St. Joseph's

Catholic Primary School

French Policy

Last Reviewed Date – September 2023

French Policy

Our Vision:

Our curriculum is integral to the fulfilment of our school vision:
Our vision is At St. Joseph's is that each individual will **learn, grow and thrive** together with love and faith in Jesus. We will embrace our gospel values and enable all children to **achieve their full potential** in a safe, welcoming and happy learning environment. We will strive to **create responsible citizens** who are **independent, confident, life-long learners** and are equipped to meet the challenges of a changing future **– the people who God calls them to be.**

'We will learn, grow and thrive together with love and faith in Jesus to achieve their full potential….'

St. Joseph's vision for the children, is that they leave St. Joseph's having achieved their full potential in all areas and have the necessary skills and knowledge to flourish to their next phase of education and life. As children learn and grow, we want them experience a deep sense of joy in everyday life and to feel happy, confident and full-filled, having enjoyed an enriching curriculum at St. Joseph's. We want us to approach our curriculum with enthusiasm and a thirst for knowledge. Through a broad, diverse curriculum and for children to develop new interests and passions. Children need a world class education which enables them to grow in wisdom, knowledge and a skills so that they may have a transformational impact upon society. We want children to receive an exceptional curriculum by inspirational, knowledgeable teachers who deliver academic excellence for all. We want our curriculum to enable long-term learning.

'Create Responsible Citizens who are independent, confident, life-long learners who are equipped to meet the challenges of a changing future…'

We want our children to grow up to be responsible citizens and good people. We want them to learn to feel, think and act with respect for themselves and for other people. We want them to feel confident and to develop a strong character whilst providing them with the necessary skills to meet the challenges of a rapidly changing world.

We want our children to leave St. Joseph's with the knowledge, skills and desires to contribute to a fairer and more sustainable world - To help build God's Kingdom. We want them to be successful global learners: As Pope Francis said,

'We are a single family living in a common home. We have a responsibility as stewards of God's earth.'

Intent

Learners will

- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary
- Have a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud
- Recognise some of the language patterns of French and how these differ or are similar to English
- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes
- Have a deeper understanding of cultural differences and similarities
- Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Languages

See the 'Language Overview' document for specific vocabulary.

Year 3 – Skills and Knowledge

Skills

- Listen, read and show understanding of single words
- Recognise a familiar question and respond
- Write and say a sentence with single familiar words and a connective with support and confident to attempt it without
- Recognise some letter strings and pronounce them in familiar words
- Use strategies for memorising vocabulary
- Find the meaning of word in a bi-lingual dictionary
- Join in with the actions of familiar songs, stories and rhymes

Knowledge

- Awareness that different word classes exist in French and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunction
- 1st and 2nd person pronouns with a regular -er verb ending and 2 irregular high frequency verbs
- Awareness that there are 2 groups of nouns in French
- 2 forms of 'you' in French
- Awareness that letters in French can make a different sound to English and silent letters are frequent
- Awareness that French is spoken in other countries besides France
- Some of the traditions of Christmas and New Year in France

Year 4 – Skills and Knowledge

Skills

- Listen, read and show understanding of short phrases in texts as well as songs and rhymes
- Ask and answer several simple and familiar questions
- Write and say a simple phrase to describe people, places and things with a language scaffold as well as be confident to do the same without support

- Read aloud short familiar sentences using knowledge of phonics
- Use a bi-lingual dictionary to find the meaning or translation of a word
- Join in with the words of familiar songs, stories and rhymes sometimes from memory

Knowledge

- Concept of gender of nouns
- Formation of a question with rising intonation
- Pattern of questions with question words
- Better understanding of silent letters
- Awareness of elision
- Rules for making nouns plural
- Formation of 1st and 2nd person singular of 2 irregular high frequency verbs
- Partitive in plural
- Making a sentence say not
- Position of colour adjectives in a sentence
- Some French speaking countries in Europe
- Facts about the Eiffel Tower

Year 5 – Skills and Knowledge

Skills

- Listen, read and show understanding of more complex familiar phrases and sentences in texts
- Ask and answer more complex familiar questions
- Write and say a more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support
- Read aloud more complex familiar sentences using knowledge of phonics
- Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs
- Follow the text of a familiar rhyme, song or story and identify the meaning of the words

Knowledge

- Rules of agreement of adjectives in the singular and plural
- Position of majority of adjectives in a sentence
- Concept of liaison
- 1st, 2nd, 3rd person singular and 3rd person plural of an irregular high frequency verb
- Development of understanding of formation of questions
- 1st, 2nd, 3rd person singular pronouns and 3rd person plural pronouns and verb conjugation for regular -er verbs and an irregular high frequency verb
- Formation of the definite article
- Traditional songs and rhymes

Year 6 – Skills and Knowledge

Skills

- Listen, read and show understanding of more complex sentences using familiar and unfamiliar words
- Engage in a short conversation using familiar questions and express opinions
- Write and say a more complex sentence to describe people, places and things manipulating language with a bi-lingual dictionary as well as be confident to do the same without support
- Pronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledge
- Decode an unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary
- Read aloud the text of familiar songs, rhymes and stories

Knowledge

- Formal use of 'you' with regular and irregular high frequency verbs
- Formation of a relative clause
- Consolidation of grammatical knowledge from Years 3 to 5

Implementation

- The lesson plans are designed to be 30 minutes in length for Years 3/4 and 45 minutes in length for Years 5/6. There are follow-up activities to each lesson to increase the exposure time in a week
- The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years
- The lesson plans include ideas for support for the less able and to extend the more able
- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills
- Interactive whiteboard resources with audio support are provided; purchase of a set of storybooks and phonics book is a requisite to access the scheme and additional resources are recommended particularly for songs and rhymes
- The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge
- In Year 6, the content allows for revisiting and consolidating prior knowledge
- Who teaches the scheme to ensure high quality lessons is at the discretion of the school but linguistic up-skilling and methodology training is available to support its delivery as well as detailed lesson plans linked to ready-made resource templates and audio recordings of stories and rhymes read by a native speaker
- It is expected that formative assessment in each lesson informs the planning and teaching of subsequent lesson plans

Impact

- The lesson plans indicate which activity is an opportunity to assess progress and is linked to the KS2 targets and in particular to those of the appropriate year group as detailed above
- A teacher assessment grid is provided to record attainment of each target for each skill in each year group and to track progress
- The completed activities in the accompanying workbooks gather evidence of the listening, reading and writing targets
- Evidence of speaking activities can be gathered by making audio recordings of the suggested activities in the lesson plans
- Children self-assess their progress at the end of each section of work using a traffic light system and comment on their grasp of the new knowledge. In addition, there is space for teachers to provide a written response
- The use of the 'transition document' is encouraged to relay information to feeder secondary schools about prior language learning
- Based on the evidence of the above records of achievement and progress, teachers can inform parents/guardians of this, using report statements which relate to the expected targets of each year group under the headings 'emerging, expected and exceeding'
- To enhance the impact on enjoyment and intercultural understanding, consider organising language events and competitions; making penfriend links; provide access to out-of-school online materials; take-home bags of resources etc.
- All of the above provides evidence that the 'statements of intent' are met