children will begin to experiment with the written language more confidently, using knowledge of previously learnt spoken French to write sentences of their own. For example, combining 'J'aime….et il y a…' to indicate other things that they like.* Children use 'c'est' to mean 'it is' or 'they are' and are able to use *il y a* to indicate 'there is or there are'. Children can use the conjucntion 'because' (car or parce que) **to give a simple reason for liking / disliking something**. Children are beginning to use infinitives. 'I can eat' becomes 'Je peux manger'. More advanced learners will also be able to combine this with other know phrases e.g. J'aime danser' to mean 'I like to dance'. Children use a wider range of adjectives to desribe things : *Je n'aime pas le football MAIS j'adore le rugby car **c'est** facile / difficile / ennuyeux / amusant*