French

Subject Guide

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Introduction

Intent

At Frith Manor we believe that the learning of a foreign language provides an enormously valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including the key skills of speaking, listening, reading and writing and extends their knowledge of how language works. Learning another language broadens children's' outlook and gives them a new perspective on the world. It encourages them to understand their own cultures and those of other people, which is vital in this increasingly globalised world. It is important to awaken children's interests in other cultures when they are open and receptive. There has been much research carried out about how learning a foreign language brings cognitive advantages such as enhanced problem solving, adaptability and literacy skills and we fully embrace this in our school. We aim to enrich all of the pupils at Frith Manor Primary School with a passion for learning a foreign language, an interest in other cultures and the motivation and enthusiasm to continue this as they move to Secondary education and beyond.

Implementation

At Frith Manor all children in Key Stage 2 have weekly French lessons with our specialist Modern Foreign Languages teacher. These lessons include a wide and varied range of activities and aim to develop an enthusiasm for language learning and an awareness of the benefits of understanding and speaking different languages. In a typical lesson, children will learn and then practise new vocabulary and structures through the use of games, singing, drama and other activities. They will constantly revisit vocabulary and structures and will gain an awareness of French phonics and grammar As the children become more proficient, they will move from being able to say and write individual words to being able to express themselves with longer sentences and paragraphs.

The scheme of work has been carefully prepared by our specialist teacher to ensure that it covers all of the four skills: Speaking, Listening, Reading and Writing. A variety of resources and techniques are used to enhance teaching and engage active participation in lessons and outside the Languages classroom. Actions, picture clues and classroom displays are often used to enable the teaching of new vocabulary without the need for translation into English. Children's confidence is built through constant praise for the contributions they make in lessons, their efforts with accent and intonation, and their efforts in trying to use the target language. Children are assessed informally in every lesson and two or three times a year they will be assessed more formally to evaluate their progress.

There is a specialist French teaching room which not only has displays to support children in their efforts in the Foreign Language but also houses a "French Museum" and a "French Wall" for which children are encouraged to bring in and share artefacts and realia of anything to do with French, France or Francophone countries.

We have strong links with a French school involving children across the whole school and not only those learning French in Key Stage 2. For example, Year 6 children exchange pen pal letters with their French counterparts, Key Stage 2 children have exchanged a video about their school routines, and the whole school have made and exchanged cards for different occasions throughout the school year. Since 2022 we have appointed 'Language Ambassadors' each year from Years 3 to 6 whose role is to champion the subject and support the curriculum.

Impact

By the time children leave Frith Manor, they are motivated and competent linguists who will hopefully have a lifelong love of language learning. They appreciate the multilingual and multicultural world in which we live and are prepared to take their place there. They have developed their language skills in speaking, listening, reading and writing and have shown the ability to:

- Listen attentively and show understanding by joining in and responding
- Explore patterns and sounds of language developing accurate pronunciation
- Engage in conversations; ask and answer questions; speak in sentences
- Read carefully and show understanding of words, phrases and simple writing
- Use a dictionary
- Write words and phrases from memory
- Adapt phrases to create new sentences to express ideas clearly in writing
- Understand basic grammar

Yearly Overview

LTP	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	Greetings Introductions – name / age Numbers 0-6 Days of the week Phonics - un / r	Weather Numbers 7-10 Christmas in France Phonics eau	La Fête des Rois Months of the Year Birthdays Phonics i/j/ui	Mardi Gras (Tues 4th March) Classroom objects Numbers 11-16 Easter in France Phonics - qu/on	Numbers 17-20 Colours Phonics – *eu / ou*	Pets Dictionary skills Numbers 0-20 Phonics *ch*
Year 4	Revision of Year 3 topics – name /age/birthday (days/months/ colours - one topic each week) Numbers – revision 0- 20 Alphabet Family Phonics - ille	Food and drink Likes and dislikes Christmas in France Phonics ou/ch	Food and drink ordering in a café Recipe - Les Crêpes/Mardi Gras Phonics - gn	Storytelling: *La Chenille qui fait des trous* Write own story Phonics - i	Ordering food in a market Quantities Fruits and Vegetables Pizza song /recipe/likes and dislikes Phonics – ui / s (liaison)	Methods of Transport Transport Preferences Aller/saying how you travel Number Revision Phonics en
Year 5	Revision - numbers/alphabet/days months etc.. Hobbies and Sports Likes and dislikes Phonics - ai / qu	Armistice Day (11.11.24) Places in town. Asking where something is. Giving and understanding directions. Christmas in France and Francophone countries. Phonics é/et/er	Describing my town - saying what there is and isn't in my area. Phonics ou/on/om	Storytelling: Bonjour Berthe Revision – colours/pets Writing own simple Bonjour Berthe story. Phonics o	Parts of the body Illness Phonics – ch, eu,ou	Tor de France project (5-27th July 2025) Work on Francophone countries Phonics
Year 6	Phonics – on/oi School subjects Likes and dislikes School Routine	Describing myself – eyes / hair / height / character Avoir and être conjugation. Extended speaking and writing about self	Clothes + Colours - saying what you wear. Adjectival agreement Basic regular-er verbs Phonics hard g/soft g	Rooms in a house Describing home – saying what there is and isn't Dictionary use – furniture vocabulary Reading Estate Agent's information Writing own advert for a house	On écrit sur les murs - Kids United Writing messages of hope for the future. L'Eurovision (17 May)	Dictionary Work Work based around a book/picture. Producing a French reference book to take to Year 7 Phonics

Curriculum coverage

KS2

Oracy	
• speak in sentences, using familiar vocabulary, phrases and basic language structures	Yr 3, Spring 1,2 (Talking about myself) ,Summer1,2 (Family, Pets Yr 4, Autumn 1,2 (Talking about myself). Spring 1, 2(Food and ordering in a cafe) Yr 5 Autumn 1 (Hobbies) Spring 1 (describing where I live), Summer 2 (Travel) Year 6 Autumn 1 (School) Autumn 2 (Talking about myself), Spring 2 (My Home)
• listen attentively to spoken language and show understanding by joining in and responding	All years, all terms
• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help •	Yr 3, Spring 1,2 (Talking about myself) ,Summer1,2 (Family, Pets) Yr 4, Autumn 1,2 (Talking about myself). Spring 1, 2(Food and ordering in a cafe) Yr 5 Autumn 1 (Hobbies) Spring 1 (describing where I live), Summer 2 (Travel) Year 6 Autumn 1 (School) Autumn 2 (Talking about myself), Spring 2 (My Home)
• present ideas and information orally to a range of audiences	Year 6
• describe people, places, things and actions orally	Yr 5 Autumn 1 (Hobbies) Spring 1 (describing where I live), Year 6 Autumn 1 (School) , Spring 1 (Clothes) Spring 2 (My Home)

Literacy	
• read carefully and show understanding of words, phrases and simple writing	• Yr 3 - Days and Months, pets • Yr 4 - Family, food, recipe, La Chenille qui fait des trous, transport • Yr 5 - Hobbies, Armistice Day, descriptions of town, Bonjour Berthe, Tour de France • Yr 6 - School, personal descriptions, clothes, home, On ecrit sur les murs • Years 4-6 – Reading lessons/part lessons- ½ termly
• appreciate stories, songs, poems and rhymes in the language	• Yr 3-Deux Petits Oiseaux, Il y a quelqu'un, Mon cachalot, Les jours de la semaine, Pére Noel, Dans ma trousse il y a… Mon arc en ciel, Quelle est ta couleur préférée? Tu as un animal?, Cher Zoo, le chat en chocolat • Yr 4 - Il y a une araignée.., L'alphabet français, Vous désirez?, La chenille qui fait des trous, Je suis une Pizza, Où es-tu mon petit loup?, Lulu la tortue, • Yr 5 - Quel est ton sport préféré?, Que que que, Chloé et Barnabé, Bonjour Berthe, Jacques a dit, La tête, les épaules, voici ma tête, Le rock 'n roll des animaux • Yr 6 - Papy, raconte-moi une histoire, Gaston le gorille, Gigi et Georges, On écrit sur les murs
• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	• Yr 4 - Spring 2 La Chenille qui fait des trous • Yr 5 - Spring 2 Bonjour Berthe • Yr 6 - Summer 1 On écrit sur les murs

Knowledge about Language

• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms	**Year 3** Start to understand concept of gender 1st person singular of Avoir/Etre and other high frequency verbs Introduction to concept of adjectival agreement Question words (comment/quel) + intonation Il y a.. Possessive – mon/ma/mes **Year 4** Understand further the concept of gender and articles Plurals 1st person of high frequency verbs infinitive constructions Introduction to negative Question words (pourquoi/où) Conjunctions Au/ à la/à l'/aux Aller **Year 5** il y a Gender and articles Jouer à / de Question words (qui/quand/pourquoi) High frequency verbs – aller/faire/jouer + a fully conjugated verb Negatives Conjunctions Au/ à la/à l'/aux **Year 6** Revision of concept of gender and articles Better understanding of the rules connected to adjectival agreement.

	High frequency verbs – avoir/être Introduction to common regular –er verbs Conjunctions
• appreciate stories, songs, poems and rhymes in the language	• Yr 3-Deux Petits Oiseaux, Il y a quelqu'un, Mon cachalot, Les jours de la semaine, Pére Noel, Dans ma trousse il y a… Mon arc en ciel, Quelle est ta couleur préférée? Tu as un animal?, Cher Zoo, le chat en chocolat • Yr 4 - Il y a une araignée.., L'alphabet français, Frère Jaques, Vous désirez?, La chenille qui fait des trous, Je suis une Pizza, Où es-tu mon petit loup?, Lulu la tortue, • Yr 5 - Quel est ton sport préféré?, Que que que, Chloé et Barnabé, Bonjour Berthe, Jacques a dit, La tête, les épaules, voici ma tête, Le rock 'n roll des animaux • Yr 6 - Papy, raconte-moi une histoire, Gaston le gorille, Gigi et Georges, On écrit sur les murs
• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Phonics lessons 1 per half term. Phonics sounds reinforced every lesson. Reading aloud Repetition Peer judging of accents.
• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Every lesson

Intercultural Understanding

• appreciate the diversity of languages spoken within the school and develop an increasing awareness of linguistic and cultural diversity	• Languages Interpreters Scheme - all years • Languages Board in French room - Yrs 3-6
• learn about festivals and celebrations in other cultures	• Year 3 Autumn 2 - Christmas in France • Year 3 Spring 1 La Fête des Rois, Mardi Gras • Year 4 Autumn 2 - Christmas in France + Francophone countries

	• Year 4 Spring 1 Mardi Gras • Year 5 Autumn 2 Le Jour de L'Armistice/Christmas • Year 5 Summer 2 La Tour de France, Les Jeux Olympiques
• identify similarities and differences between different cultures	• Year 4 Autumn 2 Spring 1 Food and food habits/specialities • Year 5 Spring 2 Comparing towns • Year 6 Autumn 1 School in France • Year 6 Autumn, Spring, Summer Penpals • Year 6 Summer 1 On écrit sur les murs, L'Eurovision •

Language Learning Strategies

• develop an awareness of the basic approaches to language learning.	• Year 3 - introduction to repetition, graded question and answer work/asking and answering questions. Introduction to the four skills : Speaking, Listening, Reading, Writing with a particular focus on Speaking and Listening. • Year 4- Using knowledge of phonics to decode words. Development of four skills including more of a focus on reading and writing. Introduction to dictionary skills. • Year 5- Developing phonic knowledge to decode new vocabulary. Extending four skills. Developing dictionary skills. • Year 6 Developing a more independent approach to language learning. Developing an understanding of simple present tense ver conjugation.
• apply learning strategies to use known language in new contexts.	• Throughout each year - regularly revisiting language to allow children to use known vocabulary and structures in new situations. • Use of dictionaries. • Using knowledge organisers for each topic.
• write phrases from memory and adapt these to create new sentences	• Year 4 - Autumn 2 simple sentences about food likes and dislikes. • Year 4 - Spring 2 Storywriting. • Year 5 - Autumn 1 Writing about hobbies.

	• Year 5 – Autumn 2 – Describing where you live. • Year 5 - Spring 2 - Storywriting • Year 6 Autumn 2 Writing and speaking about self/penpal letters. • Year 6 - Spring 2 Describing home • Year 6 - Summer 1 Writing messages of hope for the future.

Strand development

Oracy – E.g. Listening and speaking, enjoying stories, songs, poems and rhymes, giving presentations.

Year 3

By the end of Year 3 children should be able to:

- Enjoy listening to and speaking in the language
- Listen and respond to familiar spoken words, phrases and sentences
- Communicate with others using simple words and phrases and short sentences
- Understand conventions such as taking turns to speak, valuing the contributions of others
- Imitate and then use correct pronunciation in speaking work

Year 4

By the end of Year 4 children should be able to:

- Listen to and identify words and short phrases
- Communicate by asking and answering a wider range of questions
- Memorise and present a short text

Year 5

By the end of Year 5 children should be able to:

- Pick out some of the detail from short spoken passages
- Enjoy interacting even when they hear unfamiliar language
- Join in a short conversation
- Make a short presentation using a model

Year 6

By the end of Year 6 children should be able to:

- Listen to and understand the main points and some detail from a short spoken passage
- Give a presentation in a clear audible voice
- Converse briefly without prompts
- Enjoy listening and speaking confidently
- Can substitute items of vocabulary to vary questions or statements.

Literacy – E.g. Reading and understanding, experimenting with writing moving from copying to using a model and then beginning to write from memory

Year 3 **By the end of Year 3 children should be able to:** ● Recognise and understand some familiar words and phrases in written form ● Read aloud in chorus, with confidence and enjoyment from a known text ● Write some familiar simple words using a model ● Write some familiar words from memory	**Year 4** **By the end of Year 4 children should be able to:** ● Read and understand familiar written phrases ● Follow a short text while listening and reading. saying some of the text ● Read a wider range of words phrases and sentences aloud ● Write some familiar words and phrases without help
Year 5 **By the end of Year 4 children should be able to:** ● Read and understand some of the main points from a text ● Understand how a simple sentence is written ● Write words, phrases and a few sentences using a model	**Year 6** **By the end of Year 6 children should be able to:** ● Read aloud with confidence, enjoyment and expression in chorus or individually ● Read and understand the main points and some detail from a short written passage ● Write several sentences from memory ● Develop a short text using a model

Intercultural Understanding – E.g. learning about and comparing traditions, festivals and celebrations in different cultures, contact with partner school, learning about different languages spoken in school.

Year 3

By the end of Year 3 children should be able to:

- Appreciate the diversity of languages spoken within school
- Talk about the similarities and differences of social conventions between different cultures
- Identify the country or countries where the language is spoken
- Have some contact with the country
- Recognize a children's song rhyme or poem well known to native speakers

Year 4

By the end of Year 4 children should be able to:

- Talk about celebrations of which they have experience
- Know about similar celebrations in other cultures
- Compare aspects of everyday life at home and abroad
- Identify similarities in traditional stories building on relevant Y2/3 NLS framework objectives

Year 5

By the end of Year 5 children should be able to:

- Identify similarities and differences in everyday life
- Lists some similarities and differences between contrasting localities
- Recognise how symbols, products, objects can represent the culture/cultures of a country
- Recognize how aspects of the culture of different countries become incorporated into the daily life of others

Year 6

By the end of Year 6 children should be able to:

- Demonstrate understanding of and respect for cultural diversity
- Present information about an aspect of another country

Knowledge about Language – E.g. Understand and apply the rules of sound, spelling and grammar including punctuation and intonation.

Year 3

During Year 3 children will:

- Identify specific sounds phonemes and words
- Recognise commonly used rhyming sounds
- Imitate pronunciation
- Hear main word classes
- Recognize question forms and negatives
- Recognize conventions of politeness
- Engage in turn taking
- Link sounds to meanings
- Recognize negative statements
- Recognise how sounds are represented in written form
- Notice the spelling of familiar words
- Understand how far letters and letter strings are both similar to and different from English
- Recognize that some words occur in both English and French although they may sound different
- Appreciate that writing systems are different from one another
- Recognize that many languages are spoken in the UK
- Recognize that many languages are spoken across the world
- Recognize that there are different language conventions to express politeness
- Understand that familiar things have different names in different languages EG water = eau

Year 4

During Year 4 children will:

- Recognise negative statements
- Recognise categories of words eg colours, animals, foods
- Extend recognition of word classes
- Recognize and apply simple agreements eg gender/singular/plural
- Interpret non-verbal communication
- Sort words according to sounds
- Use question forms
- Identify word classes and understand their function eg verbs
- Apply phonic knowledge of the foreign language in order to decode text
- Recognize that texts often have the same conventions of style and layout as in English
- Use phonic knowledge to support accurate pronunciation
- Apply phonic knowledge to write simple words and phrases
- Recognise similarities and differences between languages in the phrases used for celebration
- Understand that conventions are respected by native speakers and are important for learners
- Identify a different writing system
- Identify narrative forms in a different language and compare to those in English

Year 5 **During Year 5 children will:** ● Notice similarities and differences in place names ● Develop accuracy in pronunciation and intonation ● Manipulate language by changing a single element in a sentence ● Use repair strategies to keep a conversation going ● Understand and use negative statements ● Recognise different types (register) of language ● Apply knowledge of language rules and conventions when building short sentences ● Notice different text types and deal with authentic text ● Recognise the typical conventions of word order and compare with English/other languages spoken in the class ● Apply phonic and whole word knowledge in the new language in order to locate words in a reference source ● Understand that words will not always have a direct equivalent in the language ● Recognise that languages borrow words from other languages ● Notice different text types	**Year 6** **During Year six children will:** ● Recognise the importance and significance of intonation ● Use knowledge of language to present information and personal ideas ● Notice and manipulate agreements ● Use knowledge of words text and structure to make meaning, using simple language spontaneously ● Use knowledge of form including, where appropriate, plurals and gender to improve access to a range of text ● Apply knowledge of word order and sentence construction to support the understanding of written text ● Use knowledge of the language features, style and layout of different texts to support understanding ● Apply knowledge of words and text conventions to build meaningful sentences and short texts ● Devise questions for authentic use ● Recognize that languages have different ways of expressing social relationships ● Create spoken and written language using simple sentences

Language Learning Strategies

Year 3 **In Year 3 children will:** ● Develop an awareness of some of the basic approaches to learning a new language for example imitating, memorizing, repeating and practising using mime and gesture, asking for repetition.	**Year 4** **In Year 4 children will:** ● Develop their awareness of some of the basic approaches to language learning ● Begin to apply learning strategies to help them use known language in new contexts ● Begin to use word lists and dictionaries
Year 5	**Year 6**

In Year 5 children will:	**In Year 6 children will:**
● Apply learning strategies to help them use known language in new contexts ● Identify key words and phrases in speech and in simple written texts ● Use word lists and dictionaries.	● Apply prior knowledge of language structures when attempting to understand unknown language or to create new language ● Show understanding of how they have used language learning strategies in the acquisition of their first language, how they are using them in learning the new language and how they might use them in future language learning

Vocabulary

Vocabulary	Definition	WIDGIT
Grammar	Grammar is the system and structure of a language. The rules of grammar help us decide the order we put words in and which form of a word to use.	
Phonics	Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another.	
Gender - Masculine/Feminine	French nouns have a gender (genre): they can be masculine (masculin) or feminine (féminin). There are different ways to find out a noun's gender: we can look in the dictionary and check for the abbreviations m. (masculine) or f (feminine).	
Noun	A noun is a word that represents a person, thing, concept, or place.	
Adjective	An adjective is a word that describes a noun or a pronoun.	
Conjunction	A conjunction is a word that is used to connect words, phrases, and clauses.	