

## Curzon French Curriculum

### Our Intent

Being able to speak another language opens the door to many career opportunities and is vital in an ever changing world. We aim to instill a love for languages and a confidence in our children so that they have strong foundations ready for KS3. We aim for them to develop their resilience in language learning to overcome any challenges they may face. This links to our value of courage and our growth mindset ethos. Learning a language develops curiosity for other languages and cultures, and increases cultural capital by providing pupils with rich opportunities to learn about the wider world. We aim for our children to develop an understanding and a respect for French speaking cultures.

Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others, and cultural differences. The intention is that they will be working towards becoming life-long language learners.

We chose to study the language of our close neighbour, France. Many of our pupils visit France and so have the opportunity to put their learning into practice and develop their language skills further. The school also has French speakers on the staff. French is a language that is recognised worldwide and used in many other countries in addition to France. French also has strong connections to the English language and this helps pupils make important connections which support their understanding. Although our pupils go on to a range of secondary schools, most of our local schools teach French in KS3.

We have high ambitions for all pupils. Our ethos is to allow all children to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different activities (e.g, paired work, visual cues), we ensure that all pupils, including SEND, can participate fully. Our curriculum is designed to ensure that higher attainers are challenged through using dictionaries to further their knowledge and applying this to longer and more detailed pieces of spoken and written French.

Whilst following the National Curriculum, we have made our French curriculum unique to Curzon:

We have chosen to follow the Language Angels programme of study as this provides a comprehensive, progressive study of French that systematically builds upon previous learning. This programme also enables all teachers to deliver the subject with confidence right from the start. Language Angels aims for pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. In addition, the children are taught how to look up and research language they are unsure of, and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

### **Inspiring our learners**

We aim to make our French lessons interactive and fun so that children will feel inspired to learn and want to have a go at speaking in another language. Paired games/talk are a key feature of the Curzon Teaching and Learning Blueprint.

### **Exposure to authentic French**

At the heart of our curriculum is the desire to expose children to authentic French so that they can hear and copy the correct pronunciation. The Language Angels scheme of work selected offers regular opportunities to listen to native speakers. Some of our members of staff are fluent in French and lead parts of the lessons, such as giving classroom instructions, in French.

### **Our French curriculum promotes our vision and key values**

Respect- understanding of French speaking cultures.

Courage- having the confidence to try out new words and phrases without worrying about getting them wrong.

*How French links with our school vision: growing in understanding and respect of other cultures and languages. Being a global neighbour*

### **Knowledge and skills that we intend our pupils to achieve**

Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
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<p><b>Listening</b></p>	<p>Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught.</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>
<p><b>Speaking</b></p>	<p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>
<p><b>Reading</b></p>	<p>Read familiar words and short phrases accurately by applying knowledge.</p>	<p>Read aloud short pieces of text applying phonics knowledge learnt</p>	<p>Understand longer passages in French and start to decode meaning of</p>	<p>Be able to tackle unknown language with increased accuracy by applying phonics</p>

	Understand the meaning in English of short words I read in the foreign language.	Understand most of what we read in French when it is based on familiar language.	unknown words using cognates and context. Increase our knowledge of phonemes and letter strings	knowledge including awareness of accents, silent letters etc. Decode some unknown language using bilingual dictionaries.
<b>Writing</b>	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a short paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a festival.

<p><b>Grammar</b></p>	<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (<b>EG:</b> 'the', 'a' or 'some'). Introduce: simple adjectival agreement (<b>EG:</b> adjectival agreement when describing members of family) the negative form possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Revision of gender and nouns including de, du, des. Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (<b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (<b>EG:</b> which subjects I like at school and also which subjects I do not like).  Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.</p>
<p><b>Stretch and challenge</b></p>	<p>Say a simple sentence manipulating vocabulary. Explain a strategy to memorise new vocabulary.</p>	<p>Say a sentence confidently which is negative or positive with an indefinite article, noun singular and maybe adjective or plural</p>	<p>Say confidently a more complex sentence including e.g.</p>	<p>Engage in a longer conversation or present information without support.  Understand the gist of a</p>

	<p>Say, remember, read and write confidently almost all vocabulary.</p>	<p>noun and high frequency verb.</p> <p>Ask familiar questions and answers confidently.</p> <p>Read familiar sentences confidently using phonic knowledge and silent letter rules.</p> <p>Write simple sentences from memory with accuracy.</p>	<p>positive, negative, noun, pronoun</p> <p>adjectives, verb, adverbial phrase,</p> <p>definite/indefinite article.</p> <p>Apply phonic knowledge to read aloud unfamiliar words.</p> <p>Write complex sentences.</p>	<p>simple unfamiliar text using a dictionary</p> <p>Read aloud confidently unfamiliar words with a high degree of accuracy.</p> <p>Apply an excellent understanding of key grammar concepts encountered in speaking and writing maybe from memory.</p> <p>Apply the rules of adjectival agreement with accuracy.</p>
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## Implementation at Curzon

We follow the Language Angels Programme of study. This programme has been designed with a non-French specialist teacher in mind and contains many ready-made resources, a grammar guide to support teacher subject knowledge and step-by-step activities. It covers the four key language learning skills of listening, speaking, reading and writing and all necessary grammar.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEND children have access to the curriculum through variation of task, grouping or support from an adult. Each class has a timetabled lesson of approximately thirty minutes per week.

## **Organisation of units**

Each unit lasts approximately half a term.

Language Angels are categorised by 'Teaching Type' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for each class. We have followed this progression. Year 3 starts on the entry stage units as these are appropriate for pupils with little or no previous foreign language learning. These units are taught in a graded order. Year 4 continues with the entry stage units and moves on to some intermediate stage units. Year 5 works on the higher intermediate stage units and Year 6 is based on the progressive stage units (the most challenging stage). Pupils will build on their previous knowledge gradually as their French lessons revise and consolidate previously learnt language whilst building on all four language skills. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Grammar is integrated and taught discreetly throughout all appropriate units.

Children will be taught how to listen and read longer pieces of text gradually in French and throughout the school they will have ample opportunities to speak, listen to, read and write French with and without scaffolds, frames and varying levels of support.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit, they will build their knowledge and develop the complexity of the French they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

## **Organisation of lessons**

Each lesson within a unit builds up key vocabulary, grammar and skills. There is an assessment task at the end of each unit which allows children to apply these skills.

French lessons include:

- PowerPoints and interactive whiteboard materials from Language Angels
- Interactive games
- Songs & raps

- Listening, speaking, reading and writing activities

Lessons are logically sequenced, starting with teaching new vocabulary and grammar features. There are activities to practise the new vocabulary through listening and reading games, opportunities to apply learning to writing.

### Progression of written knowledge and skills

Vocabulary and written French work is recorded in French books throughout KS2. Year 3 focus on simple words and phrases. As children progress through the school, they start to compose their own sentences and write longer amounts in French. They learn to write more complex sentences and to start to create their own paragraphs using models to support them. For example, Year 5 create a weather report and Year 6 describe a range of festivals. Year 5 and Year 6 children also use dictionaries to extend their vocabulary and write more complex pieces.

### Curzon Long Term Curriculum Planning for French

There are 3 progressive stages: entry, intermediate and progressive. Each stage is divided into 3 progressive levels. The final unit in Year 6 is over the term as we use this to consolidate and apply knowledge and skills from the whole of KS2.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 (E= Entry levels 1-3)	<b>I'm Learning French E1</b> Find France on map and recall at least one Francophone country Use key greetings Ask and answer How are you? What is your name? Count to 10	<b>Animals E1</b> Recognise, recall and attempt to spell up to 10 animals in French Understand there are more determiners and articles in French than in English Use and become familiar with 1 <sup>st</sup>	<b>Instruments E1</b> Recognise, recall and attempt to spell up to 10 instruments in French with the correct definite article/determiner. Understand articles/determiners	<b>Seasons E2</b> Recognise, recall and remember the four seasons, a short phrase for each season Say which is their favourite and attempt to say why using et, parce-que and car	<b>I am able, I know how to E3</b> Recognise, recall and attempt to spell 10 action verbs Use these verbs in infinite e.g je peux aller, je ne peux pas aller	<b>Fruits E3</b> Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit.

	Read, write, say and recognise 10 colours.	person conjugated very je suis	better and that the definite article/determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using 'je joue' (I play) with up to 10 different instruments.		Say what fruits they like and dislike	
Year 4 (E= entry levels 1-3 ; I= intermediate levels 1-3)	<b>Ice creams E3</b> Name and recognise 10 different flavours Ask for an ice cream using je voudrais., Ask for flavour, cone or tub	<b>Vegetables E3</b> Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct determiner/article) Learn simple vocabulary for a role play Say if they would like one kilo or a half kilo	<b>Presenting I 1</b> Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.	<b>In the classroom I 2</b> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case.	<b>Pets I 2</b> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets. Tell somebody if they have or do not have a pet. Ask somebody else if they have a pet. Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").	<b>My family I 2</b> Tell somebody the members, names and various ages of either their own or a fictional family Continue to count in French up to 50 Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of s'appeler (to be called) and avoir (to have).

<p>Year 5 (I=intermediate levels 1-3)</p>	<p><b>At the tea room I3</b> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play</p>	<p><b>The date I3</b> Repeat and recognise the months of the year Ask when somebody has a birthday and say when they have their birthday. Say the date Create a French calendar. Recognise key dates in the French calendar.</p>	<p><b>My home I3</b> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody what rooms they have or do not have in their home. Ask somebody else what rooms they have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p><b>Habitats I3</b> Tell somebody the key elements that animals and plants need to survive in their habitat. Tell somebody examples of the most common habitats for plants and animals Tell somebody in French which animals and plants live in these different habitats.</p>	<p><b>Weather I3</b> Repeat and recognise the vocabulary for weather Ask and say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols. Write and present a weather forecast.</p>	<p><b>Clothes I3</b> Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles Use the verb porter Say what they wear in different weather/situations. Describe clothes in terms of their colour and start to apply adjectival agreement. Use the possessives with increased accuracy. <b>2024 Olympics I3</b> Tell somebody in French the key facts of the modern Olympic games. • highlight key words when learning how to decode longer text in gist listening and reading in French.</p>
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						<p>Say the nouns in French for key sports in the current Olympic games.          Conjugate the irregular verb FAIRE.          De la, de l' and du</p>
<p>Year 6          (P=progressive levels 1-3)</p>	<p><b>Planets P1</b>          Name and label a map of the Solar System in French. Apply the rules of adjectival agreement to describe the Solar System          Use conjunctions and intensifiers to extend descriptions of the Solar System.          Ask key questions in French in order to conduct an interview with an astronaut.          Deepen their understanding of adjectival agreement to</p>	<p><b>At School P2</b>          Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school.          Say why they like/dislike certain school subjects.          Tell the time (on the hour) in French.          Say what time they study certain subjects at school.</p>	<p><b>The weekend P2</b>          Ask what the time is in French.          Learn how to say what they do at the weekend in French.          Learn to integrate connectives into their work.          Present an account of what they do and at what time at the weekend.</p>	<p><b>Healthy lifestyles P2</b>          Name and recognise 10 foods and drinks that are considered good for your health.          Name and recognise 10 foods and drinks that are considered bad for your health.          Say what activities they do to keep healthy during the week.          Learn to make a healthy recipe in French.</p>	<p><b>Me in the world P3</b>          About the many countries in the Francophone world.          About different festivals (religious and non-religious) around the world.          That we are different and yet all the same.          That we can all help to protect our planet.          How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).</p>	

	describe themselves in terms of character.				
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## Assessment

- Assessment of pupils' learning in French is an ongoing monitoring of pupils' understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform support and challenge for each pupil.
- Teachers use quick fire formative assessment activities in lessons, such as paired mix and matching of vocabulary, thumbs up/thumbs down if you agree with a translation.
- Books provide evidence of children's written skills and their ability to retain and apply new knowledge.
- Teachers assess each pupil summatively each term using the progression of knowledge and skills and this is recorded on Bromcom.
- Based on the evidence of the above records of achievement and progress, teachers inform parents/carers of this, using report statements which relate to the expected targets of each year group under the headings 'emerging, expected and exceeding'

## Impact

By the time all our children leave Curzon they will be:

- Confident with trying out words in a different language
- Able to listen so they can copy sounds
- Able to discuss links between French and English words and spot patterns in the French language
- Have learnt about English grammar through learning French
- Have learnt about different cultures and traditions and extended their cultural capital
- Be able to recall phrases and try to use them outside of the classroom.
- Developed resilience in language learning as well as enjoyment of it through a challenging scheme of work. This links to our value of courage and emphasis on growth mindset.

- Be able to manipulate language to speak or write sentences creatively
- Be ready for KS3 French