

French

Long-term plan

Mixed-age

Taken and adapted from the Kapow
Scheme of Work



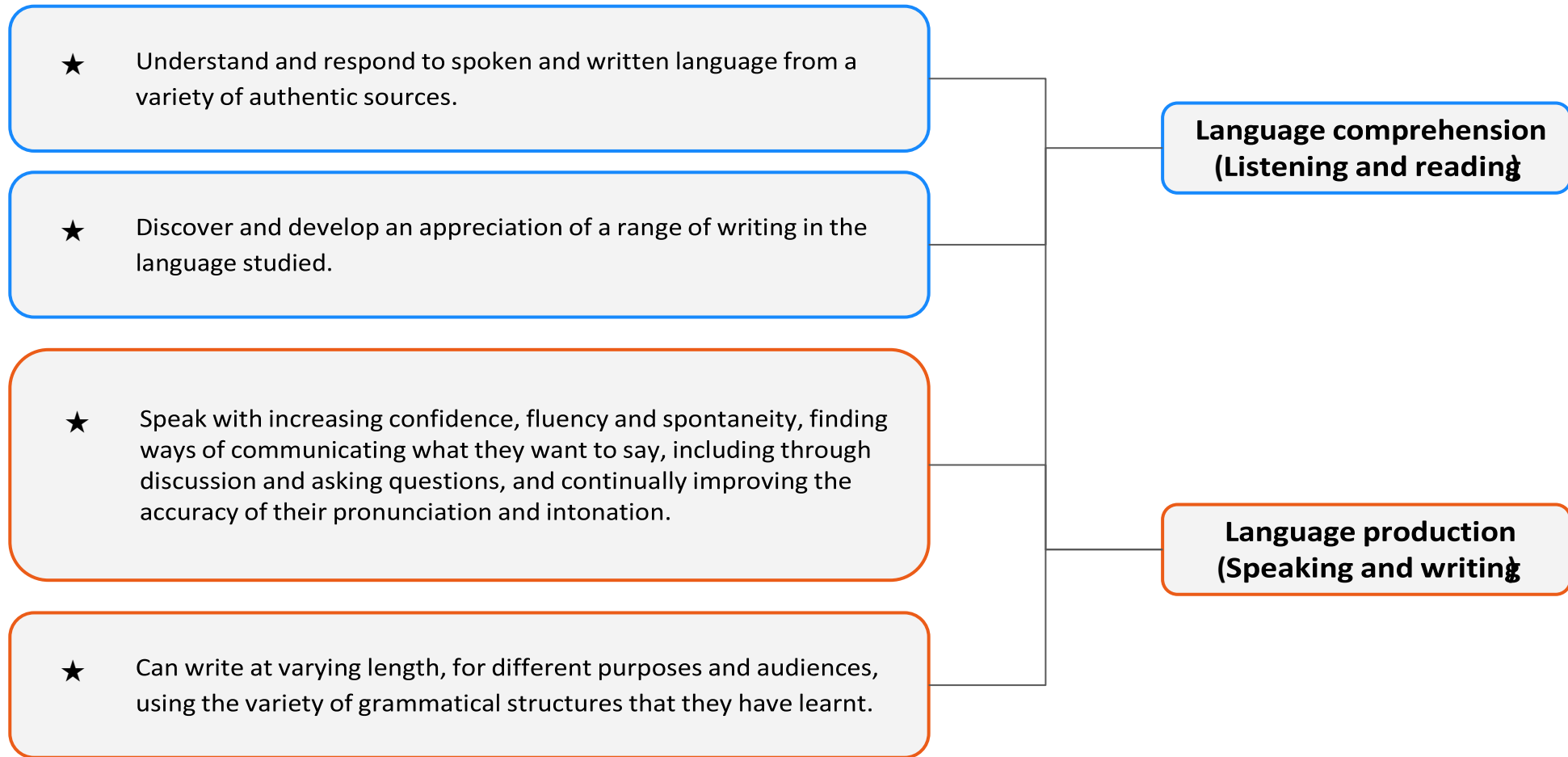
Bonjour!

How does the French scheme of work align with the National curriculum?

The **Language comprehension** and **Language production** skills strands align

National curriculum aims

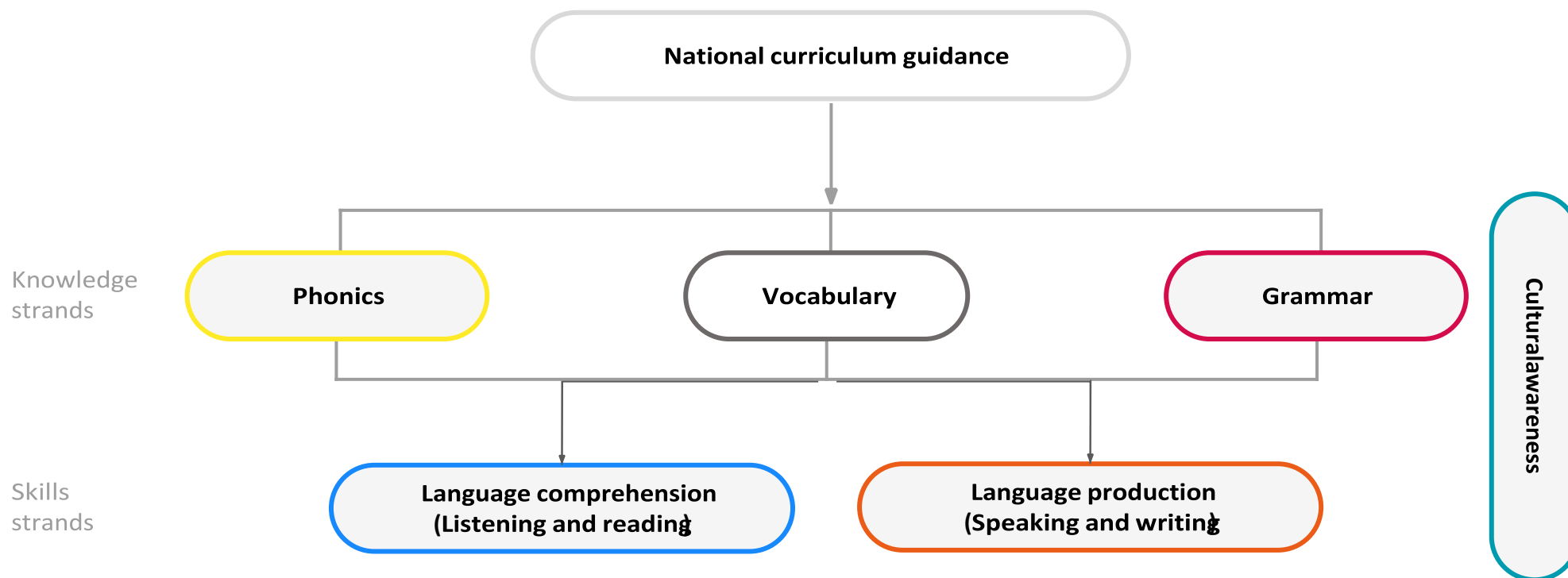
Skills strands



We also have the following **knowledge strands**: **Phonics**, **Vocabulary** and **Grammar**, which align with the three pillars of progression in the [Ofsted: Research review: languages](#). Please see [How is the French scheme of work organised?](#) for a diagram showing how the strands work together.

How is the French scheme of work organised?

From the [Ofsted research review series: languages](#), we have identified three knowledge strands or 'pillars'. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National curriculum.



Throughout the scheme of work, children will also be developing their **Cultural awareness** of France and the French-speaking world.

Our knowledge strands - **Phonics**, Vocabulary and **Grammar**

The French scheme aims to provide pupils with a firm foundation of language learning. For this reason, we have planned when to teach the three building blocks of a language system: phonics, vocabulary and grammar and the ideal sequence to teach them to ensure gradual progression and an understanding of the interplay between these elements. The Ofsted research review series: languages refers to these elements as the '3 pillars of progression':

Phonics

A comprehensive French phonics programme has been embedded into the French scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.

Our 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.

Vocabulary

As the Ofsted research review recommended, the French scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts.

This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.

Grammar

Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the French scheme.

Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.

Language detective skills

We believe that this element of our scheme is crucial to developing engaged and independent language learners who are able to grow their skills in the other five strands and transfer these skills to learn further languages.

It involves:

- Recognising learnt vocabulary when listening or reading
- Spotting cognates (words which have the same origin or are in some way similar) and near-cognates
- Using context and their own knowledge of the world to predict the meaning of unknown words
- Considering word order to anticipate the meaning of words

Our scheme develops these skills in a progressive way so that by Year 6 pupils are able to use these strategies to confidently grapple with unknown spoken and written language and search for meaning. The development of these skills, also helps pupils develop their understanding of the English language and its grammar conventions.



Oracy in French

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Through our French curriculum, pupils have opportunities to develop their oracy skills by:

- Developing the physical skills required for speech by utilising their voice, body language, and facial expressions to better communicate in French.
- Explicitly considering the role of syntax in communication in French and reflecting on the differences with English to deepen understanding.
- Role-playing as French speakers to practice conversational skills.
- Questioning and responding to each other in French to build communication skills.
- Interpreting the speech of native French speakers, learning to gist and summarise meaning.
- Listening to native French speakers and peers to enhance listening skills. • Collaborating in groups and turn-taking during conversations.

Learning *through* talk

We believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.



A spiral curriculum

Our French scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit key vocabulary and grammar concepts again and again
- ✓ **Increasing depth:** Each time vocabulary or grammar learning is revisited, it is covered with greater depth
- ✓ **Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again



Is there any flexibility in the mixed-age French scheme?

Our French scheme of work is organised into units. Within each unit, lessons **must** be taught in order as they build upon one another. Most of the units are five lessons long. This gives you some 'breathing space' to revisit elements of the unit that children may have struggled with or to revise some vocabulary from a previous unit. You could also use the spare time to introduce some vocabulary related to your topic or science work!

Units **must** be taught in the suggested order as our scheme is progressive and, although the vocabulary focus of each unit is different, grammar concepts and skills are gradually developed throughout the course of a year.

Because both cycles reflect the same key knowledge and skills, it doesn't matter whether children begin learning French in cycle A or B. If children enter Y3/4 and move on after just one year, they will have covered the same content as the two-year cycle but will have fewer chances to apply and develop that understanding. In particular, their confidence in reading and writing skills will be less developed, which is an area for their subsequent teacher to be aware of.

If children move on after just one year in a cycle, they won't have encountered all the topic vocabulary; however, they will have covered the key words and vocabulary structures - the vocab that will be applied in other contexts and should ideally be retained. The topic vocabulary identified in blue text on the standard version of the [Progression of Knowledge and Skills](#) document are words the children may not have learned if units don't appear in the cycle they completed

Year 3/4			Year 5/6	
Cycle A	Cycle B		Cycle A	Cycle B
French greetings with puppets (4 lessons)	This is me (5 lessons)	Autumn 1	Portraits - describing in French (5 lessons)	French transport (5 lessons)
French adjectives of colour, size and shape (5 lessons)	School days (5 lessons)	Autumn 2	Meet my French family (5 lessons)	In my French house (5 lessons)
Playground games - numbers and age (5 lessons)	Birthday celebrations (5 lessons)	Spring 1	Clothes- getting dressed in France (5 lessons)	French music celebrations (5 lessons)
In a French classroom (5 lessons)	Colourful creatures - animals, colours and size (5 lessons)	Spring 2	French weather (5 lessons)	French verbs in a week (5 lessons)
Bon appétit! (5 lessons)	Fabulous French food (5 lessons)	Summer 1	Exploring the French speaking world (5 lessons)	Visiting a town in France (5 lessons)
Shopping for French food (5 lessons)	Gourmet tour of France (5 lessons)	Summer 2	Planning a French holiday (5 lessons)	French sport and the Olympics (5 lessons)