



Northowram Primary School

French guidance

2019- 2020

Curriculum Pledge



“Children benefit from an inspiring curriculum. Leaders ensure that children receive excellent opportunities to develop their knowledge of subjects beyond English and Mathematics.” (Ofsted 2016) “The wider curriculum in Years 4, 5 and 6 is taught by subject specialists who dedicate their afternoons to teaching their subject across all six classes. This arrangement is leading to in-depth teaching, often at higher levels than typically seen and much appreciated by pupils and parents. In their own words, pupils feel ‘they have the best teachers for the job’. “ (Ofsted 2016)

Intent

To achieve the aims of our school vision, we are committed to:

- Ensuring all our children receive their full legal entitlement to learning programmes in all curriculum areas in all year groups.
- Providing a full curriculum (enhanced by out of school visits and visitors to school) in all subjects throughout each year including year 6. Our curriculum is not narrowed for exam or test preparation.
- Ensuring that, in addition to the skills and knowledge, which is required learning in each subject as detailed in the National Curriculum, our curriculum is also planned to include explicit teaching and learning related to human values (e.g. respect, diversity, equality, tolerance, kindness) and responsible citizenship.
- Ensuring that high quality teaching in every curriculum area leads to excellence in pupil outcomes, in all curriculum subjects.
- Ensuring that our children extend their learning in a wide range of curriculum areas beyond the hours of the school days through our provision of extra-curricular clubs. Our target is that upwards of 50% of our children will take part in clubs in any given year. We offer a wide range of clubs including those linked to PE (many types of dance, PE and sports clubs), the creative arts and music (e.g. choirs, recorders, samba, drumming, violins). Children are provided with an annual opportunity to showcase their talent and progress in these areas in our annual ‘Soiree’ performances.



Implementation

- At the upper end of school (years 4,5 and 6), our research, monitoring and evaluation have shown that curriculum subjects (Music, French, Geography, Computing, Art, Design and Technology, Science, PE, History, RE) are most effectively taught by subject specialist teachers who have a high level of subject knowledge in their curriculum area. In years 4, 5 and 6, our teachers specialise in one or two curriculum areas and our children receive instruction from different teachers for each subject. Our children have the best teachers for each subject.
- In years 1-6, all curriculum subjects are taught discreetly rather than being taught in a topic-based way. In this way, we ensure that specific skills and knowledge linked to subject are taught, learned and built upon year on year. Children have workbooks for all subjects including practical subjects (e.g Art, Design and Technology, PE) where they record their work, ideas, reflection and progress. Work in all subjects is assessed and marked with regular individual feedback given.
- Our school provides a healthy budget for the provision of high-quality resources for every curriculum area. Lead teachers for each subject place resource orders on an annual basis to replenish resources and source new resources to ensure that high quality resources are available for the children to maximise learning in all curriculum areas.
- Children receive weekly PSHCE lessons. Our PSHCE curriculum is delivered through high quality circle time sessions every Friday afternoon. All our teachers are trained in delivering high quality circle time sessions based on recommendations from national experts in this area.

Impact

- Lead teachers for each curriculum subject undertake regular monitoring of outcomes (through pupil interviews and workbook scrutinies) and the quality of instruction in each curriculum area through lesson observations. Lesson observations linked to English, Maths and all other curriculum subjects take place each year.
- Lead teachers for each subject in year 1,2,3 team and key stage 2 team work together to ensure that progression and coverage in each curriculum subject is robust.
- Each subject has well defined assessment processes which are used to track children's progress in each area, report progress to parents and to provide valuable feedback in each subject to individual children.

Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<ul style="list-style-type: none"> Numbers 0-10 Greetings 	<ul style="list-style-type: none"> Christmas Activities 	<ul style="list-style-type: none"> Classroom instructions Names 	<ul style="list-style-type: none"> Easter Activities 	<ul style="list-style-type: none"> Days of week Months 	<ul style="list-style-type: none"> Colours Food/Fruit
Year 4		<ul style="list-style-type: none"> Revision of colours, days, greetings and numbers 0 - 10 Parts of the face & body Nouns and gender Simple adjectives Understanding simple descriptive sentences Singing French nursery rhymes 		<ul style="list-style-type: none"> Members of the family Mon/Ma/Le/La Questions about family Pets vocabulary Plural Nouns Verb to be (etre) All about me French Translation 		<ul style="list-style-type: none"> Asking and answering questions Numbers 11-20 Revision of months Letters of the alphabet Dictionary skills Hobbies Likes/Dislikes
Year 5		<ul style="list-style-type: none"> Revision of days & months, greetings, numbers 0-20 and adjectives The high street Adjectives Translation Directions Following and understanding French stories Quantifiers (assez/tres) Writing simple descriptive sentences with noun/adjective agreement 		<ul style="list-style-type: none"> Letters of the alphabet Understanding short stories Hobbies Dictionary skills Playground Songs Likes/Dislikes Asking and answering questions Numbers 0 - 50 Revision of high street 		<ul style="list-style-type: none"> Times of day Dates Seasons Describing the weather food Breakfast
Year 6		<ul style="list-style-type: none"> Classroom instructions Classroom equipment School uniform Recap of family and descriptions Colours Sizes 		<ul style="list-style-type: none"> Occupations Family Different houses Rooms of the house Descriptive language 		<ul style="list-style-type: none"> Inside the house vocabulary Descriptors Understanding French songs Furniture Prepositions

Listening	<p>Explore the patterns and sounds of language through songs and rhymes.</p> <p>Link to spelling, sound and meaning of specific words join in with actions to accompany familiar songs, stories and rhymes</p> <p>Repeat words modelled by teacher, show understanding with an action</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Say a simple rhyme from memory; join in with words of a song or storytelling</p> <p>Pick out known words in an 'authentic' conversation</p>	<p>Listen to and appreciate poems, songs and rhymes in the language. Follow text in the songs, identifying words Listen to 'authentic' conversation, picking out familiar phrases and sentences</p> <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and appreciate stories and poems in the language. Identify patterns of language and link sound to spelling</p>
Skill	Year 3	Year 4	Year 5	Year 6
Speaking	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Name objects and actions and link words with a simple connective</p>	<p>Ask and answer questions with a rehearsed response using appropriate intonation</p> <p>Use common phrases</p> <p>Use description words e.g. colours, size</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p>	<p>Begin to use action words</p> <p>Ask and answer more complex familiar questions with a scaffold of responses</p> <p>Ask for clarification and help</p>	<p>Engage in short scripted conversations</p> <p>Express opinions in short conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p>

Skill	Year 3	Year 4	Year 5	Year 6
Writing	<p>Copy simple vocabulary</p> <p>Attempt to write taught vocabulary (single words) from memory</p> <p>Attempt to write simple phrases from memory</p>	<p>Attempt to write simple, short taught phrases from memory</p> <p>Write simple, short taught phrases from memory</p> <p>Write simple, short taught sentences from memory</p>	<p>Write simple, short taught sentences from memory including questions and responses</p> <p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p>	<p>Present ideas and information in writing to an audience</p> <p>Adapt taught phrases to create new sentences</p> <p>To write a series of extended sentences</p>
Skill	Year 3	Year 4	Year 5	Year 6
Reading	<p>Begin to recognise written vocabulary/ single words</p> <p>Recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p>	<p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases</p> <p>begin to show understanding of more complex written phrases</p>	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of simple writing</p> <p>Practice using a dictionary to find the meaning of unknown words</p>	<p>Use a dictionary to understand the definition of unknown words</p> <p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Present ideas and information orally to an audience</p>
Skill	Year 3	Year 4	Year 5	Year 6
Basic Grammar	<p>Use un/une with nouns to identify gender</p>	<p>Use I and you</p> <p>Use adjectives with nouns</p> <p>Be able to form positive and negative versions of phrases. e.g. J'aime , J'aime ne pas</p>	<p>Use adjectives with nouns</p> <p>Begin to use verbs in the first person e.g. Je regarde (I watch)</p>	<p>Consolidation of earlier grammar work</p> <p>Begin to use verbs in the second and third person</p>

Teaching French 'The Northowram Way'



- French is taught through a mixture of speaking, listening, reading and writing activities for each topic covered.
- French speaking and writing is modelled to the children by the teacher, e.g how to pronounce words or how to arrange sentences so that they are comprehensive.
- Teaching of French in the subject specialism format, allows children to gain higher quality lessons, taught by teachers with more specialised skills. It also allows the children to have time dedicated to the French curriculum.
- As the children move up through school, they develop their French knowledge and understanding from starting with simple words and phrases to more complex sentences, well-structured sentences.

Assessment in French



- French is assessed through both formative assessment and summative assessment. During lessons, the children's progress is clear to the teacher and their learning objectives are swiped depending on their understanding during that lesson. The learning objectives are swiped pink if the child did not meet, yellow if the child has mostly met, green if the child has met and purple if the child has exceeded.
- Assessment mats are used in the back of every child's book for on-going assessment so that it is clear which objectives the child has met and not met.
- Entry quizzes will be used to show the child's prior knowledge and exit quizzes will be used to test what the child has learnt throughout that unit or topic. This will also be reflected on the assessment grid.
- French is monitored through book scrutinies to see progression.

SEN and vulnerable groups



- All children participate in all of the activities in the 4/5/6 teaching of French. During activities, especially written activities, children will be given models. Some children will have 1:1 support or will require more support from the class teacher. If required, work is adapted so that it is more achievable for some children. For example resources are enlarged.
- Some children more verbal/visual prompts. Pictures are used a lot in French so that children can associate the shape of the French word with the appropriate picture. During a listening activity for example, words and phrases are repeated multiple times for children who require that.
- All children are monitored in the same way, through formative assessment and through swiping their learning objectives.

Marking and feedback



- French books in years 4/5/6 are marked the evening after the lesson and certainly before the next lesson.
- The learning objectives are swiped after each lesson to show the child's understanding. The learning objectives are swiped pink if the child did not meet, yellow if the child has mostly met, green if the child has met and purple if the child has exceeded.
- Stickers and merits will be used in French books to recognise fantastic work and super efforts. The child's name will also be used as part of the feedback to ensure it is more personal.
- Feedback, where appropriate, is given in French and corrections are sometimes asked for. Children are given time to complete any corrections or answer and questions.