

French Overview

GOLCAR JUNIOR, INFANT AND NURSERY

pupils are given opportunities to communicate for practical purposes around familiar subjects and routines.

Intent Statement

Why is it important to teach French?

Kapow Primary's French scheme of work aims to instill a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future. Kapow Primary's French scheme of work supports pupils to meet the National Curriculum end of Key Stage 2 attainment targets (there are no Key Stage 1 attainment targets for Languages).

What does Art look like at Golcar French?

The Kapow French scheme of work is designed with six strands that run throughout. These are: Speaking and pronunciation, Listening, Reading and writing, Grammar, Intercultural understanding and Language detective skills

How do we promote learning in French?

Pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning.

How our French curriculum meets our communities needs

As a school we have chosen to follow the Kapow scheme of work. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability,

The scheme supports pupils to meet the National Curriculum end of key stage attainment targets and is ensuring progression of skills.

We have chosen to teach French as our modern foreign language due to it being the main language taught at the feeder high school that the majority of our children go on to attend.

French is taught in KS2. In KS1 and EYFS love of languages is celebrated through different methods e.g. doing the register in a different language.

Golcar Goals – Year 3

Phonics

- To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u,
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- To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.
- To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â
- To know that a ç cedilla is the hook shape that sits under the letter c. It changes the pronunciation of the c from a hard to a soft 'ss' sound.
- To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert.

Vocabulary

(see separate slides for vocab for each unit)

- Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary

Grammar

- To understand that every French noun is either masculine or feminine.
- To know that the gender affects the form of the indefinite article un or une.
- To know that feminine nouns often (but not always) end in 'e' .
- To know that most nouns in French become plural by adding an 's' at the end, but that some are irregular: des ciseaux.
- To know that the pronoun ça means 'it'.
- To know that the pronoun y means 'there'.
- To know that there are high frequency verbs s'appeler, avoir , être and aller which are used to formulate and answer questions.
- To know that je/j', and tu are pronouns.
- To know that c'est means "it is" and is used to describe what something is.
- To know that placing ne...pas around the verb makes it negative: ne + verb + pas .
- To know that the word order is sometimes different in French compared to English.
- To know that we can use conjunctions such as et (and) and puis (then) to join clauses.
- To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.

Golcar Goals – Year 3

Language Comprehension (Listening and Reading)

- Listening and responding to single words and short phrases.
- Listening and noticing rhyming words when joining in with songs.
- Beginning to notice common spelling patterns.
- Reading aloud some words from simple songs, stories and rhymes.
- Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates.
- Becoming familiar with format, layout and simple use of a bilingual dictionary.
- Using visual clues to make predictions about the meaning of unfamiliar vocabulary,

Language Production (Speaking and Writing)

- Asking and/or answering simple questions.
- Forming simple statements with information including the negative.
- Practising speaking with a partner.
- Using short phrases to give information.
- Recognising and repeating phrases from familiar rhymes and songs.
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Discussing strategies for remembering and applying pronunciation rules.
- Building confidence by repeating short phrases with increasing accuracy.
- Introducing self to a partner with simple phrases.
- Recalling and writing simple words from memory.
- Experimenting with simple writing, copying with accuracy.
- Recognising and using adjectives of colour and size.

Golcar Goals – Year 4

Phonics

- To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.
- To recognise and begin to predict key word patterns and spellings.
- To know that 'h' at the start of a word in French is not pronounced.

Vocabulary (see separate slides for vocab for each unit)

- Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary

Grammar

- To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des.
- 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.
- To know that the ending of an adjective changes depending on the gender and number of the noun it describes.
- To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.
- To know that some adjectives are irregular in the feminine and/or plural forms.
- To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe.
- To know that the endings of verbs change according to the subject.
- To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).
- To know that we can use conjunctions to link phrases such as et/mais.
- To know the verbs avoir and être are used to describe appearance and personality.
- To know the meaning of the verb porter (to wear) in the third person singular form
- To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.
- To know how avoir (to have) and être (to be) are conjugated in the third person singular forms.
- To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.
- To know that basic sentence structure English and French have the same pattern: subject + verb + object.
- To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.

Golcar Goals – Year 4

Language Comprehension (Listening and Reading)

- Listening and responding to full sentences
- Listening and noticing rhyming words when joining in with songs.
- Beginning to notice common spelling patterns.
- Following a short text or rhyme, listening and reading at the same time.
- Recognising some familiar French words in written phrase.
- Recognising some familiar French words when written in a short phrase.
- Identifying and discussing cognates and beginning to explore various language detective strategies.
- Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using contextual clues and cues to gist and make predictions about meanings.

Language Production (Speaking and Writing)

- Recognising and answering simple questions which involve giving personal information.
- Beginning to form opinion phrases.
- Using a variety of conversational phrases.
- Using a model to form a spoken sentence.
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Discussing strategies for remembering and applying pronunciation rules.
- Building confidence by repeating short phrases with increasing accuracy.
- Rehearsing and performing a short role-play or song.
- Selecting and writing short words and phrases.
- Making short phrases or sentences using word cards and knowledge organisers.
- Using different adjectives with a singular noun, with correct positioning and agreement.
- Choosing appropriate adjectives from a wider range of adjectives.

Golcar Goals – Year 5

Phonics

- To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla.
- To know that a change in voice intonation can indicate when a question is being asked.

Vocabulary (see separate slides for vocab for each unit)

- Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary

Grammar

- To know that there are compound nouns in French
- To know that adjectives must agree with the gender and number of the noun being described.
- To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.
- To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.
- To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb to be as in English. J'ai dix ans - I am ten years old. Il a faim - He is hungry.
- To know that some verbs are irregular.
- To know that compound sentences join two simple sentences together using connectives such as et and mais.
- To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.
- To know that there is no possessive apostrophe in French.
- To say 'my father' s sister in French would be the sister of my father: la sœur de mon père.
- To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers.
- To understand that words in French and English will not always have a direct equivalent in the other language.

Golcar Goals – Year 5

Language Comprehension (Listening and Reading)

- Listening and selecting information from short audio passages to give an appropriate response.
- Independently identifying rhyming words and spelling patterns when joining in with songs.
- Beginning to predict spelling patterns.
- Reading and responding to a range of authentic texts.
- Identifying key information in simple writing.
- Using a range of language detective strategies to decode new vocabulary including context and text type.
- Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.

Language Production (Speaking and Writing)

- Forming a question in order to ask for information.
- Beginning to use conversational phrases for purposeful dialogue.
- Rehearsing and recycling extended sentences orally.
- Speaking in full sentences using known vocabulary.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Formulating their own strategies to remember and apply pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Creating and presenting a dialogue or role-play.
- Adapting model sentences to express different ideas
- Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.
- Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.
- Using adapted phrases to describe an object, person or place.

Golcar Goals – Year 6

Phonics

- To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quell genre de musique aimes-tu ?
- To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.

Vocabulary (see separate slides for vocab for each unit)

- Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary

Grammar

- To know whether to use the pronouns il 'he' or elle 'she' when describing someone.
- To know that partitive articles describe where something is placed: le livre est à côté du stylo.
- To know a range of prepositions to describe the position of objects.
- To know that the way verbs change to match the pronoun is called conjugation.
- To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go).
- To conjugate the verbs aller, jouer and faire.
- To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.
- To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn).
- To know that parce que (because) can be used to extend a sentence and give a justification.

Golcar Goals – Year 6

Language Comprehension (Listening and Reading)

- Listening and inferring information from an extended audio passage using language detective skills.
- Independently identifying rhyming words and spelling patterns when joining in with songs.
- Beginning to predict spelling patterns.
- Reading short authentic texts for enjoyment or information.
- Identifying and extracting key information in a range of authentic texts.
- Reading and using language detective skills to assess meaning including sentence structure.
- Using a bilingual dictionary to select alternative vocabulary for independent sentence building.
- Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.

Language Production (Speaking and Writing)

- Planning, asking and answering extended questions.
- Developing extended sentences to justify a fact or opinion.
- Engaging in conversation and transactional language.
- Planning and giving a short oral presentation.
- Modifying, expressing and comparing opinions.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Formulating their own strategies to remember and apply pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Giving a presentation drawing upon learning from a number of previous topics.
- Using existing knowledge of vocabulary and phrases to create new sentences.
- Constructing a short text on a familiar topic.
- Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.
- Using a wide range of descriptive phrases.

Year 3	Autumn 1 <i>French greetings with puppets</i>		Spring 1 <i>French playground games- numbers and age</i>		Summer 1 <i>French transport</i>	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	je tu bonjour bonsoir bonne nuit je m'appelle ça va bien ça va très bien comme ci, comme ça ça va mal ça va très mal au revoir c'est Comment tu t'appelles ? Ça va/Comment ça va ?	I you hello good evening good night my name is I am fine I am very well so so I am not ok I am really not ok goodbye it is What is your name? How are you? (informal/formal).	Combien ? Tu as quel âge ? un deux trois quatre cinq six sept huit neuf dix onze douze plus moins et font/égale	How many/much? How old are you? one two three four five six seven eight nine ten eleven twelve plus minus and Equals (in Maths)	en/à je vais en/à ... puis Tu vas où ? Tu vas comment ? Il y a combien de ... ? Comment tu vas à l' école ?	By (referring to transport) I go by... then Where are you going? How are you going? How many ... are there? How do you go to school? Colour adjectives Names in French of French-speaking countries and places
	Autumn 2 <i>French adjectives of colour, size and shape</i>		Spring 2 <i>In a French classroom</i>		Summer 2 <i>A circle of life in French</i>	
	grand petit rouge bleu jaune vert blanc noir orange violet rose brun un cercle un carré un rectangle un triangle	big small red blue yellow green white black orange purple pink brown a circle a square a rectangle a triangle	écoutez ! écrivez ! lisez ! fermez ! ouvrez ! parlez ! regardez ! levez-vous ! asseyez-vous ! dans mon sac j'ai... je n'ai pas de... mais Tu as... ?	listen write read close open speak watch/look stand up sit down in my bag I have... I do not have... but Do you have...?	le la l' qui habite dans mange où est ?	the (masc) the (fem) the (when the noun begins with a vowel or an h). who lives in eat where is?

Year 4	Autumn 1 <u>Portraits - describing in French</u>		Spring 1 <u>French numbers, calendars and birthdays</u>		Summer 1 <u>French food- miam, miam!</u>	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>il/elle a les cheveux les yeux il/elle est poli(e) fort(e) travailleur/travailleuse sportif/sportive</p>	<p>he/she has hair eyes he/she is polite strong hard working sporty colour adjectives in masculine, feminine and plural forms</p>	<p>le jour la semaine hier demain aujourd'hui les mois je voudrais C'est quand ton anniversaire ? Mon anniversaire c'est le ... Quelle est la date aujourd'hui ? lundi mardi mercredi jeudi vendredi samedi dimanche</p>	<p>the day the week yesterday tomorrow today the months I would like When is your birthday? My birthday is on the... What is the date today? Monday Tuesday Wednesday Thursday Friday Saturday Sunday numbers 13-31 months of the year</p>	<p>le menu une boisson une entrée un plat principal l'addition s'il vous plaît ça fait ... le serveur / la serveuse un billet une pièce de monnaie Vous désirez ?</p>	<p>menu drink starter main dish the bill please it comes to... (amount) waiter/waitress a banknote a coin What would you like? Names of different shops and eateries nouns for foods and drinks</p>

Year 4	Autumn 2 <u>Clothes - getting dressed in French</u>		Spring 2 <u>French weather and the water cycle</u>		Summer 2 <u>French and the Eurovision Song Contest</u>	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	un	a/an (masculine article of clothing)	<p>Quel temps fait-il aujourd'hui?</p>	<p>What is the weather like today?</p>	jouer du/de la/de l'	to play the...
	une	a/an (feminine article of clothing)	<p>il fait beau il fait mauvais il fait chaud</p>	<p>it is good weather it is bad weather it is hot weather</p>	je ne joue pas d'instrument	I do not play an instrument
	des	For articles of clothing that take the plural form in French	<p>il fait froid il pleut il neige</p>	<p>it is cold weather it is raining it is snowing</p>	<p>je préfère je déteste</p>	<p>I prefer I detest</p>
	mon/ma/mes	my (m/f/pl)	<p>il y a du soleil il y a du vent il y a des nuages</p>	<p>it is sunny it is windy it is cloudy</p>	Tu joues d'un instrument ?	Do you play an instrument?
	dans ma valise il y a	in my suitcase there is/are	<p>dans le nord l'est le sud l'ouest</p>	<p>in the north the east the south the west</p>	Quel genre de musique aimes-tu ?	Which type of music do you like?
	Il/elle porte	he/she is wearing	<p>Quel temps fait-il aujourd'hui?</p>	<p>What is the weather like today?</p>		
	j'aime/je n'aime pas	I like/I do not like				
	C'est de quelle couleur ?	Which colour is it?				
		<p>Nouns for items of clothing</p>		<p>multiples of 10</p>		<p>Names of instruments</p>

Year 5	Autumn 1 <u>French monster pets</u>		Spring 1 <u>Shopping in France</u>		Summer 1 <u>Verbs in a week</u>	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>de court(e) +s pointu(e) +s long (masc) +s (plural) longue (fem) +s (plural)</p> <p>il/elle habite il/elle mange</p> <p>Qu'est-ce que c'est ? la tête les épaules les genoux les pieds un oeil les oreilles la bouche les bras les dents le nez les jambes (fem.)</p>	<p>of short pointy long</p> <p>he/she lives he/she eats</p> <p>What is it? head shoulders knees feet an eye ears mouth arms teeth nose legs</p> <p>colour adjectives in masculine, feminine and plural forms</p>	<p>du / de la / de l' / des</p> <p>bon appétit ! c'est délicieux laisser cuire laver couper ajouter émincer</p> <p>Je vais au marché et j'achète...</p> <p>C'est combien ?</p> <p>il a faim il n'a pas faim il a tout mangé</p> <p>il reste au lit</p>	<p>some</p> <p>enjoy your food! It is delicious leave to cook wash cut add slice</p> <p>I go to the market and I buy...</p> <p>How much is it?</p> <p>He is hungry He is not hungry He ate everything</p> <p>He stays in bed</p> <p>fruits and vegetables numbers 60-100 1000</p>	<p>nous vous ils/elles</p> <p>avoir être chanter courir danser dormir lire nager sauter habiter regarder écrire jouer</p>	<p>we you (formal/group) they (masculine/feminine)</p> <p>to have to be to sing to run to dance to sleep to read to swim to jump to live to look/watch to write to play</p>
	Autumn 2 <u>Space exploration - in French</u>		Spring 2 <u>French speaking world</u>		Summer 2 <u>Meet my French family</u>	
	<p>énorme minuscule fragile tranquille plus ... que moins ... que parce que loin/proche/près de</p>	<p>enormous tiny fragile calm more ... than less ... than because far/close/near to</p> <p>names of planets</p>	<p>j'ai trouvé</p> <p>les pas au nord au sud à l'est à l'ouest un pays</p>	<p>I found</p> <p>steps to the north to the south to the east to the west a country</p> <p>names of countries</p>	<p>j'ai un frère j'ai une sœur je n'ai pas de je suis fils(masc)/fille (fem) unique</p> <p>son anniversaire c'est le ...</p> <p>j'adore</p>	<p>I have a brother I have a sister I do not have I am an only child</p> <p>his/her birthday is on the ...</p> <p>I love</p> <p>names of family members names of fruits</p>

Year 6	Autumn 1 <u>French sport and the Olympics</u>		Spring 1 <u>In my French house</u>		Summer 1 <u>Visiting a town in France</u>	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>faire marcher adorer détester aller</p> <p>à droite à gauche tout droit vite lentement</p> <p>C'est quel sport ?</p> <p>Tu aimes le sport ?</p>	<p>to do to walk to love to detest to go (the whole verb paradigm)</p> <p>right left straight ahead quick slowly</p> <p>Which sport is it?</p> <p>Do you like sport?</p> <p>nouns for sports</p>	<p>J'habite dans... un appartement une grande/petite maison une maison jumelée la salle à manger la cuisine la chambre le salon il y a il n'y a pas de au rez-de-chaussée au premier étage en bas en haut sous devant derrière à côté du / de la / de l' / des Où est... ? Qu'est-ce que c'est ? c'est la salle à manger</p>	<p>I live in a flat a big/small house a terraced house the dining room the kitchen the bedroom the living room there is there is not on the ground floor on the first floor downstairs upstairs under in front of behind next to the... Where is...? What is it? it is the dining room nouns for objects in a bedroom</p>	<p>un billet un carnet entre près/loin de chez moi voici tourne à gauche / à droite la deuxième à gauche / à droite</p> <p>un billet pour Paris s'il vous plaît</p> <p>où est ... ?</p> <p>tu vas aller au/à la/à l'... ?</p> <p>non, je ne vais pas aller au/à la/à l'...</p>	<p>a ticket a book of tickets between near to/far from at my house/home here is/are turn left/right</p> <p>second on the left/right</p> <p>a ticket for Paris please</p> <p>Where is...?</p> <p>Are you going to...?</p> <p>Non, I am not going to...</p> <p>nouns for transport and places in town</p>
	Autumn 2 <u>French football champions</u>		Spring 2 <u>Planning a French holiday</u>			
	<p>une équipe</p> <p>un match de foot un joueur/joueuse de foot un supporter</p> <p>venir de je viens de il/elle vient de</p>	<p>a team</p> <p>a football match a football player (masc/fem) a supporter</p> <p>to come from I come from he/she comes from</p>	<p>la plage les montagnes il/elle va nous allons vous allez ils/elles vont Je vais aller au/en/aux rester faire Quand/où/pourquoi vas-tu en vacances ? En été ou en hiver ? Quel temps va-t-il faire ? Que vas-tu faire ? Qu'est-ce qu'il y a dans ta valise ?</p>		<p>the beach the mountains he/she goes we go you go (formal/group) they go (masc or mixed group/fem) I am going to go to (masc/fem/plural) to stay to do/make When/where/where are you going on holiday? In summer or in winter? What will the weather be? What are you going to do? What is in your suitcase?</p>	

Impact Measures

We know learning has been successful in this subject area because:

It is evident within the pupils French files, through the vocabulary and grammar that is built upon each year.

Pupils are able to explain why it is important to learn a modern foreign language.

Pupils use basic spoken French and read and write simple sentences.

Pupil feedback reflects high levels of enjoyment and enthusiasm for learning French. Participation in lessons is high, with many pupils desiring to continue their study of French in secondary school.

Our pupils leave primary school equipped with a solid foundation in French and an enthusiasm for languages, preparing them for future education and encouraging lifelong learning.