

## Subject Intent - French



Pupil will develop:

The confidence to speak with good intonation and pronunciation.

Fluency in reading.

Fluency and imagination in writing.

A strong awareness of the culture of the countries where the language is spoken.

A passion for languages and a commitment to the subject.

The ability to use language creatively and spontaneously.

An independence in their studies and the ability to draw upon a wide range of resources.

### Substantive Knowledge

Pupils listen attentively to spoken language and show understanding by joining in and responding.

Pupils explore the patterns and sounds of language through songs and rhymes and link the spelling ,sound meaning of words.

Pupils speak in sentences ,using familiar vocabulary ,phrases and basic language structures.

Pupils write phrases and create new sentences to express ideas describing people places , things and action orally and in writing and song.

Pupils will look at the culture of the countries in which the language is spoken.

### Disciplinary Knowledge

#### **To Read fluently**

This knowledge involves recognising key vocabulary and phrases.

#### **Write imaginatively**

This knowledge involves using key vocabulary and phrases to write ideas.

#### **Speak confidently**

This knowledge involves using key vocabulary and phrases to verbally communicate ideas.

#### **Understand the culture of the countries in which the language is spoken**

This involves the background knowledge and cultural capital needed to infer meaning from interactions.

# Godley Primary French Learning Journey

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

EYFS

To use a French greeting in the register  
To sing a variety of songs in French in assemblies  
Count to 3

Year 1

To use a French greeting in the register  
To sing a variety of songs in French in assembly  
Links to Geography – Locate France on world map.  
Count to 5

Year 2

To use a French greeting in the register  
To sing a variety of songs in French in assembly  
Count to Five

Year 3

To use a French greetings and goodbyes  
Days of the week in French

To use a French greetings and goodbyes – write some of these  
To sing a variety of songs in French in assembly  
Links to Geography – Rivers and mountains in France

To use a French greetings and goodbyes. To sing a variety of songs in French in assembly

Year 4

To use a French greeting in the register  
To sing a variety of songs in French in assemblies  
Say name in French  
Count to 10 in French.

To use a French greeting in the register  
To sing a variety of songs in French in assemblies  
Study a map of France - links to mapping unit

To use a French greeting in the register  
To sing a variety of songs in French in assemblies  
Study the French Flag - draw, colour

Year 5

Cultural Immersion Experience  
Where is France? Study map of France – locate capital city and regions.  
Speaking, reading and writing:  
Different greetings and goodbyes  
My name is, my age is, My family, Where I live

Speaking, reading and writing:  
Numbers to 20  
Days of the week  
Months of the year  
Colours

Speaking, reading and writing  
Weather – what is the weather like?  
Foods – ordering from a menu  
French snack shop

Year 6

Answer the register in French, reply with age, name, line up according to, your favourite colour, animal, sing songs in assembly  
Links to Geography  
Comparisons  
Paris/London

Answer the register in French, reply with age, name, line up according to, your favourite colour, animal, sing songs in assembly  
Links to Geography  
World countries, Focus Europe, Physical/human features of France Key landmarks, Topography

Cultural Immersion Experience  
Speaking, reading and writing  
How am I feeling? Male and female nouns  
Age, family, clothes, pets  
Read simple books  
Make a French PowerPoint/ book about me

Year 7

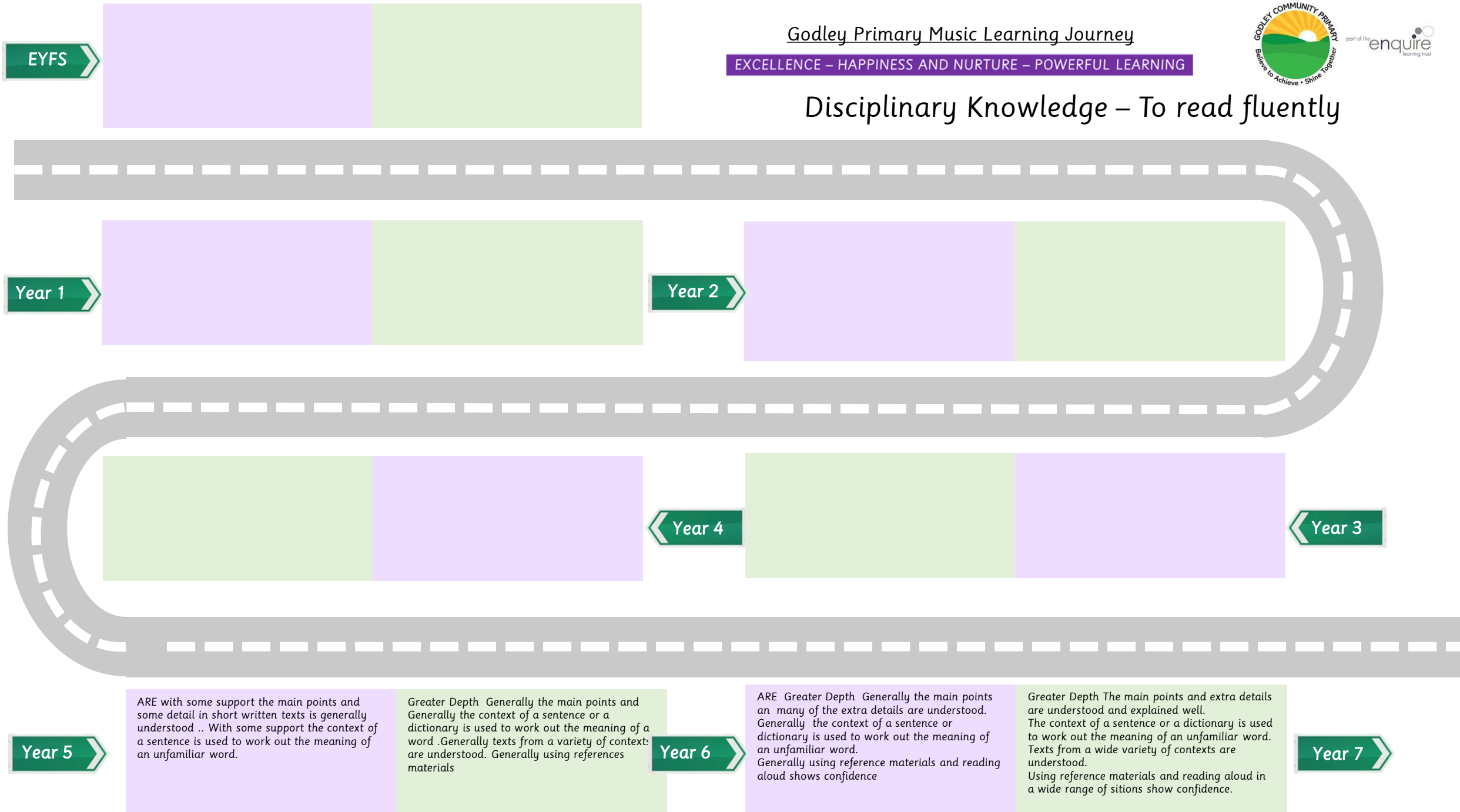
# French – Substantive Knowledge

Disciplinary Knowledge	French			
	To read fluently	To write imaginatively	To speak confidently	To understand the culture of the countries in which the language is spoken
Year 5 Year 6	<p>Read and understand the main points and some of the detail in short written texts.</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Read and understand the main points and opinions in written texts from various contexts , including present , past or future events.</p> <p>Show confidence in reading aloud and in using reference materials .</p>	<p>Write short texts on familiar topics .</p> <p>Use knowledge of grammar to enhance or change the meaning of phrases .</p> <p>Include imaginative and adventurous word choices.</p> <p>Convey meaning although there maybe some mistakes , the meaning can be understood with little or no difficulty.</p>	<p>Give short prepared talk that includes opinions.</p> <p>Vary language and produce extended responses .</p>	<p>Give detailed accounts of the customs , history and culture of the countries and communities where the language is spoken.</p> <p>Describe , with interest detail , some similarities and differences between countries and communities where the language is spoken and this country.</p>

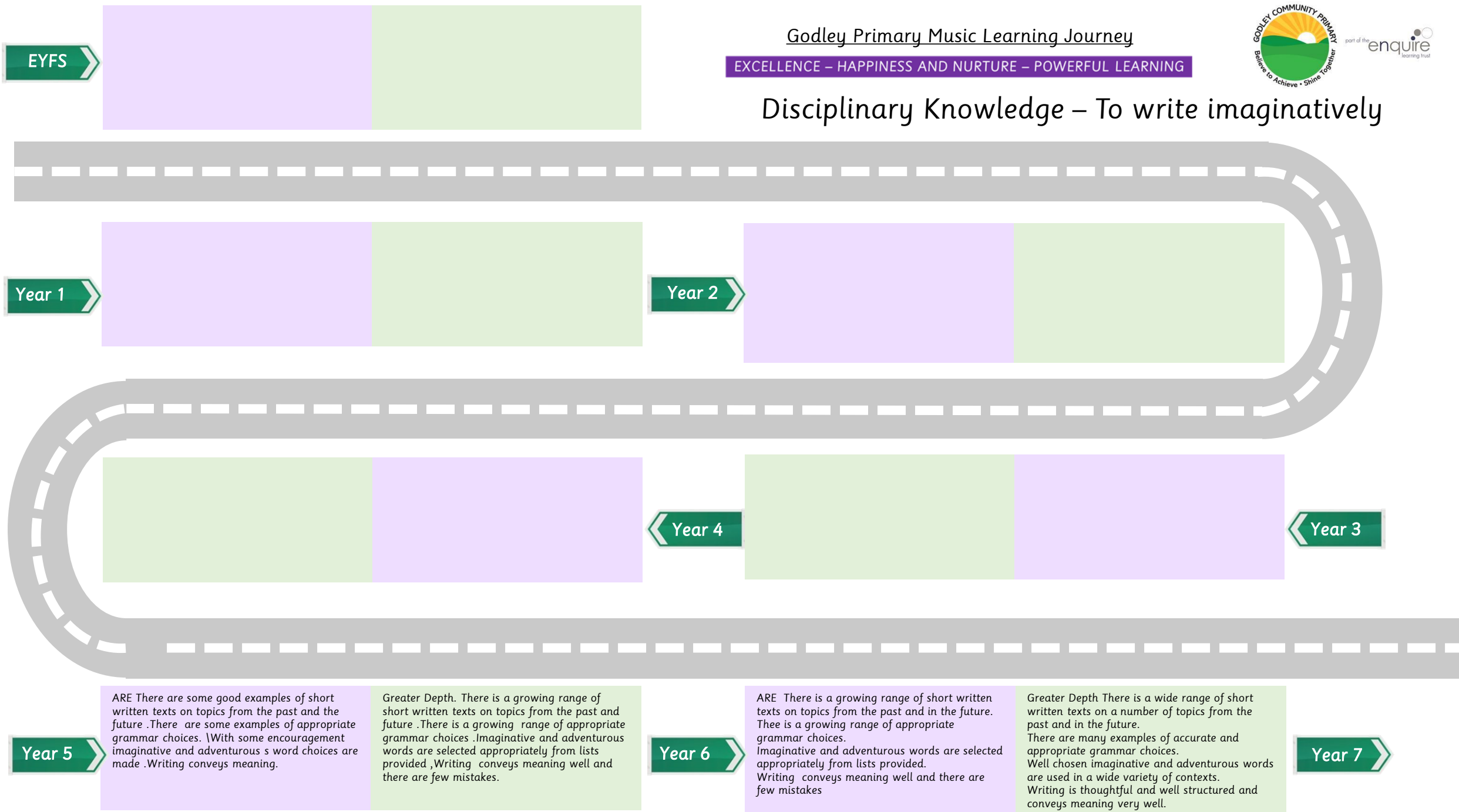
# French – Disciplinary Knowledge

Disciplinary Knowledge	French			
	To read fluently	To write imaginatively	To speak confidently	To understand the culture of the countries in which the language is spoken
Year 5	<p>.Read sheets and word search. Read from Power points.</p> <p>Read out scripts on how are you and where you live.</p> <p>To read the numbers in French 1-20 and to use worksheets and add and subtract in French.</p> <p>To read the colours in French.</p> <p>To read the Months from worksheets and power points.</p>	<p>To write simple scripts and storyboards on saying Hello. , how are you where you live and how old are you.</p> <p>To write 1-20 in French, create a poster with these numbers on</p> <p>To create a picture using the French colours.</p> <p>TO write out a calendar and use the days of the week and create a poster.</p>	<p>To act out simple role play on greetings to show the class.</p> <p>To speak the French numbers out to play lotto with the class.</p> <p>To say the French colours allowed.</p> <p>To say the days and months of the week out loud and in song .To sing the songs on bite size on clothes and body parts.</p>	<p>To see and watch French children in their town and what they do at school and hobbies and their family life.to be able to discuss this in class.</p> <p>To see school life in France and look at the different regions.</p> <p>To watch a French film about the colours and how they are used in Schools.</p>
Year 6	<p>To read the weather from Power points and work sheets . To look at clothes and body parts</p> <p>To discuss the difference between Paris and London</p> <p>To read La, Le ,un and une . To read a simple book in French.</p>	<p>To create a poster on the weather. Clothes and body parts Use bite size</p> <p>To create sentences with these nouns. write about the differences</p>	<p>To say the weather out loud and say what the weather is of that day. In French</p> <p>To discuss the differences to create a Power point on Paris and France.</p>	<p>To look at the capital city Paris. And France and its culture through discussion and then through film bites ize.</p>

## Disciplinary Knowledge – To read fluently



## Disciplinary Knowledge – To write imaginatively



EYFS

Year 1

Year 2

Year 4

Year 3

Year 5

Year 6

Year 7

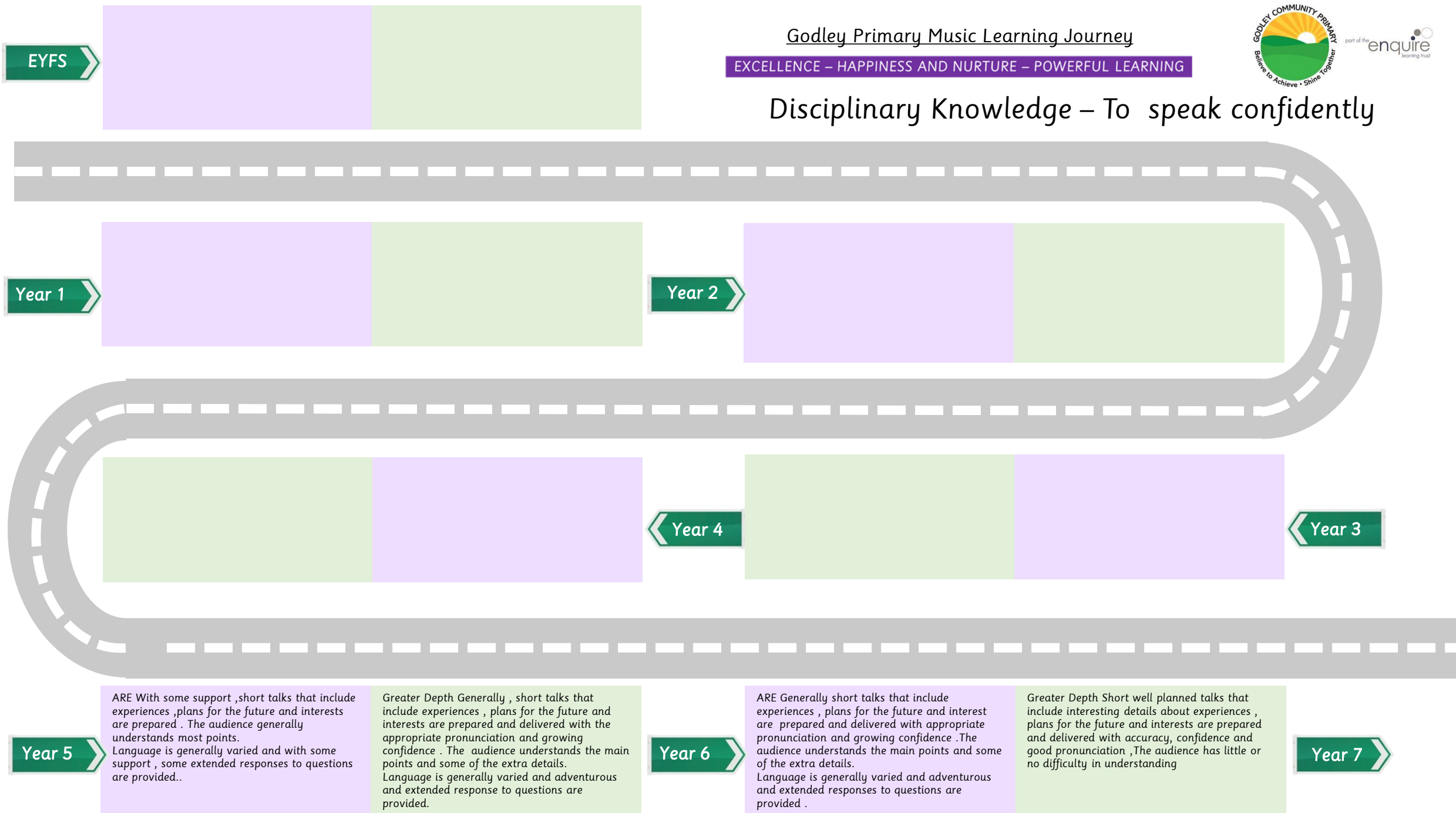
**ARE** There are some good examples of short written texts on topics from the past and the future .There are some examples of appropriate grammar choices. \With some encouragement imaginative and adventurous s word choices are made .Writing conveys meaning.

**Greater Depth.** There is a growing range of short written texts on topics from the past and future .There is a growing range of appropriate grammar choices .Imaginative and adventurous words are selected appropriately from lists provided ,Writing conveys meaning well and there are few mistakes.

**ARE** There is a growing range of short written texts on topics from the past and in the future. Thee is a growing range of appropriate grammar choices. Imaginative and adventurous words are selected appropriately from lists provided. Writing conveys meaning well and there are few mistakes

**Greater Depth** There is a wide range of short written texts on a number of topics from the past and in the future. There are many examples of accurate and appropriate grammar choices. Well chosen imaginative and adventurous words are used in a wide variety of contexts. Writing is thoughtful and well structured and conveys meaning very well.

## Disciplinary Knowledge – To speak confidently



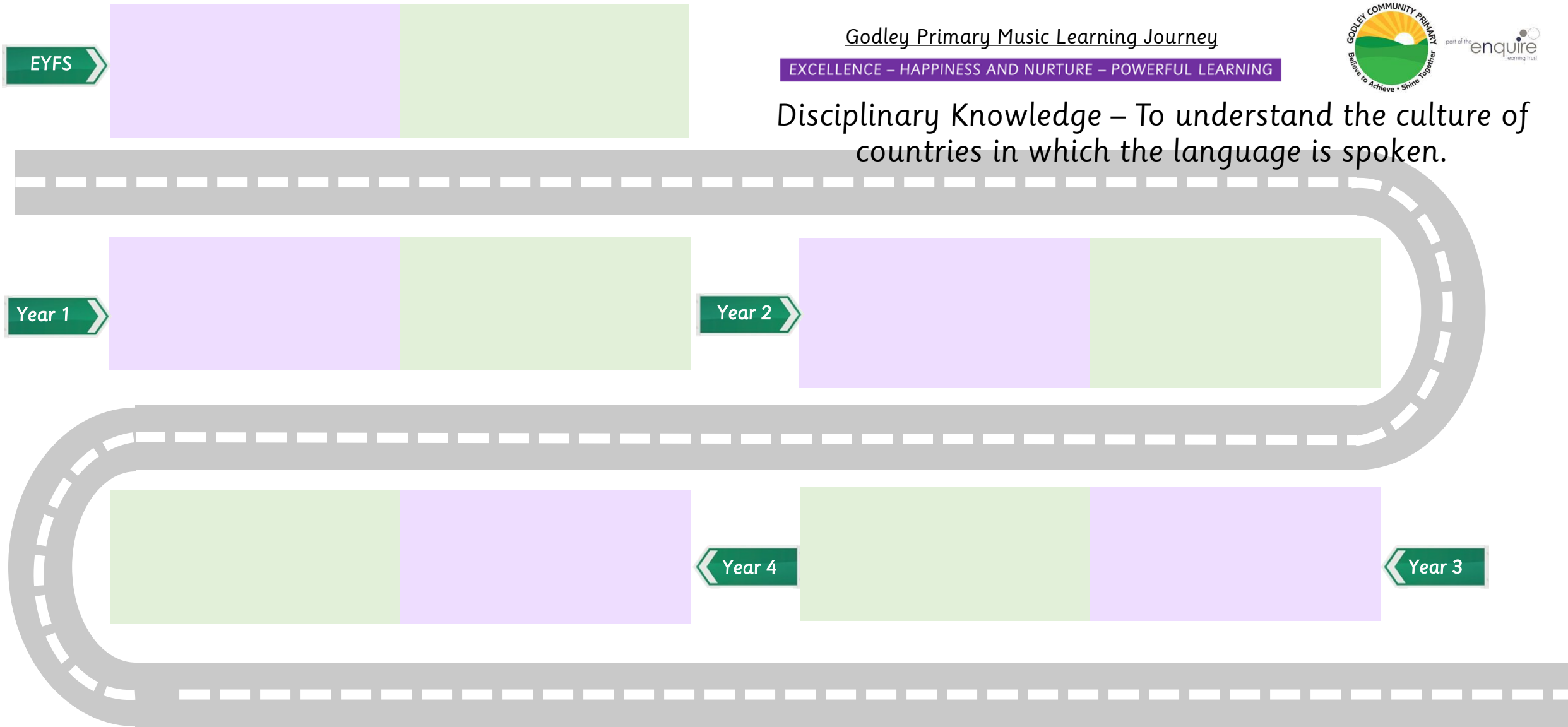
ARE With some support ,short talks that include experiences ,plans for the future and interests are prepared . The audience generally understands most points. Language is generally varied and with some support , some extended responses to questions are provided..

Greater Depth Generally , short talks that include experiences , plans for the future and interests are prepared and delivered with the appropriate pronunciation and growing confidence . The audience understands the main points and some of the extra details. Language is generally varied and adventurous and extended response to questions are provided.

ARE Generally short talks that include experiences , plans for the future and interest are prepared and delivered with appropriate pronunciation and growing confidence .The audience understands the main points and some of the extra details. Language is generally varied and adventurous and extended responses to questions are provided .

Greater Depth Short well planned talks that include interesting details about experiences , plans for the future and interests are prepared and delivered with accuracy, confidence and good pronunciation ,The audience has little or no difficulty in understanding

Disciplinary Knowledge – To understand the culture of countries in which the language is spoken.



Year 5

ARE There are some good examples of detailed accounts of the customs history and culture of the countries and communities where the language is spoken .  
There are good examples of descriptions and with some support , interesting details of the similarities and differences between area in which language is spoken.

Greater Depth Detailed descriptions , that include some ambitious phrases about the customs , history and communities where the language is spoken are produced.  
Some decisions are made in choosing which areas and details to include when describing the similarities and differences between areas in which the language is spoken.

Year 6

ARE Detailed descriptions , that include some ambitious phrases about the customs , history and culture of the countries and communities where the language is spoken are produced.  
Some decisions are made in choosing which areas and details to included when describing the similarities and differences between areas in which the language is spoken .

Greater Depth Thoughtful and detailed descriptions that include a wide range of information about the customs , history , and culture of the countries and communities where the language is spoken are produced .  
Criteria for exploration of similarities and differences between areas in which the language is spoken are confidently decided and carried out.

Year 7

# French Pedagogy

At Godley MFL is French and is taught to years 5 and 6 .Throughout the school life of a child at Godley the students will sing in French and have the register taken in French. We have high expectations of MFL throughout the school and learning experiences are provided in lots of practical ways .For example the French display board and the singing in assemblies in French. Looking at different cultures in other subjects.

Staff members are clear about the MFL curriculum and they can see the progression on the road map. This also encourages staff to use French in their lessons .

Throughout the year 5 and 6 students are encouraged to explore French through Reading Writing and speaking /listening .They are given opportunity to look at French culture and food and conversation. Through repetition and looking at role play and visual aids and work sheets and video students are given the basic structure to build upon a foundation to be able speak and write and read in French.

Students should be able to demonstrate the understanding of sentences and be able converse in French and be able to read in French.

Students will work in a variety of groups .They will work in independently , small groups and in pairs and as a whole class. This will give them a foundation in understanding and confidence to move forward with the language.

In addition students should be given the opportunity to experience:

1. How it feels to speak French.
2. To be able understand French words .
3. To write in French

To see and feel and taste French culture / food.

## Godley Primary – Approach to teaching - French



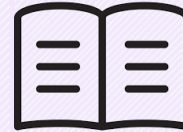
Listen and explore



Prior Learning



Speaking



Reading



Writing



Communicate effectively

Key Threshold Concepts  
**Read – Write – Speak - Culture**

Key Concept	French - Disciplinary Knowledge Year 3	
	ARE	Greater Depth
To read fluently	With the support of a teacher, some everyday words and phrases are read out loud.	Generally, familiar words and phrases are read out loud.
	With the support of a teacher, there are some attempts to use phonic (or logographic) knowledge to read words	Generally, phonic (or logographic) knowledge is applied when reading words.
	With the support of a teacher, short written phrases are read with some understanding.	Generally, short written phrases with familiar language can be read and understood.
	With encouragement, there is some attempt to read out loud familiar words and phrases.	There is a growing confidence in reading out loud familiar words and phrases.
To write imaginatively	With the support of a teacher, there are some good attempts to write or copy everyday words.	There is increasing confidence in deciding how to write everyday words correctly.
	With the support of a teacher, appropriate words are selected from a list to label items and complete short sentences.	Generally, appropriate word choices are selected from a list to label items and complete short sentences.
	With the support of a teacher, one or two short sentences are written.	There is increasing confidence in deciding how to write short sentences about familiar topics.
	With the support of a teacher, short phrases used in everyday conversations are written.	There is increasing confidence in deciding how to write short phrases used in everyday conversations.

Key Concept	French- Disciplinary Knowledge – Year 3	
	ARE	Greater Depth
To speak confidently	With the support of a teacher, some spoken phrases are understood	There is increasing confidence in deciding what some spoken phrases mean.
	With encouragement, responses and basic information about everyday events are given.	There is increasing confidence in deciding how to provide responses to questions about everyday events.
	With encouragement, some words are pronounced correctly	There is a growing knowledge of and confidence in word pronunciation.
To understand the culture of the countries in which the language is spoken	During structured activities, countries where the language is spoken are explored	There is a growing awareness of some of the countries in which the language is spoken.
	During structured activities, some knowledge of the customs and features of the areas where the language is spoken are explored.	There is a growing knowledge, and some understanding, of the customs and features of the areas where the language is spoken.
	There is some awareness that there are conventions to follow when speaking.	There is a growing awareness that language used sometimes needs to be chosen to fit social conventions.

Key Concept	French- Disciplinary Knowledge Year 4	
	ARE	Greater Depth
To read fluently	Generally, familiar words and phrases are read out loud.	A growing range of familiar words and phrases are read out loud with confidence.
	Generally, phonic (or logographic) knowledge is applied when reading words.	Most words can be read because of fluent phonic (or logographic) knowledge.
	Generally, short written phrases with familiar language can be read and understood.	Short written phrases that include some unfamiliar words are understood.
	There is a growing confidence in reading out loud familiar words and phrases.	Familiar and unfamiliar phrases are read out loud with confidence.
To write imaginatively	There is increasing confidence in deciding how to write everyday words correctly.	Most familiar words are recalled rapidly and written correctly.
	Generally, appropriate word choices are selected from a list to label items and complete short sentences.	Carefully chosen words are used to label items and complete short sentences
	There is increasing confidence in deciding how to write short sentences about familiar topics.	Thoughtful, short sentences are written confidently in a wide range of situations.
	There is increasing confidence in deciding how to write short phrases used in everyday conversations.	Short phrases used in everyday conversations are written confidently in a wide range of situations.

Key Concept	French- Disciplinary Knowledge – Year 4	
	ARE	Greater Depth
To speak confidently	There is increasing confidence in deciding what some spoken phrases mean.	Many spoken phrases about familiar topics are quickly understood.
	There is increasing confidence in deciding how to provide responses to questions about everyday events.	Well-considered responses to questions about everyday events are given.
	There is a growing knowledge of and confidence in word pronunciation.	Most familiar words are pronounced accurately and confidently.
To understand the culture of the countries in which the language is spoken	There is a growing awareness of some of the countries in which the language is spoken.	There is a good awareness of many of the countries in which the language is spoken.
	There is a growing knowledge, and some understanding, of the customs and features of the areas where the language is spoken.	There is a well-developed knowledge and understanding of the customs and features of the areas where the language is spoken.
	There is a growing awareness that language used sometimes needs to be chosen to fit social conventions.	Social conventions are generally understood well, resulting in well-considered language choices.

Key Concept	French- Disciplinary Knowledge Year 5	
	ARE	Greater Depth
To read fluently	There are some good examples of reading and understanding the main points in written texts.	There is a growing confidence in and ability to understand the main points in written texts.
To write imaginatively	There are some good examples of short sentences about personal experiences and responses written using familiar expressions.	Generally, appropriate language choices are selected from suggestions to form short, sentences about personal experiences and responses.
	There are some good examples of accurate spelling when writing from memory.	Generally, spelling is mostly accurate when writing from memory.
To speak confidently	There are some good examples of understanding the main points from spoken passages.	Generally, the main points from spoken passages are understood.
	There are some good examples of asking others to repeat words or phrases.	Generally, there is little hesitation in asking others to repeat words or phrases if necessary.
	There are some good examples of talking about interests and asking and answering questions.	Generally, confidence is growing in making decisions about how to talk about interests, asking and answering questions.
	Basic vocabulary is generally used well.	A growing vocabulary, beyond a basic level, is developing.
To understand the culture of the countries in which the language is spoken	There are some good examples of interesting details being used to describe some areas in which the language is spoken.	Interesting details are selected and expanded upon to describe some areas in which the language is spoken.
	During structured activities, comparisons between life in different areas in which the language is spoken are made.	Generally, some good comparisons between life in different areas in which the language is spoken are made.

Key Concept	French- Disciplinary Knowledge Advance Year 6	
	ARE	Greater Depth
To read fluently	Generally, the main points, and many of the extra details are understood.	The main points and extra details are understood and explained well.
	Generally, the context of a sentence or a dictionary is used to work out the meaning of an unfamiliar word.	The context of a sentence or a dictionary is used to work out the meaning of an unfamiliar word.
	Generally, texts from a variety of contexts are understood.	Texts from a wide variety of contexts are understood.
	Generally, using reference materials and reading aloud shows confidence.	Using reference materials and reading aloud in a wide range of situations shows confidence.
To write imaginatively	There is a growing range of short written texts on topics from the past and in the future.	There is a wide range of short written texts on a number of topics from the past and in the future.
	There is a growing range of appropriate grammar choices.	There are many examples of accurate and appropriate grammar choices.
	Imaginative and adventurous words are selected appropriately from lists provided.	Well-chosen imaginative and adventurous words are used in a wide variety of contexts.
	Writing conveys meaning well and there are few mistakes.	Writing is thoughtful and well structured and conveys meaning very well.
To speak confidently	With some support, short talks that include experiences, plans for the future and interests are prepared. The audience generally understands most points.	Generally, short talks that include experiences, plans for the future and interests are prepared and delivered with appropriate pronunciation and growing confidence. The audience understands the main points and some of the extra details.
	Language is generally varied and, with some support, some extended responses to questions are provided.	Language is generally varied and adventurous and extended responses to questions are provided.
To understand the culture of the countries in which the language is spoken	There are some good examples of detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.	Detailed descriptions, that include some ambitious phrases about the customs, history and culture of the countries and communities where the language is spoken. are produced.
	There are some good examples of descriptions and, with some support, interesting details of the similarities and differences between areas in which the language is spoken.	Some decisions are made in choosing which areas and details to include when describing the similarities and differences between areas in which the language is spoken.

## French Songs:

Autumn	Spring	Summer
Un, deux, trois Lundi, mardi, mercredi Comment t'appelles tu Dans ma famille	Qu'est-ce c'est De quelle couleur Les animeaux Tous les jours	Mon petit ami bizarre Dans ma poche J'ai perdu mon chapeau Ou se trouve mon parapluie

# Vocabulary

<p><b>Year 5</b></p>	<p>Ca va? - How are you?          Bonjour! - Hello!          Salut! - Hi!          Ca va bien/mal – I’m fine/ I’m not fine          Je m’appelle – I am called          Comment tu t’appelles? – What’s your name?          Au revoir! Bye!          C’est – it is          C’est de quelle couleur? – What colour is it?          Quel âge as-tu?, J’ai ____ ans.          J’habite a_____</p>	<p>Numbers 1-20 (in French)          Days of week and months of the year          Les couleurs          Bleu – blue          Rouge – red          Vert – green          Jaune – yellow          Blanc – white          Noir – black          Rose – pink          Violet – violet          Orange – orange          Marron - brown</p>	<p>Le fromage – cheese          Le pain – bread          Le gateau – cake          Le lait – milk          Il pleut – it’s raining          Il y a des nuages – it’s cloudy          Il fait soleil – it’s sunny          Il fait chaud – it’s hot          Il fait froid – it’s cold          Il fait du vent – it’s windy</p>
<p><b>Year 6</b></p>	<p>Bordeaux          Lyon          Marseille          Paris          Dix, vingt, trente, quarante, cinquante – 10, 20, 30, 40, 50</p>	<p>Quel temps fait-il? – What’s the weather like?          La tete – head          Les dents – teeth          La pied – foot          La bouche – mouth          Le nez – nose          Les yeux - eyes</p>	<p>Voici – this is          Mon, ma, mes – my (masculine, feminine, plural)          Mon papa/mon pere – my dad          Ma mere – my mum          Mon frere – my brother          Ma soeur – my sister          Ma grand-mere – my grandmother          Mon grand-pere – my grandad          Un chien – a dog          Un poisson – a fish          Un lapin – a rabbit          Un hamster – a hamster          Un chat – a cat          Un cochon d’Inde – a guinea pig          Une tortue – a tortoise          Un cheval – a horse          Un jean – jeans          Des chaussettes – socks          Un tee-shirt – a T-shirt          Un chapeau – a hat</p>