

French



Curriculum Booklet

French Intent

The purpose of learning any foreign language is to help make children more aware of other cultures and improve their understanding of the world around them. At Tanners Brook, we intend to enable children to express their ideas and thoughts in another language and respond to its speakers, through speech, actions and in writing. We strive to provide opportunities to communicate for practical, everyday purposes and to foster a love of language, providing the children with the foundation for learning further languages in the future.

In line with the National Curriculum, we aim for all pupils to:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- communicate across the school, not just within French lessons themselves.
- write at varying length, for different purposes and audiences, using simple grammatical structures.
- discover and develop an appreciation of culture and the way of life in France and French-speaking countries.

In order to ensure the children experience as much spoken French as possible within lessons, they will be taught by a specialist teacher, who will speak French whenever possible. While walking around the school, the French teacher will aim to speak French with the children wherever possible. Visual cues, use of classroom visualisers and actions will help to facilitate this.

At Tanners Brook, a wide range of languages is spoken by our community, with a high percentage of children who speak English as an Additional Language (23%-96 pupils). Learning a foreign language enables our children to communicate with their peers with confidence, and also builds awareness of different languages and of the barriers many of our children face in learning them. By the time children leave Tanners Brook, the children will appreciate that France is our closest neighbour and that French is spoken around the world. They will be able to use simple vocabulary to make greetings, express opinions and ask questions. As they start Secondary School, we aim for our children to be ready to express themselves confidently and willingly in their new surroundings with their peers, again working with specialist language teachers and we would like our children to continue to enjoy learning French after they leave Tanners Brook.

French Implementation

At Tanners Brook, our vision for everyone to 'strive for our personal best to make our community proud'. We aim to enable everyone to achieve this, regardless of background, ability or additional needs.

In a study of primary teachers, 79% of teachers felt that children 'would be best served by a specialist' teacher (**Teacher Tapp**, January 2022). Therefore, all French lessons are taught by Mr Dowse, a French speaking specialist. This ensures consistency across Key Stage Two and enables the children to listen and respond to spoken French as much as possible. To reinforce concepts taught, Mr Dowse will greet the children in French while moving around the school, when speaking in assembly or when taking the register. In singing assembly, some French songs are being taught to reinforce 'greetings' vocabulary.

Within each French lesson, most of the spoken language will be in French. To facilitate this, key classroom instructions and vocabulary will be introduced at the start of the year and will continue to be reinforced in each session.

Some children with SEND might find accessing the French curriculum difficult. Common barriers often include:

- Difficulties with attention/concentration
- Understanding of language, in particular subject specific vocabulary
- Speech and language challenges
- Difficulties with retaining new information

At Tanners Brook we will support all our children to reduce these barriers through:

- Visual aids alongside French vocabulary (dual-coding)
- Consistent repetition and use of My Turn, Your Turn to rehearse
- Clear modelling of tasks with examples
- Minimising distractions in the classroom
- Designing tasks into manageable chunks
- Incorporate practical resources to support understanding
- Following a clear lesson structure in all lessons

Structure of a typical lesson:

Warm-up: In every session, we will begin with speaking in French to give basic greetings and establish a culture where the children feel free to speak and listen in French. Classroom instructions are given in French, and the children will respond using verbal answers or actions.

Direct teaching: New concepts are introduced by the teacher, speaking in French whenever possible. It is essential that children have the opportunity to practise their spoken French as much as possible, and key words and phrases are repeated continually, in order to promote familiarity and improve pronunciation. Visual cues using PowerPoint, SMART Board presentations and

visualisers are used to aid understanding and to give the children the opportunity to see and read key vocabulary.

Practice task: Although the focus is currently very much on spoken French, we do ask the children to complete a practice task, either individually or in a small group. Activities include writing key sentences, drawing, matching pictures to corresponding phrases, games, word searches, designing posters or singing.

Conclusion to the lesson: Instructions are given in French to end the session and the children will follow these as they get ready for their next lesson, break or the end of the day.

This compliments the Tanners Brook lesson structure, used consistently throughout lessons, including French.

Whole School Provision Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Moi Introduction to French and basic greetings	Les jeux (playground games) Noel en France	Les chiffres (numbers from 1-20)	Le corps (parts of the body) Les couleurs - Les portraits	Les animaux Les quatre amis	Le transport (travelling to school) Les directions (compass points)
4	Moi Revision of concepts introduced in Year 3	Chez moi Rooms in the house and objects in the home	Quel temps fait-il? (understanding the weather and presenting a weather forecast)	La plage (at the beach) Les peintures Impressionistes (link to Year 4 Art)	Ma famille (describing and naming family members)	Les sports (naming sports and writing in positive and negative sentences)
5	Brief revision of greetings Bon appetit (food in a lunchbox) – expressing preferences	Les jours de la semaine; les mois de l’annee; les quatre saisons (days, weeks, months, seasons of the year)	Quelle heure est-il? (telling the time, though only to o’clock, half past, quarter past and quarter to)	La ville et les directions (key places in a town and giving simple directions)	Les planetes (Linked to Year 5 Science topic). Revise colours and adjectives of temperature and comparison)	Les vacances (revise transport and learn clothes – what to pack in a suitcase)
6	Brief revision of greetings La nourriture (food) Expressing preferences	Les fruits et les legumes Past and present tense verbs Noel en France Comparing Christmas traditions	L’ecole (comparing French and British schools and learning about school subjects)			La salle de classe et la trousse (objects in a classroom and in a pencil case)

French Impact

The impact of our French curriculum is that children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life; for example, how it could help them in another country or to talk to a French speaker. Our French curriculum ensures that children develop their knowledge of where different languages (including the range of home languages spoken by the families of the school) as well as French, are spoken in the world. At Tanners Brook Primary School, the impact of the children's learning is assessed and obtained through observing pupils in lessons, written work and through participation in French related activities.

Through the high quality of French teaching, we will see the impact of the subject in the following ways:

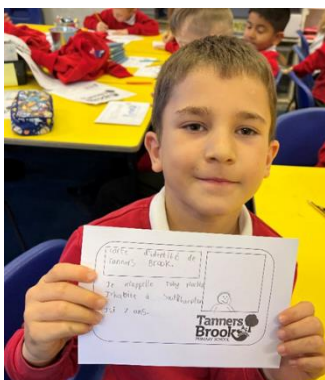
- Children will become aware that a language has a structure and that the structure differs from one language to another.
- Children will develop their language and communication through the development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of French culture.
- Children will transfer to Key Stage 3 effectively and successfully and will be prepared to continue to develop and apply their language skills.



Year 5 children presenting their own weather forecast for France.



Games help the children to recall key vocabulary. Here, Year 4 children are playing a pairs game together.



Year 3 children learned greetings and made identity cards to reinforce this.



Year 6 working collaboratively to discover where French is spoken across the world.

Pupil Voice:

“We learn French so that we can learn about different countries. It’s nice earning different foreign languages.” SJ (Year 3)

“If we have a new person in our year group who can only speak French, we can look after them and help them if they need it.” AM-W (Year 5)

“It feels like I’ve achieved something when I speak in French. We don’t speak English at home and I use my skills in French lessons when I speak in another language.” MD (Year 5)

“I feel clever when I speak French. My nan is learning to speak French on her phone and we can talk together and test each other. I ask her how she is feeling and how old she is.” ST (Year 3)

“We have learned a few songs which help us because it helps us to remember words in a memorable, catchy rhythm.” MD (Year 5)

“I absolutely love learning French because I can learn new words and about new countries. I’ve wanted to do it since I was little.” LJ (Year 4)