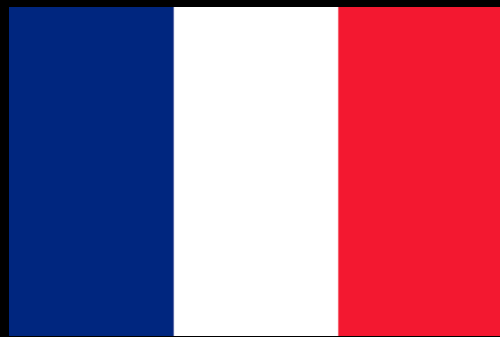




ST MARY'S, WELHAM GREEN

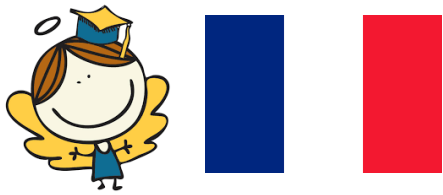


FRENCH

ALPHA



"Inspiring life-long language learners."



SUBJECT OVERVIEW



Listening



Speaking



Reading



Writing



Grammar

At St Mary's, we 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.

All content is continuously updated and reviewed annually, creating a dynamic programme of study that is 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. In addition, the children will be 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.

Pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning French as 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**.

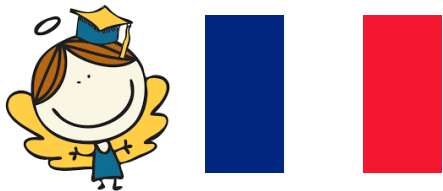


All classes have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This progressively develops pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

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. **Short-term planning** is also provided in the form of **unit overviews** (covering the learning targets for each 6-week unit) and **individual lesson plans** laying 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 and across each school term.

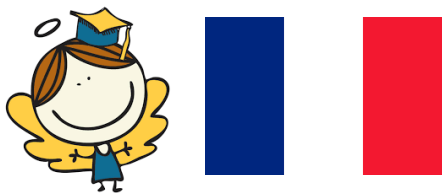




UNIT OVERVIEW 2023/24

	Year 3	Year 4	Year 5	Year 6
Autumn 1	J'apprends le français (I Am Learning French) + L1 La phonétique (Phonics and Pronunciation)	Les fruits (Fruits) + L1-2 La phonétique (Phonics and Pronunciation)	Les fruits (Fruits) + L1-2 La phonétique (Phonics and Pronunciation)	Les fruits (Fruits) + L1-2 La phonétique (Phonics and Pronunciation)
Autumn 2	Les animaux (Animals)	Je peux... (I Am Able...)	Je peux... (I Am Able...)	Je peux... (I Am Able...)
Spring 1	Les instruments (Instruments)	Les légumes (Vegetables)	Les légumes (Vegetables)	Les légumes (Vegetables)
Spring 2	Je peux... (I Am Able...)	Je me présente (Presenting Myself)	Je me présente (Presenting Myself)	Je me présente (Presenting Myself)
Summer 1	Les glaces (Ice-Creams)	En classe (In the Classroom)	En classe (In the Classroom)	En classe (In the Classroom)
Summer 2	Les fruits (Fruits)	Au salon de thé (At the Tea Room)	Au salon de thé (At the Tea Room)	Au salon de thé (At the Tea Room)

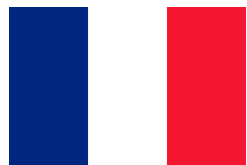




UNIT OVERVIEW 2024/25

	Year 3	Year 4	Year 5	Year 6
Autumn 1	J'apprends le français (I Am Learning French) + L1 La phonétique (Phonics and Pronunciation)	Les saisons (Seasons) + L1-2 La phonétique (Phonics and Pronunciation)	Ma famille (My Family) + L1-3 La phonétique (Phonics and Pronunciation)	Ma famille (My Family) + L1-3 La phonétique (Phonics and Pronunciation)
Autumn 2	Les animaux (Animals)	Les légumes (Vegetables)	La date (The Date)	La date (The Date)
Spring 1	Les instruments (Instruments)	Je me présente (Presenting Myself)	Quel temps fait-il ? (What Is the Weather?)	Quel temps fait-il ? (What Is the Weather?)
Spring 2	Je peux... (I Am Able...)	Ma famille (My Family)	As-tu un animal ? (Do You Have a Pet?)	As-tu un animal ? (Do You Have a Pet?)
Summer 1	Les glaces (Ice-Creams)	En classe (In the Classroom)	Chez moi (My Home)	Chez moi (My Home)
Summer 2	Les fruits (Fruits)	Au salon de thé (At the Tea Room)	Les habitats (Habitats)	Les habitats (Habitats)

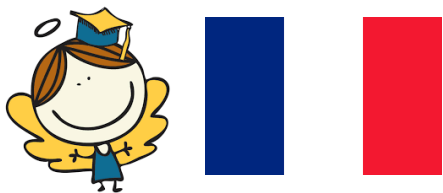









UNIT OVERVIEW 2025/26

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

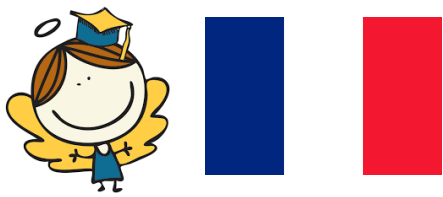




SKILLS PROGRESSION

	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'.





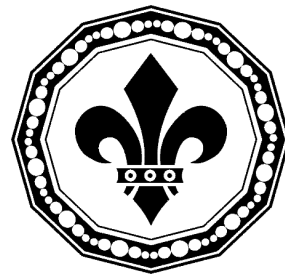
BARRIERS TO AND SOLUTIONS FOR ENGAGEMENT, PROGRESS AND ACHIEVEMENT

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/class teacher	<ul style="list-style-type: none"> Hearing words Accent Unfamiliar phonemic sounds 	<ul style="list-style-type: none"> Difficulty in seeing resources 	<ul style="list-style-type: none"> Recording words – especially accents Physical movements/ actions 	<ul style="list-style-type: none"> Remembering/ recall new vocab 	<ul style="list-style-type: none"> Noise and movement – overstimulating 	<ul style="list-style-type: none"> Waiting + frustration Fairness Organisation of resources Maintaining attention 	<ul style="list-style-type: none"> difficulty recording in a way which supports learning and retrieval 	<ul style="list-style-type: none"> Motivation Participation Team/partner work Sharing materials and “air-time”
Solutions Identified by subject co-ordinator	<ul style="list-style-type: none"> External advice Amplification Audio resources /headphones 	<ul style="list-style-type: none"> Enlarged resources Technology Printing onto coloured paper Training for staff 	<ul style="list-style-type: none"> Simplification of drawings A range of grips for pencils/pens and handle styles on brushes 	<ul style="list-style-type: none"> Signing Actions Visuals – dual coding Personal phrasebooks. 	<ul style="list-style-type: none"> Visual representation Having own equipment and clear procedures Ear Defenders. 	<ul style="list-style-type: none"> Step by step instructions Dual coding 	<ul style="list-style-type: none"> Dual coding Word banks and sentence stems for discussion and note taking Alternative methods of recording 	<ul style="list-style-type: none"> Clear end points Clear expectations Modelling and explanations clarity

- **Clarity of instruction, explanations and modelling are crucial**
- **Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn. Use the teacher guides to see the essential disciplinary and substantive knowledge that all children need.**
- **For many pupils with SEND, it is the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons**



“Inspiring life-long language learners.”



www.stmarys565.herts.sch.uk