



IMPLEMENTATION



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French - Implementation

Our French scheme of work is designed with six strands that run throughout.

These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

A spiral curriculum

Kapow Primary's 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



At Beckstone Primary School, French is taught across each stage in KS2. Units are taught in the first half of Autumn and Spring term and in both terms in Summer.

Through Kapow Primary's French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

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Sequencing and Planning

In KS2, each module has a series of lesson plans which cover the required content and are divided into five key elements: listening, speaking, reading, grammar, writing and intercultural understanding. The modules are designed to be covered in 5 lessons of approximately 50 minutes. These sessions are split into 30 minute sessions which allow for content to be revised and retrieved.

All modules have a sequenced overview outlining the recommended number of sessions, key concepts, knowledge and vocabulary to be taught. Each lesson plan covers the key learning, the vocabulary needed, the resources to provide and the expected outcomes.

When teaching, presentation mode demonstrates these areas in a bright and eye catching notebook which also contains embedded videos to support teachers and children with pronunciation

Each lesson plan contains an attention grabber to anchor the children's interest, a main event, differentiation and a plenary.

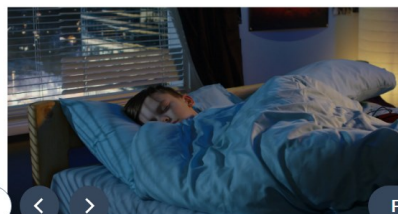
1: Recap and recall



This lesson builds on the children's ability to remember some simple greetings in French and their confidence in using them.

Use the *Presentation: Greetings* to see if the children can remember which greeting to use for different times of the day, and how to say goodbye.

Presentation



2 of 4



Full screen

2: Attention grabber



3: Main event



4: Wrapping up



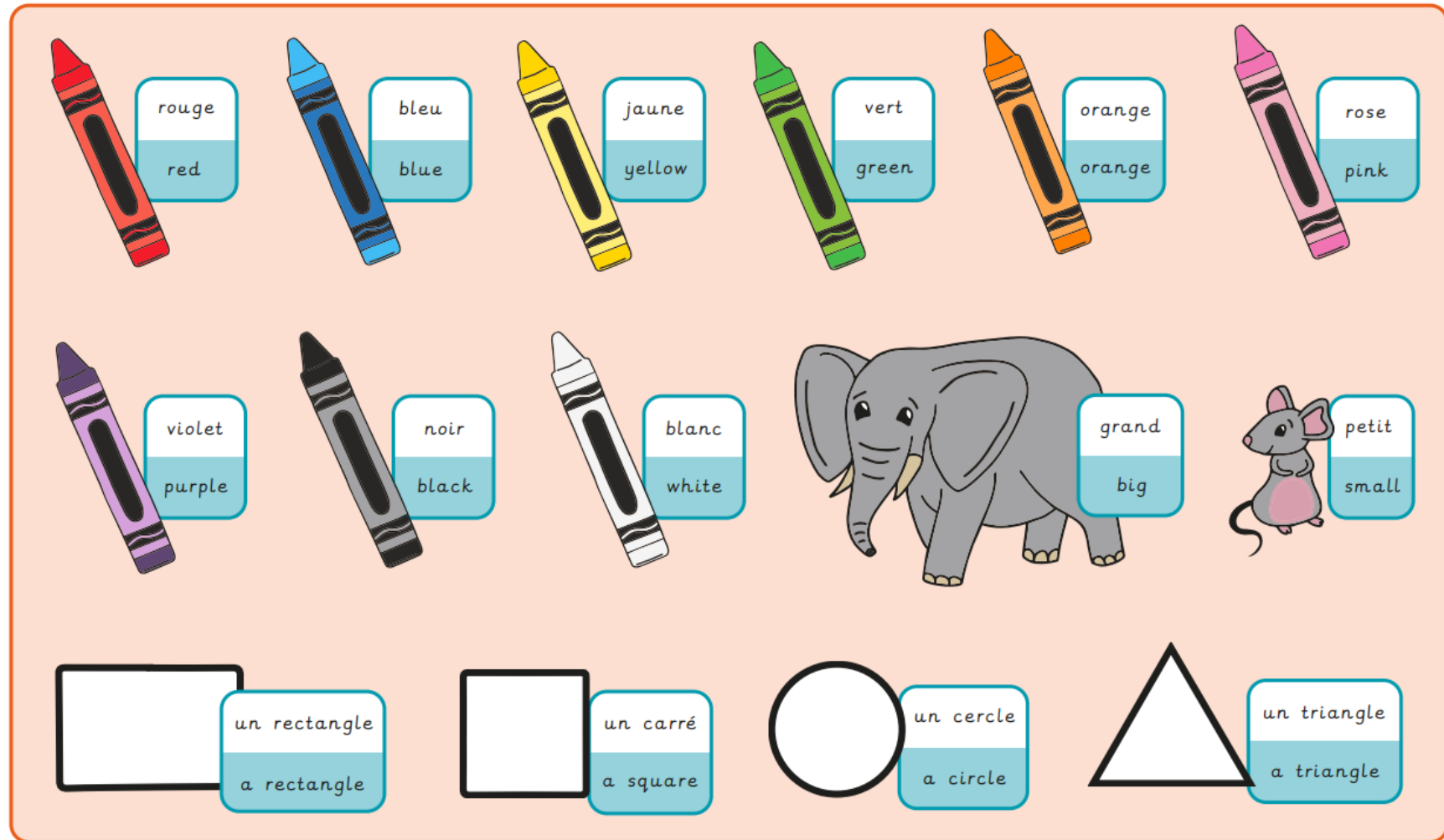
5: During the week



✓ Call the register asking each child how they are.

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Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.





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Vocabulary

Unlike other curriculum subjects, the word ‘vocabulary’ in language learning refers to the building blocks of the subject itself rather than a simple list of relevant vocabulary. In other words, whereas vocabulary in other subjects helps develop a framework glossary of understanding, in French the vocabulary grows into more of a dictionary of knowledge chunks.

But language learning does not necessarily progress simply because our vocabulary widens. In our lessons, vocabulary is taught discretely, but always with the aim of moving from simple recall of a word to a deeper understanding of how it is used in the context of sentence structure and grammar. Individual items of vocabulary need to be understood, learned, recalled, re-encountered and recycled in different topics and in different sentence forms as our learners progress in their understanding of language and grammar

Teacher videos are used to support teaching and learning in French.

They are created by subject specialists to help teachers pronounce vocabulary and how to teach it effectively.

Teachers and children learn and practice pronunciation together.

Teacher video: Let's count



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Assessment

Teacher and self-assessment in French is ongoing throughout each unit. Teachers use this ongoing assessment to develop sessions to enable pupils to deepen their musical knowledge and proficiency. Units are planned to ensure all areas of the musical curriculum are covered enabling pupils to listen to and appraise contrasting or complimentary musical pieces understanding the interrelated elements of music, play and sing to reinforce key techniques or styles, improvise using elements of the skills or knowledge taught leading to short compositions and group or individual performance.

FFT Aspire is used to record progress after each unit.

| French sport and the Olympics | | NEW Hover over a box to see when an assessment Information may not appear on older assessments until they are | | | | |
|---|------|--|---|---|---|---|
| Confidently able to say the name of a sport and able to construct simple sentences to say that they play that sport or whether they like a sport or not. | 100% | → | 2 | 2 | 2 | 2 |
| Knowing where some of the countries are located in the world, identifying some of the French country words using cognates and near cognates and being able to remember and pronounce some of the country names in French. | 100% | → | 2 | 2 | 2 | 2 |
| Able to use the correct forms of teller and the | 0% | ↘ | | | | |