

French Curriculum at Lace Hill Academy

Who are we?

At Lace Hill Academy, French is taught in Key Stage Two, from Year 3 to Year 6. Every year group is taught by a fluent French speaker as we believe this adds quality and authenticity to the teaching of a language.

We want our children to leave Lace Hill Academy having a secure foundation in a foreign language before they move to secondary school. Local feeder schools (The Buckingham School, The Royal Latin and Sir Thomas Fremantle) teach French as a language option. Our intent is that our pupils are well equipped for these classes through the basics they are taught at Lace Hill.

The children's French lessons provide an appropriate balance of spoken and written language. They enable our children to understand and communicate ideas, facts and feelings in speech and writing, using their knowledge of phonology, grammatical structures and vocabulary. Typical French lessons involve engaging games, fun songs and a variety of activities to support the children in learning another language. We use Kapow as a scheme to teach French.

What do we need to know? Why?

Children need to know that there are many languages around the world and that knowing and understanding vocabulary from other languages is vital for communication. Lessons are practical in nature where possible and encourage pupils to rehearse vocabulary. Our curriculum for languages aims to ensure that all pupils understand and respond to spoken and written language from a variety of authentic sources. We want them to be able to speak with increasing confidence, fluency and spontaneity. They will find their own ways of communicating what they want to say, whether that is through discussion or questions so that they can improve the accuracy of their pronunciation and intonation.

Our curriculum gives pupils every opportunity to develop their French speaking skills and to learn about French culture. Units of lessons are sequential and built around a topic, allowing children to build and encounter key disciplinary concepts which link to our French golden tail.

What do we need to experience? Why?

When a child leaves our school they will...

- Be a confident person
- Be an independent thinker and self-starter
- Empathise with others
- Have an inquisitive mind
- Take risks with their learning
- Bounce back and move forward when faced with a challenge
- Be proactive and innovative
- Have a sense of belonging

I am a Lace Hill linguist because...

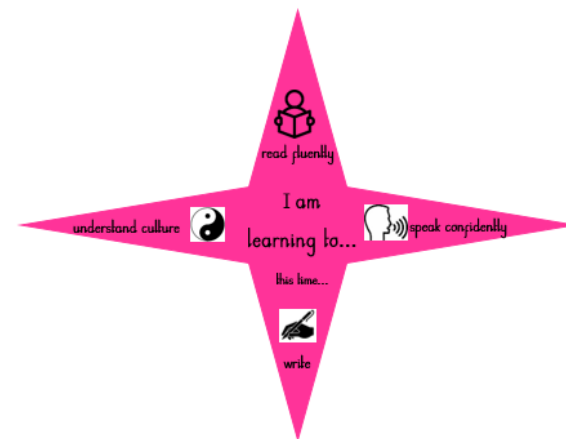
- I feel confident using words and phrases in another language
- I can listen to and understand vocabulary in another language
- I can understand and appreciate the culture of other countries
- I can hold a short conversation in another language
- I can read words and phrases in another language
- I can write words in another language

Substantive Concepts

Speaking
Listening
Reading
Writing
Vocabulary
Culture

Disciplinary Concepts

- Read fluently
- Speak confidently
- Write
- Understand culture



LHA French Journey (Progression)

	Year 3	Year 4	Year 5	Year 6
Units covered	French Greetings Adjectives of colour, size and shape Numbers and age In the classroom Transport Animals	Portraits and personality Clothes Calendars and birthdays Weather Food and drink Music	Pets Shopping French speaking world Verbs Space Family	Sport Football In my house Planning a French holiday Visiting places Consolidation
Disciplinary Concepts	Read fluently Speak confidently Write Understand culture	Read fluently Speak confidently Write Understand culture	Read fluently Speak confidently Write Understand culture	Read fluently Speak confidently Write Understand culture
Substantive Concepts	Speaking Listening Reading Writing Vocabulary Culture	Speaking Listening Reading Writing Vocabulary Culture	Speaking Listening Reading Writing Vocabulary Culture	Speaking Listening Reading Writing Vocabulary Culture

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LHA French Journey (Progression in Knowledge and Skills)				
Vocabulary (including grammar)	Year 3	Year 4	Year 5	Year 6
	Identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau	Know the equivalents for the word 'the' in French: le/la/l' /lles and 'a/an/some': in, une, des	Know that there are compound nouns in French (e.g. grand-parents)	Know a range of ways to ask questions using statements and voice inflexion, by placing a question phrase at the beginning of a statement, or by inverting the subject and verb
	Recognise that some letters carry accents and that these change the sound of those letters	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	Know that a simple metaphor requires two nouns and the verb 'to be'	Know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary
	Know that a cedilla is the hook shape that sits under the letter c when c precedes the letters a, o, u. It changes the pronunciation of the c from a hard to a soft 'ss' sound	Know that the ending of an adjective changes depending on the gender and number of the noun it describes	Know that adjectives must agree with the gender and number of the noun being described	Know whether to use the pronouns il or elle when describing someone
	Know that consonants at the end of words in French are not usually pronounced	Know that certain colour adjectives are invariable and do not change in the feminine form and that some do not change in feminine or plural forms	Know that I can compare nouns by placing plus/moins and que around the adjective of comparison	Know that partitive articles describe where something is placed
	Understand that every French noun is either masculine or feminine	Know that some adjectives are irregular in the feminine and/or plural forms	Know that when making comparisons the ending of the adjective may need to change depending on the gender and number of the noun it is describing	Know a range of prepositions to describe the position of objects
	Know that the gender affects the form of the indefinite article un or une	Know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe	Know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel	Know that the way verbs change to match the pronoun is called conjugation
	Know that feminine nouns often end in 'e'	Know that the endings of verbs change according to the subject	Know that the ending of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated	Know that some verbs do not follow regular patterns including avoir, être and aller
	Know that most nouns in French become plural by adding an 's' at the end but that some are irregular	Know how to form the first, second and third person of the verbs avoir and être	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 is used, not the verb to be as in English	Conjugate the verbs aller, jouer and faire
	Know that the pronoun ça means 'it'	Know that we can use conjunctions to link phrases such as et/mais	Know that compound sentences join two simple sentences together using connectives such as et and mais	Know that we use the verb jouer with some sports and faire with other sports
	Know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux	Know that the verbs avoir and être are used to describe appearance and personality	Know that ne is contracted to n' when followed by a vowel	Know that, for regular verbs, the singular imperative verb is formed by removing the s from the second person singular of a verb
	Know that most adjectives are placed after the noun in French			Know that venir de + the infinitive of the second verb indicates a recent action or a place of origin
	Know that adjectives of size are placed before the noun			

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	<p>Know that there are high frequency verbs which are used to formulate and answer questions</p> <p>Know that je/j' and tu are subject pronouns</p> <p>Know that c'est means 'it is' and is used to describe what something is</p> <p>Know that il y a is used to say 'there is/are'</p> <p>Know that placing ne...pas around the verb makes it negative</p> <p>Know that the word order is sometimes different in French compared to English</p> <p>Know that we can use conjunctions to join clauses</p> <p>Know that en is usually used a preposition when the mode of transport is something you get into whereas à is usually used when you are not getting into a form of transport</p> <p>Know that some words are cognates: they have the same spelling and meaning in French and English</p> <p>Know that accents in French can change the sound of a letter</p>	<p>Know the meaning of the verb porter (to wear) in the third person singular form and aimer in the third person plural form</p> <p>Know that the verb aimer is used to express an opinion, including with the negative form ne...pas</p> <p>Know how avoir and être are conjugated in the third person singular forms</p> <p>Know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence</p> <p>Know that basic sentence structure English and French have the same pattern: subject + verb + object</p> <p>Know that you can make a statement into a question by changing the intonation of your voice in French</p> <p>Know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French</p>	<p>Know that there is no possessive apostrophe in French. To say my father's sister in French would be the sister of my father</p> <p>Understand that the English language contains some words borrowed from the French language, but that these may have different meanings</p> <p>Understand that words in French and English will not always have a direct equivalent in the other language</p>	<p>Know that parce que can be used to extend and sentence and give a justification</p>
Listening	<p>Year 3</p> <p>Listen and respond to single words and short phrases</p> <p>Listen and notice rhyming words when joining in with songs</p> <p>Begin to understand and notice cognates and near cognates</p>	<p>Year 4</p> <p>Listen and respond to full sentences</p> <p>Listen and notice rhyming words when joining in with songs</p> <p>Follow a short text or rhyme, listening and reading at the same time</p>	<p>Year 5</p> <p>Know that a change in voice intonation can indicate a question being asked</p> <p>Listen and select information from short audio passages to give an appropriate response</p>	<p>Year 6</p> <p>Listen and gist information from an extended audio passage</p> <p>Independently identify rhyming words and spelling patterns when joining in with songs</p> <p>Use further contextual clues and cues to deduce unknown vocabulary</p>

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		Identify and discuss cognates and begin to explore various language detective strategies	Independently identify rhyming words and spelling patterns when joining in with songs Begin to predict spelling patterns	
Reading	Year 3	Year 4	Year 5	Year 6
	<p>Become familiar with key phonemes represented by the following letters: a, c, e, g, l, j, q, s, t, u</p> <p>Identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau</p> <p>Recognise that some letters carry accents and that these change the sound of those letters</p> <p>Begin to notice common spelling patterns</p> <p>Read aloud some words from simple songs, stories and rhymes</p> <p>Recognise some familiar French words in written form</p> <p>Begin to understand and notice cognates and near cognates</p> <p>Become familiar with format, layout and simple use of a bilingual dictionary</p> <p>Use visual clues to make predictions about the meaning of unfamiliar vocabulary</p>	<p>Identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez</p> <p>Recognise and begin to predict key word patterns and spellings</p> <p>Know that 'h' at the start of a word in French is not pronounced</p> <p>Begin to notice common spelling patterns</p> <p>Follow a short text or rhyme, listening and reading at the same time</p> <p>Recognise some familiar French words when written in a short phrase</p> <p>Use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</p> <p>Use contextual clues and cues to gist and make predictions about meanings</p>	<p>Begin to predict spelling patterns</p> <p>Read and respond to a range of authentic texts</p> <p>Identify key information in simple writing</p> <p>Use a range of language detective strategies to decode new vocabulary including context and text type</p> <p>Confidently use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</p> <p>Use further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary</p>	<p>Begin to predict spelling patterns</p> <p>Read short texts for enjoyment or information</p> <p>Identify and extract key information in a range of texts</p> <p>Use a bilingual dictionary to select alternative vocabulary for sentence building</p> <p>Use further contextual clues and cues to deduce unknown vocabulary</p>
Speaking	Year 3	Year 4	Year 5	Year 6
	<p>Ask and/or answer simple questions</p> <p>Form simple statements with information including the negative</p> <p>Practise speaking with a partner</p>	<p>Recognise and answer simple questions which involve giving personal information</p> <p>Begin to form opinion phrases</p> <p>Use a variety of conversational phrases</p>	<p>Applying changes in sound caused by accents when speaking, especially the acute accent, grave accent and cedilla</p> <p>Know that a change in voice intonation can indicate a question being asked</p>	<p>Engage in conversation and transactional language</p> <p>Plan and give a short oral presentation</p> <p>Plan, ask and answer extended questions</p>

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	<p>Use short phrases to give information</p> <p>Recognise and repeat phrases from familiar rhymes and songs</p> <p>Listen and repeat key phonemes with care</p> <p>Recognise that sounds and spelling patterns can be different from English</p> <p>Recognise how intonation and gesture are used to differentiate between statements and questions</p> <p>Discuss strategies for remembering and applying pronunciation rules</p> <p>Build confidence by repeating short phrases with increasing accuracy</p> <p>Introduce self to a partner with simple phrases</p> <p>Recognise and use adjectives of colour and size</p>	<p>Use a model to form a spoken sentence</p> <p>Begin to adapt phrases from a rhyme/song</p> <p>Listen and repeat key phonemes with care</p> <p>Recognise that sounds and spelling patterns can be different from English</p> <p>Recognise how intonation and gesture are used to differentiate between statements and questions</p> <p>Discuss strategies for remembering and applying pronunciation rules</p> <p>Build confidence by repeating short phrases with increasing accuracy</p> <p>Rehearse and perform a short role-play or song</p> <p>Use different adjectives, with correct positioning and agreement</p> <p>Chose appropriate adjectives from a wider range of adjectives</p>	<p>Form a question in order to ask for information</p> <p>Present factual information in extended sentences including justification</p> <p>Begin to use conversational phrases for purposeful dialogue</p> <p>Rehearse and recycle extended sentences orally</p> <p>Speak in full sentences using known vocabulary</p> <p>Recognise key phonemes in an unfamiliar context, applying pronunciation rules</p> <p>Use intonation and gesture to differentiate between statements and questions</p> <p>Formulate their own strategies to remember and apply pronunciation rules</p> <p>Speak and read aloud with increasing confidence and fluency</p> <p>Create and present a dialogue or role-play</p> <p>Adapt model sentences to express different ideas</p> <p>Use adapted phrases to describe an object, person or place</p>	<p>Develop extended sentences to justify a fact or opinion</p> <p>Modify, express and compare opinions</p> <p>Recognise key phonemes in an unfamiliar context, applying pronunciation rules</p> <p>Use intonation and gesture to differentiate between statements and questions</p> <p>Speak and read aloud with increasing confidence and fluency</p> <p>Use existing knowledge of vocabulary and phrases to create new sentences</p> <p>Generate the correct form of an adjective that agrees with the singular or plural noun it is describing</p> <p>Use a wide range of descriptive phrases</p>
Writing	Year 3	Year 4	Year 5	Year 6
	<p>Recognise that sounds and spelling patterns can be different from English</p> <p>Recall and write simple words from memory</p>	<p>Recognise that sounds and spelling patterns can be different from English</p> <p>Select and write short words and phrases</p>	<p>Adapt model sentences to express different ideas</p> <p>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold</p>	<p>Plan, ask and answer extended questions</p> <p>Develop extended sentences to justify a fact or opinion</p> <p>Modify, express and compare opinions</p>

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	Experiment with simple writing, copying with accuracy	Make short phrases or sentences using word cards Use different adjectives, with correct positioning and agreement	Use adapted phrases to describe an object, person or place Use adjectives with correct placement and agreement	Use existing knowledge of vocabulary and phrases to create new sentences Construct a short text on a familiar topic Generate the correct form of an adjective that agrees with the singular or plural noun it is describing Use a wide range of descriptive phrases
Cultural Awareness	Year 3 Discuss similarities and differences between customs and traditions in France and the UK Show awareness of the capital city and identify key cultural landmarks and works of art Know that in French there are formal and informal greetings Know some playground games played in France Know the name and locations of some of the cities in France Name some famous paintings by French artists Know that French is spoken in different countries around the world Identify some French-speaking countries	Year 4 Discover French festivals and their traditions Compare the weather between France and the UK Order typical French food and drink Create a song in French for a famous song contest Know that in French there is formal and informal version of the word for 'you' and when to use which one Know that in France the temperature is measured in Celsius Know that the currency used in France is euros and recognise some of the notes and coins Know that orders are typically taken at the table in France Know that the Eurovision song contest is an annual competition between countries in the euro area and was created to promote cooperation between countries after WWII	Year 5 Identify key geographical features of countries in the French-speaking world Analyse climate data for some French-speaking countries Name French-speaking countries and recognise flags of those countries Explain how climate varies in some French-speaking countries	Year 6 Play the traditional French game of la pétanque Research information about the French cycle race la Tour de France Compare sporting activities in France and the UK Know the rules for playing French bowls Know how the maillot jaune is awarded during the Tour de France race Know that football is immensely popular in France which is reflected in the support for the national team les Bleus



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