

French at Exwick Heights Primary School

Overview

Bienvenue à Exwick Heights Primary School! French at Exwick Heights is the study of the French language whilst also providing students with a profound understanding and appreciation of French language and culture. Our high-quality French curriculum (SALUT) fosters children's curiosity and deepen their understanding of the world. The teaching of French for all pupils at KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- begin to explore the culture and history of France and the French language. Students will begin to know how to communicate, for a variety of different purposes. Students will be able to communicate with growing confidence about themselves and the world around them.
- understand why the study of an additional language is a valuable pursuit. Students will understand that a deep understanding of another language and its culture enriches their own lives.

In order to achieve a true understanding of French, topics are sequenced based on the following rationale:

- The Exwick Heights French curriculum is built upon the linguistic concepts of lexicogrammar. Lexicogrammar is a term used in systemic functional linguistics and emphasises the importance of recognising the interdependence of- and continuity between- vocabulary (lexis) and syntax (grammar). We avoid thinking solely of grammar and vocabulary as discrete, separate, phenomena. This concept has recently been popularised and elaborated upon by Gianfranco Conti and Steve Smith. For further reading, see Chapter 5 of 'The Language Teacher Toolkit' by Conti and Smith.
- In practice, this means that students from Years 3 to 6 will have limited exposure to grammatical concepts in isolation. Knowledge of grammatical and phonetical concepts is systematically revisited and reinforced in every lesson. Vocabulary and knowledge are also introduced in different contexts in order to support flexible application or, put more simply, to avoid students learning it by rote.
- However, an explicit understanding of how to manipulate grammatical structures is a crucial skill, particularly for more complex translations moving towards KS3. Therefore, students revisit grammatical and phonetical concepts each lesson.

The French curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Oracy can be a key determining factor in a child's future social and, ultimately, professional success. Unfortunately, students from disadvantaged backgrounds do not always have the same level of social and cultural competence as their non-disadvantaged peers.

As a result, the French curriculum strongly promotes the development of expressing oneself on a variety of topics in a public setting.

- The curriculum aims to normalised speaking confidently in front of others by practising vocabulary through chanting, song performance, rhyme and verbal recall.
- Students will also independently answer questions in short, full, French sentences in front of their peers. From year 3 onwards, students will learn how to synthesise their knowledge and deliver short presentations in front of their peers. As students move through the school, they will frequently express their views in class to both their peers and teachers.
- In Year 5, children will get the chance to communicate in writing with a child from a French school (*Ecole élémentaire Césaire Levillain*). In the summer term, they will also get the chance to communicate in French orally with their French peers via digital media.
- Students with special educational needs or disabilities are given extra support. For example, students who are new to English, or have profound barriers to learning, are taught a differentiated curriculum with additional scaffolds. This provides them with the essential powerful knowledge needed to take part in the curriculum proper with their peers.
- Disadvantaged students and those from identified underrepresented groups receive priority for extra support so that every opportunity to close the advantage gap is capitalised on. In practice, this could be working with an additional TA where possible.

We fully believe French can contribute to the personal development of students at Exwick Heights:

- Students will develop their social competence in French. Amongst other things, students will learn how to work with others through practising their speaking skills on a weekly basis. They will develop their understanding of how people from different communities and countries have different value sets through the study of France and will develop their ability to speak formally.
- Students of Exwick Heights will develop their understanding and appreciation of different cultural backgrounds. Language and culture are inextricably linked. The teaching of French provides exposition of cultural differences.
- Many of the contexts in which students practice their use of the target language facilitate opportunities for personal development. Over the course of their time at Exwick Heights, students will study a wide variety of topics detailed below.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Curriculum Overview with Enrichment Opportunities

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Core Unit 1	Core Unit 2	Core Unit 3	At School	My Home	Describing People
Year 4	Core Unit 1	Core unit 2	Core unit 3	Food French Food Tasting	Playtime	My town
Year 5	On Holiday	Eating out Christmas Cards sent/ received to French friends	Hobbies	A school trip	The seasons	The environment All about Me letters sent/received to French friends
Year 6	Actions	In France Paris Residential	Family	A weekend with friends French Game Afternoon	The future	Jobs

Our Spiral Curriculum

All children in Key Stage 2 are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in French at each stage of their primary education through Key Stage Two. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's French journey at Exwick Heights.

Year 3 and Year 4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Topic	Core Unit 1	Core Unit 2	Core Unit 3	At School	My Home	Describing People
	Knowledge Introduced	Greeting each other Introducing themselves Counting up to 10 Introducing their immediate family	Saying the days of the week Naming colours Counting between 11 and 20 Naming countries Expressing likes and dislikes	Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year Talking about birthdays	Saying how they travel to school Naming places in school and school subjects Listing the contents of their pencil case Telling the time	Saying where they live Identifying a variety of rooms and types of furniture Saying what there is in the kitchen Describing their daily routine	Saying colours that are useful for describing hair and eyes Describing physical features Describing a person's personality Saying what they are wearing Using "il" and "elle" with "être" and "avoir"
	Knowledge Revisited	To make links to previous learning/songs in English	Greetings Numbers 1-10	French numbers to 20 The song "Head, Shoulders, Knees and Toes" The tune of "Happy Birthday to You"	Days of the week Numbers 1-12 for telling the time "Il y a..." Using "voici" to introduce a noun	Using "c'est" Using "il y a" Colours and numbers	"oui" and "non" Basic French colours
	Grammar Introduced & Revisited	Nouns- masculine and feminine Nouns- plural; Articles plural; Adjective position; Adding 'e' to adjectives Trickier adjectives! Plural agreement Possessive adjectives		Pronouns; Verbs- negative sentences; Conjugating verbs; Tricky verbs; Question words; Forming questions		Revise nouns and articles Revise adjectives Revise pronouns and verbs Revise questions	
Phonics Introduced and Revisited	A-F; M-R; S-Z; Recap; Recap Aa; O; E,er,ez; E e; I y is		U; More vowels- ai/ei; Oi; Ou; Au/eau An/en; Ain/in; len; Ion; un		Complicated consonants – ; C; Ch; Ll; J; R Silent letters; Tricky sounds and similar sounds		

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 4	Topic	Core Unit 1	Core Unit 2	Core Unit 3	Food	Playtime	My Town	
	Knowledge Introduced	Greeting each other Introducing themselves Counting up to 10 Introducing their immediate family	Saying the days of the week Naming colours Counting between 11 and 20 Naming countries Expressing likes and dislikes	Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year Talking about birthdays	Naming common foods Expressing likes and dislikes Saying what they are eating Naming cutlery Saying what they would like to have Understanding cooking instructions	Basic commands (imperatives) Saying what's in the playground How to say a variety of playground games Using "j'aime" with another verb Saying what and where they like to play	Asking how much something costs and saying prices Talking about what is in their town Giving directions Saying names of shops Saying the names of items, you might buy in a shop	
	Knowledge Revisited	To make links to previous learning/songs in English	Greetings Numbers 1-10		Greetings for use in role play <i>ne... pas</i> Numbers and colours for some of the activities	"J'aime..." Using "c'est" "Qu'est-ce que c'est?"	Familiarity with the euro symbol (€) Numbers Familiarity with money in English "Il y a..." Confidence with giving directions	
	Grammar Introduced & Revisited	Masculine and feminine nouns Plural nouns Adjective position Adjective agreement Adding e to adjectives			<i>Masculine and feminine nouns</i> <i>Plural nouns</i> <i>Adjective position</i> <i>Adjective agreement</i> <i>Adding e to adjectives</i>		Tricky verbs; Question words; Masculine and feminine nouns; <i>Making plural nouns</i> ; Articles for plural nouns; <i>Adjective position</i> ; <i>Adjective agreement</i> ; <i>Adding e to adjectives</i> ; Trickier adjectives; Plural agreement; Possessive adjectives	
	Phonics Introduced and Revisited	A-F M-R S-Z <i>Recap</i>			More vowels Nasal sounds Silent letters Tricky sounds		Tricky sounds and similar sounds; Simple vowel sounds; <i>More vowels</i> ; <i>Nasal sounds</i> ; Complicated consonants; Silent letters; Tricky sounds; Alphabet; Simple vowels; More sounds; Nasal sounds	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Topic	On Holiday	Eating Out	Hobbies	A school trip	The Seasons	The Environment
	Knowledge Introduced	More countries Holiday accommodation Vocabulary associated with the zoo, beach and theme park Using the perfect past tense	Asking for items in a shop or restaurant Asking how much things cost Some basic weights How to order for others in a restaurant	Naming hobbies Talking about types of music and giving a variety of opinions Saying what musical instruments, they play Talking about different types of film	The perfect past tense The future tense Some common verbs Vocabulary associated with a trip to a museum and the countryside.	The names of seasons Talking about seasonal activities Saying the date and when their birthday is Naming craft materials Following craft instructions	Saying what the weather is like Naming garden creatures Talking about garden activities Talking about recycling
	Knowledge Revisited	Countries Numbers Using "il y a..."	Numbers Pronouns "il" and "elle" "S'il vous plaît" and "merci" Familiarity with the euro symbol Familiarity with money in English	Using "j'aime" Making basic negative sentences Using "c'est..."	Numbers 1-5 "The Wheels on the Bus" song Colours	The seasons in English "Qu'est-ce que c'est?" Colours	Familiarity with food chains Making negative sentences using "ne" and "pas" "Il y a..."
	Grammar Introduced & Revisited	<i>Nouns-masculine and feminine</i> <i>Nouns- plural</i> <i>Recap</i> <i>Adjective position</i> <i>Adjective agreement</i>		<i>Trickier adjectives; Plural agreement; Possessive adjectives; Subject pronouns</i> <i>On; Tu/vous; Negative sentences-verbs</i> <i>Tricky verbs</i>		<i>The infinitive-verbs; The future tense- verbs;</i> <i>Question words; Forming questions</i>	
	Phonics Introduced and Revisited	<i>Au/eau</i> Nasal sounds: An/en; Ain/in; len/ion; On/un		É-^e; U; Vowel sounds: Ai/ei; Oi/ou; Ui; Au/eau Nasal sounds: An/en; len/ion; On/un		<i>Complicated consonants: C / ch; R</i> <i>Silent letters: Ent; Th; other</i>	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Topic	Actions	In France	Family	A Weekend with Friends	The Future	Jobs
	Knowledge Introduced	Using action verbs in the first person Using action verbs in the third person singular Using some adverbs Naming craft materials Using the perfect past tense in the third person singular form	Learning where some French cities are located in France Talking about tourist attractions French-speaking countries Naming popular French foods	Naming extended family members Saying how many siblings they have Talking about the household tasks they do and have done Forming sentences using "on" Vocabulary associated with birthday parties	Talking about weekend activities What would you like to do? Asking others Naming foods associated with midnight feasts Giving a reason for accepting or declining an invitation	The future tense in the first, second and third person singular and first-person plural Using adjectives to compare people More ways to describe how they are feeling	Naming a number of jobs in French Saying what they want to be when they're older Naming some workplaces Saying vocabulary linked to space stations and fire stations
	Knowledge Revisited	Familiarity with the perfect past tense in French	The different meanings of the pronoun "on". Familiarity with the points of the compass in English Numbers Understanding basic cooking instructions	Numbers Knowledge of the traditional fairy tale "Cinderella"	Understand that French adjectives have masculine and feminine versions	Understanding of the future tense in English The traditional fairy tale "The Three Billy Goats Gruff"	Familiarity with the future tense in French Colours
	Grammar Introduced & Revisited	<i>Masculine and feminine nouns; Plural nouns Articles for plural nouns; Adjective position Adjective agreement; Adding 'e' to adjectives Trickier adjectives; Plural adjectives Plural agreement; Adjective comparisons Possessive adjectives; Recap</i>		<i>Subject pronouns; On in French; Tu and Vous Negative sentences Conjugating verbs: Tricky verbs; The infinitive The future tense The past tense</i>		<i>Question words: Forming questions Nouns; Adjectives; Pronouns; Verbs; questions</i>	
	Phonics Introduced and Revisited	<i>Alphabet Simple vowels: a/a; e; o; er/ez; i/y/is alphabet single vowel sounds; more vowels nasal sounds; complicated consonants; silent letters</i>		<i>Vowels: ai/ei; Oi; Ou; Ui; Au/eau Recap Nasal sounds: An/en; len; lon; On; Un Recap</i>		<i>Complicated consonants: c/ch; ll; j; r re-cap silent letters: ent; th other tricky/similar sounds: an, vs, on</i>	

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