



*Believe. Achieve. Succeed Together.*

**Iver Village Junior School**  
**Implementing the French curriculum**

**Article 28, 29**

***Education must develop every child's personality, talents and abilities to the full***

## **Implementation**

### **Curriculum Design**

#### *National Curriculum:*

### **Purpose of study**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### **Aims**

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

#### *The French curriculum and Iver Village Junior School*

#### *Cyclical curriculum and repetition:*

Listening  
Speaking  
Reading  
Writing  
Grammar

French is taught weekly so that children return regularly to the subject knowledge and concepts in order that they are regularly retrieving the taught knowledge and concepts, embedding these in their long term memory. This enables them to make progress - know more and remember more.

The three pillars of language are Phonics, Grammar and Vocabulary. Learning these tools enables pupils to speak with confidence and read and write French with increasing accuracy and independence.

There is an emphasis on French phonics and constant engagement with syntax and vocabulary. Reading is the way that we introduce all new knowledge. We use knowledge organisers, which mean that pupils are able to see the meaning of the French words and the key sounds in the words.

We begin by reading them aloud in lessons (or modelled by Language Angels). This opens up three teaching opportunities. Firstly, they hear excellent pronunciation modelled. They then read out loud. We draw attention to particular phonics, patterns and meanings. The language and its embedded sounds are introduced simultaneously so that children learn the sound-spelling link. We repeat this process regularly.

The aim is for the children to learn to read French familiar and unfamiliar vocabulary with a high degree of confidence and accuracy and not just repeat words. We believe that more able learners will be able to learn more independently if they are able to sound correctly any new word they come across. For all learners, self-confidence grows if they can be reasonably sure at least of sounding right. We believe that students must first see how the word is written, hear how it is spoken, and learn the meaning of that word. But we also use pictures and gestures in our French lessons as we believe they add to the pupil's understanding of the word or concept and remembering information.

Secondly, the knowledge organisers allows pupils to see at a glance the differences in French and English syntax (particularly around the order of nouns and adjectives) and for us to discuss that and give multiple examples to embed the principle. E.g. J'ai un stylo vert = I have a pen green. When children precisely understand every word, they can break language down and build it up again. E.g. Je m'appelle Isabelle = I myself call Isabelle (my name is Isabelle) From that structure, children can break down the language and build up a new sentence with different meaning: J'appelle Isabelle = I call Isabelle

**Key concepts:**

**Phonics**

**Grammar**

**Vocabulary**

**Key Knowledge:**

- Speak with increasing confidence; with good intonation and pronunciation
- Have the tools to develop their fluency in reading using their phonetic knowledge and understanding of word patterns.
- Have an ability to use the tools of grammar and understanding of vocabulary to begin to write independently.
- Have a strong awareness of the culture of the countries where the language is spoken

- Have a passion and enthusiasm to learn languages.
- Have the ability to use languages spontaneously and to communicate for practical purposes.

Key skills:

Listening

Speaking

Reading

Writing

Key vocabulary:

Knowledge organisers with clearly displayed vocabulary

**Medium term planning:**

Term	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonetics lesson 1 (C) I'm Learning French	Phonics lesson 2 Presenting myself	Phonics lesson 3 Pets	Phonics lesson 4 At school
Autumn 2	Seasons	Family	What is the date?	Regular verbs
Spring 1	Musical instruments	Goldilocks	Weather	Irregular verbs
Spring 2	Fruits	Habitats	Romans	Planets
Summer 1	Ice Cream	Classroom	Olympics	Vikings
Summer 2	Little Red Riding Hood	My home	Clothes	Me in the world

Knowledge	Y3	Y4	Y5	Y6
<b>Topic 1</b>	<p><u>I am speaking French.</u> Phonics: Know that letters in French make different sounds to those in English. Know that French is spoken in several countries in the world and the location of France and other French speaking countries. Know the words to use to tell someone my name and ask for someone's name. Know how to ask how someone is and tell someone you are well or not well. Know how to count to 10 in French. Know the French – English translation of primary colours.</p>	<p><u>I am learning French.</u> Phonics: Know grapheme phoneme correspondence for letters of the alphabet in French. Know the numbers to 20. Know how to ask someone where they live. Know how to give basic facts about myself including, name, age, where I live and likes.</p>	<p><u>Pets.</u> Phonics: Know grapheme phoneme correspondence for some digraphs in French. Know the nouns and articles of 8 common pets. Know how the name for pets. Know how to say what pets I do and don't have. Know how to use the conjunction 'mais'</p>	<p><u>At school.</u> Phonics – Know confidently the grapheme phoneme correspondence in French and how it differs to English. Know the vocabulary for 10 school subjects. Know how to ask for and give an opinion on school subjects. Know how to tell the time in French. Know how to use the verb 'aller' and how it is conjugated differently. (Irregular verb)</p>
<b>Topic 2</b>	<p><u>The 4 Seasons</u> Know the name of the seasons in French. Know words to describe winter in French. Know words to describe Spring in French? Know words to describe summer in French? Know words to describe Autumn in French? Know words to describe preferred season and ask others for their preference. Know how to express my understanding in a sentence.</p>	<p><u>Family.</u> Know the use nouns for family members and the correct article. Know the names of family members. Know how to ask if someone has a brother or sister. Know how to count in 10s to 100? Know how to use possessive pronouns to describe my family. Know how to describe a given family.</p>	<p><u>Months of the year.</u> Know the name of the 12 months of the year. Know how to say, read and write the date in French. Know how to say when my birthday is. Know how to ask when someone else's birthday is.</p>	<p><u>Regular verbs.</u> Know how to use French pronouns. Know that verbs have different stems and endings and how this is similar and different to verbs in English. Know that verbs can be regular or irregular. Know that regular verbs with the same ending are conjugated in the same way. Know how regular –er verbs are conjugated. Know how regular –ir verbs are conjugated. Know how regular –re verbs are conjugated.</p>
<b>Topic 3</b>	<p><u>Instruments</u> Know the name and article for 10 musical instruments Understand how to use articles correctly for instruments. Know how to express instruments I can play. Know how to express instruments I cannot play.</p>	<p><u>Goldilocks and the three bears.</u> Know the story of Goldilocks and the 3 bears in French (listening) Know the story of Goldilocks and the three bears in French (speaking) Know the story of Goldilocks and the three bears in French (reading)</p>	<p><u>Weather.</u> Know vocabulary to describe different weather. Know how to read words and sentences that describe weather. Know how to listen to and say sentences that describe weather.</p>	<p><u>Irregular verbs</u> Name some examples of irregular verbs in French. Know how the verb 'aller' is formed and how it is different from regular –er verbs. Know how the verb 'avoir' is formed and how it is different from regular –ir verbs Know how the verb 'être' is formed and how it is different from regular –re verbs Know how the verb 'faire' is formed and how it is different from regular –re verbs</p>
<b>Topic 4</b>	<p><u>Fruit and Veg.</u> Know the name of 10 fruits in the singular form? Know how the names of fruits differ in the plural form. Know how to give positive and negative opinions about fruits.</p>	<p><u>Habitats.</u> Name 5 things that animals need to survive in a habitat. Name 5 different habitats within the world. Know how to describe the plants that grow in different habitats. Know how to describe the animals that live in different habitats.</p>	<p><u>Romans</u> Know the story of Romulus and Remus in French. Know the names of key people from Roman history in French. Know the names of Roman God's and Goddesses. Know the names of famous Roman inventors. Be able to discuss life as a Roman child in French.</p>	<p><u>Planets.</u> Know names of planets in French. Know how to use a complex sentence in French. Know adjectives I can use to describe planets. Know that nouns and adjectives need to agree in a sentence. Know how to use nouns and adjectives that agree in speaking and writing.</p>
<b>Topic 5</b>	<p><u>Ice Cream.</u> Know the names of 5 ice cream flavours that are feminine. Know the names of 5 ice cream flavours that are masculine. Know how to ask for an ice cream in French. Know how to use the conjunction 'et' when asking for multiple ice creams. Know how to explain if I would like a tub or cone of ice cream.</p>	<p><u>In the classroom</u> Know the names of 12 common classroom objects. Know how to ask someone what they have in their pencil case or rucksack. Know how to say and write what I have in my pencil case or rucksack. Know how to use articles and possessive pronouns accurately. Know how to use the negative form to explain what I do not have in my pencil case or rucksack?/</p>	<p><u>Olympics.</u> Know vocabulary to describe the Olympic games in French. Know vocabulary to describe the history of the Olympic games. Know the names of the different sports in the Olympic games. Know how to use the verb 'faire' correctly. Know the grammatical changes between the name of a sport and if the sport is someone's profession.</p>	<p><u>Vikings</u> Know how to describe the Vikings. Know how to describe a Viking's daily routine. Know how to describe France and French speaking countries and how this links to Vikings? How can I consolidate my learning about Vikings?</p>
<b>Topic 6</b>	<p><u>Little Red Riding Hood.</u> Be familiar with the story of Little Red Riding hood in French using picture cards. Know the name body parts in French.</p>	<p><u>In my house.</u> Know the names of different types of homes. Know the names of up to 10 rooms in a home and describe the rooms in my home. Know how to write the words to describe rooms.</p>	<p><u>Clothes.</u> Know the names of up to 20 items of clothing and their article. Know how to use the verb 'porter' to describe what I wear. Know how the verb 'porter' is conjugated differently. Be able to listen to a description and identify what they are wearing.</p>	<p><u>Me in the world.</u> Know vocabulary to describe famous festivals around the world. Know how to recognise a festival based on a description in French. Use listening skills to understand the view of 2 characters related to Christmas and Eid. Know vocabulary to describe cities. Know how to compare and contrast Paris and Port-au-Prince.  Know vocabulary to discuss the environment. Know how to use vocabulary in sentences to discuss environmental issues.</p>



Year: 6

Topic : Irregular Verbs

Dates: Spring 1

**We are learning about:**

- The terminology and patterns involved in irregular whole verb conjugation.

**We are learning how to:**

- listen to, read and speak French
- conjugate the four high frequency irregular verbs 'to have', 'to be', 'to do' and 'to go'



Pronouns	Aller	Etre	Faire	Avoir
Je	vais	suis	fais	ai
Tu	vas	es	fais	as
Il, elle	va	est	fait	a
Nous	allons	somme s	faisons	avons
Vous	allez	êtes	faites	avez
Ils, elles	vont	sont	font	ont

**IRREGULAR** verbs are called **irregular** because the way the endings of the verb changes for each of the **personal pronouns** follows a random, **IRREGULAR** pattern.

They have endings that we simply have to learn as there is no pattern to follow.

Pronouns		
Je	↔	I
Tu	↔	You
Il	↔	He
Elle	↔	She
Nous	↔	We
Vous	↔	You all
Ils	↔	They (masculine)
Elles	↔	They (feminine)

The 4 most common **IRREGULAR** French verbs are:

**aller** (to go)

**avoir** (to have)

**être** (to be)

**faire** (to do/make)

**Lesson Design**

All French lessons follow a similar structure to support pupils in developing a depth of understanding and opportunity to

Aspect of lesson	Details
<b>Review of previous learning and retrieval practice</b>	Beginning of lesson is always focussed on previous learning, grammar and recap of key vocabulary.
<b>Introduction of learning question</b>	Language Angel and knowledge organisers
<b>Concepts, knowledge, skills, vocabulary</b>	Vocabulary, phonics, grammar, pronunciation, culture, love of languages
<b>Modelling</b>	Language Angels / teacher
<b>Independent practice (learning tasks)</b>	Whole class practice to gain confidence Independent practice in class books
<b>Plans for scaffolding</b>	What does scaffolding look like at different points in the lesson e.g. - Visual prompts - Task organisers - Knowledge organisers - Adaptations to meet the overall task

