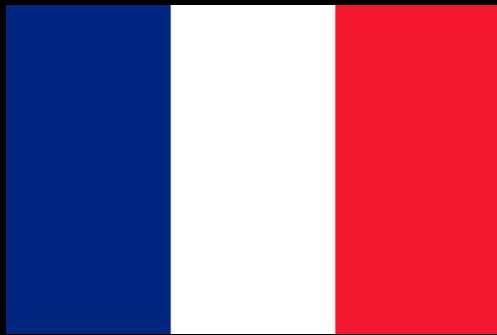


ST MARY'S, WELHAM GREEN



FRENCH



“Inspiring life-long language learners.”

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Listening



Speaking



Reading



Writing



Grammar

St Mary’s Primary School intends to use the **Language Angels** scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning – the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. The intent is that all content will be continuously updated and reviewed annually, creating a **dynamic programme of study** that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our **pupils progresses within each academic year** and is **extended year upon year** throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills: **listening, speaking, reading and writing** will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. 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.

Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2, which will be taught predominantly by the class teacher.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes – the building blocks of language. Lessons offering appropriate levels of challenge and stretch will be taught to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

The 'Early Language' units are entry level units and are **most appropriate for Year 3** pupils. **'Intermediate' units** increase the level of challenge by increasing the amount and complexity- including French grammar concepts. **'Intermediate' units** are more **suitable for Year 4-5 pupils**. **'Progressive and Creative'** Curriculum units are the most challenging units and are **suitable for Year 6** pupils or pupils with a good understanding of the basics of the language they are learning. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to **speak, listen to, read and write** the language being taught with and without scaffolds, frames and varying levels of support.

Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns and articles** and 1st person singular of **high frequency verbs** in Early Learning units.
- We move on to the **use of the possessive**, the **concept of adjectives**, use of the negative form, conjunctions.

Grammar is **integrated and taught discreetly** throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar, so they are able to create their own accurate and personalised responses to foreign language questions by the end of the primary phase.



Implementation

Each class in Key Stage 2 will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation.
- Reading and writing activities will be offered in all units.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.

Pupil learning and progression will be assessed at regular intervals- at the end of each unit.



Pupils will continuously **build on their previous knowledge** as they progress in their foreign language learning journey through the primary phase. Previous language will **be recycled, revised, recalled and consolidated** whenever possible and appropriate.

Teachers will have a **clear overview** of what they are working towards and if they are meeting these criteria. They will use the long-term planning documents provided in the form of Language Angels unit planners to ensure the correct units are being taught to the correct classes at each stage of the school year.

Individual lesson plans lay out the **learning aims and intentions** of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit.

This information will be recorded and will be monitored by the class teacher, who can use this data to ensure teaching is targeted and appropriate for each pupil. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in French.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool.



Non-Negotiables



- 30 to 45 minute weekly timetabled lesson following the Language Angels units.
- A4 pink exercise book with name label on the front.
- Language Angels worksheets to be used when appropriate.
- All other writing in lessons is completed on whiteboards or in books, where appropriate.








Curriculum Overview

	Year 3	Year 4	Year 5	Year 6
Autumn 1	J'apprends le français (I Am Learning French) + L1 La phonétique (Phonics and Pronunciation) 'Early Language' unit	Les saisons (Seasons) + L1-2 La phonétique (Phonics and Pronunciation) 'Early Language' unit	As-tu un animal ? (Do You Have a Pet?) + L1-3 La phonétique (Phonics and Pronunciation) 'Intermediate' units	À l'école (At School) + L1-3 La phonétique (Phonics and Pronunciation) 'Progressive and Creative'
Autumn 2	Les animaux (Animals) 'Early Language' unit	Je me présente (Presenting Myself) 'Intermediate' units	La date (The Date) 'Intermediate' units	Manger et Bouger (Healthy Lifestyles) 'Progressive and Creative'
Spring 1	Les instruments (Instruments) 'Early Language' unit	Ma famille (My Family) 'Intermediate' units	Chez moi (My Home) 'Intermediate' units	Le week-end (The Weekend) 'Progressive and Creative'
Spring 2	Je peux... (I Am Able...) 'Early Language' unit	En classe (In the Classroom) 'Intermediate' units	Les vêtements (Clothes) 'Intermediate' units	La Seconde Guerre mondiale (World War 2) 'Progressive and Creative'
Summer 1	Les glaces (Ice-Creams) 'Early Language' unit	Au salon de thé (At the Tea Room) 'Intermediate' units	Les Jeux olympiques (The Olympics) 'Intermediate' units	Les planètes (Planets) 'Progressive and Creative'
Summer 2	Les fruits (Fruits) 'Early Language' unit	Quel temps fait-il ? (What Is the Weather?) 'Intermediate' units	Les habitats (Habitats) 'Intermediate' units	Moi dans le monde (Me in the World) 'Progressive and Creative'



Progression of Skills

	Year 3	Year 4 (from 24/25)	Year 5 (from 25/26)	Year 6 (from 27/28)
Listening 	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	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.	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.	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.
Speaking 	Communicate with others using simple words and short phrases covered in the units.	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	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	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.
Reading 	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing 	Write familiar words & short phrases using a model or vocabulary list. EG: '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. EG: My name, where I live and my age.	Write a 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. EG: 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. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar 	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: 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. EG: 'to go', 'to do', 'to have' and 'to be'.



Barriers To and Solutions for Engagement, Progress and Achievement

Barriers Identified by SENCO/Class Teacher	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/Processing	ASD	ADHD	Cognition	SEMH
Typical Barriers in French Lessons	Difficulty hearing pronunciation and audio resources.	Difficulty seeing text or images on board/worksheets.	Difficulty writing in French script or copying from board.	Difficulty recalling vocabulary, following instructions.	Sensory sensitivity to sound or change in routine.	Difficulty with focus and waiting during group work.	Difficulty understanding new vocabulary or concepts.	Frustration with mistakes, peer interaction, or competition.
Solutions Identified by Subject Co-ordinator	- Use written key vocabulary alongside spoken words - Pre-teach vocabulary in quiet setting - Use visual cues for new instructions	- Use large print, high-contrast materials - Ensure board work is clear - Use tactile resources or audio description	- Provide word mats and sentence starters - Reduce copying tasks - Allow typing where possible	- Use visual aids and repetition - Break down instructions - Use songs/chants to reinforce vocabulary	- Predictable routine - Visual timetable - Reduce sensory overload (limit background noise)	- Chunk tasks into short activities - Use interactive tools (e.g., games) - Allow movement breaks	- Reinforce new learning with visuals - Pre-teach key vocabulary - Revisit previous content frequently	- Use praise and encouragement - Manage pairings and groups carefully - Teach emotional regulation (e.g., "calm-down" strategies)





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