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Being a Linguist at St Chad's



What do we want French to look like in St Chad's?

*“One language sets you in a corridor for life.
Two languages open every door along the way.”*

Frank Smith

This quote sets up St Chad's intent towards children developing their engagement and enjoyment of learning languages. As a school with families from lots of different cultures, speaking many different languages, we feel it is important to celebrate the richness of diversity within our community. We are committed to giving children the opportunity to discover new cultures through the enjoyable experience of learning a foreign language.

Being driven by the school's vision of 'Learning to Love, Loving to Learn', alongside the school's 5Cs, we want to foster a sense of engagement, curiosity and excitement towards learning different languages and experiencing the different cultures and ways of life of people around the world. Throughout a child's time in KS2, they will be taught French within the school curriculum. We believe that the study of a foreign language helps children develop a sense of cultural pluralism and an openness to, and appreciation of, other cultures. In a globalised world characterised by international links and intercultural connections, linguistic skills will be crucial for the children's future employment and career, and we feel it is our purpose to begin their journey along this exciting path.

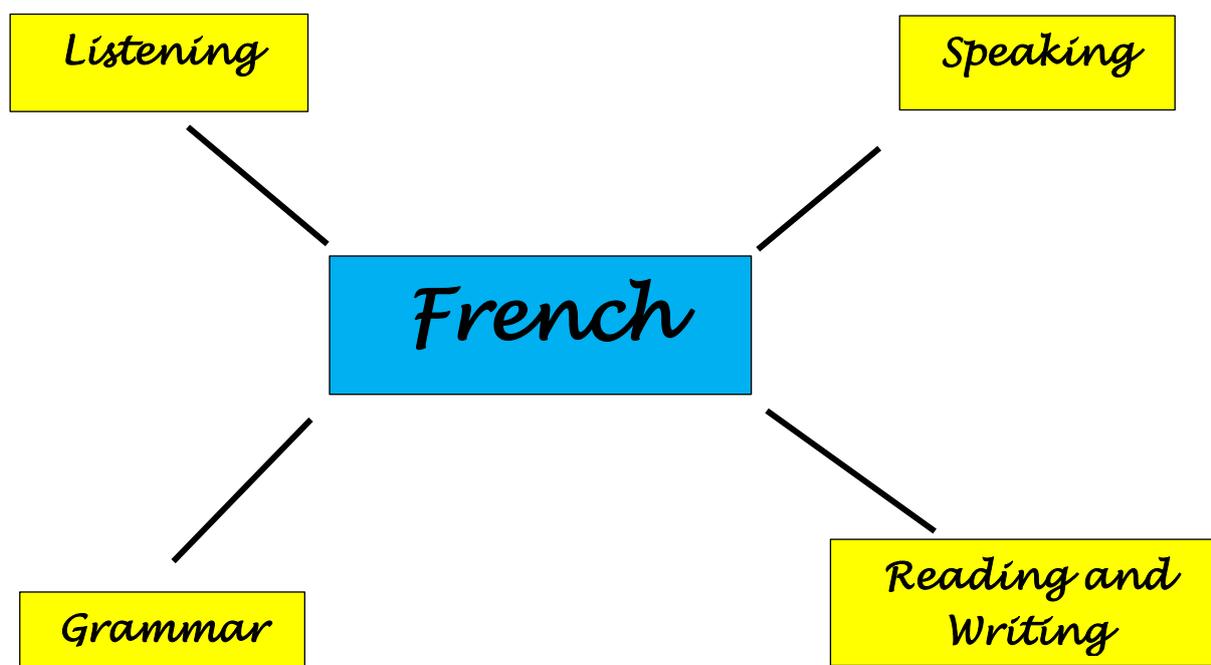
Within our French curriculum, we have four key drivers (speaking, listening, grammar and reading and writing).



How do we achieve our aims in French at St Chad's?

Creating our French Curriculum

As linguists, children develop their growing knowledge across four different subject drivers.



In line with the national curriculum for MFL, please see the documents below for how the subject drivers are progressed, and built upon, from Year 3 through to Year 6.

[Listening Progression](#)

[Speaking Progression](#)

[Grammar Progression](#)

[Reading and Writing Progression](#)

Using the French scheme of work from Kapow as support, French is taught every other term across the rolling programme with key vocabulary and knowledge repeatedly revisited and built upon to support children in retrieving and embedding knowledge within their long-term memory. In the terms when French isn't taught specifically as a subject within the classroom, within knowledge retrieval sessions,

children have the opportunity to retrieve knowledge from previous units, as well as previous units from other year groups.

Ensuring cross-curricular links with other subjects is important to allow children to make connections and apply their language knowledge to other areas of the curriculum.

[Follow this link to find out more about St Chad's Rolling Programmes.](#)

Power through the 5C's of Learning

Alongside St Chad's vision of 'learning to love, loving to learn', St Chad's 5C's of learning drive the creation of our Curriculum. Further information as to how the 5C's of learning positively support the teaching of French can be identified in the table below.



St Chad's 5C's	Using our 5C's within French
Community	<ul style="list-style-type: none"> • Visits and Visitors • Celebrating languages through our languages breakfast with our school Community. • Links with UWE and inviting languages students in to school to provide learning opportunities for the children.
Communication	<ul style="list-style-type: none"> • Listening and speaking opportunities within the Classroom. • Opportunities within the Classroom to listen to, and participate, with songs, stories and games.
Curiosity	<ul style="list-style-type: none"> • Becoming Curious about different languages and identifying similarities and differences between them. • Ensuring learning is taught in small steps with a focus on one key skill or piece of knowledge at a time. • Lessons planned cohesively to allow Children to make links between units and taught knowledge.
Collaboration	<ul style="list-style-type: none"> • Self and peer-assessment within lessons by using <u>ipads</u> and listening to verbal pronunciation. • Celebrating different languages within cultures throughout Culture weeks.
Creativity	<ul style="list-style-type: none"> • Make links with our Connected Curriculum. • Using multi-sensory approaches to learning to support the understanding of knowledge.

Knowing More and Remembering More

To ensure children are strengthening schemas within their memory, it is important that French knowledge is constantly being developed and embedded within children's long term memories. Therefore, a French knowledge progression has been developed to demonstrate how knowledge is introduced and then deepened throughout further units of learning.

Talking like a linguist

Alongside the knowledge progression, key French vocabulary has been identified for each taught unit. It is important that children are able to demonstrate a growing understanding of this vocabulary as they progress through the unit, and future units.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	French Greetings To greet someone and introduce yourself in French. To use the correct French greeting for the time of day. To ask and answer a question about feelings in French To perform a finger rhyme in French Adjectives of colour, size and shape To recognise and name colour words. To recognise shapes by their size and colour To give and receive instructions that include shape, size and colour vocabulary. To create an original piece of artwork in the style of Matisse, following instructions in French											
	Spring	French Playground Games To count in French To count beyond six in French. To use number words to give more information about ourselves To identify French words that include the key phonemes To use the number words one to twelve when playing playground games.										
Summer		In a French classroom To understand and respond to simple classroom instructions To say items that are in a school bag and recognise if they are masculine or feminine To ask and answer a question about something you have or do not have To read and understand short sentences To prepare and present a short spoken text.										

	Year 3 French knowledge to be taught	Key French Vocabulary
French Greetings	Different types of greetings are used depending on the time of the day. The cedilla accent makes the c soft (s) before an 'a', 'o' and 'u'. Bonjour – good morning Bonsoir – good evening Bonne nuit – good night Salut – hi and also bye Au revoir – good bye Comment tu t'appelles? – what is your name? Je m'appelle – My name is Comment ça va – How are you? Ça va bien / tres bien – I am well / very well Comme ci , comme ca – I'm ok, so so Ça va mal / tres mal – I am unwell / very unwell Oui – yes Non – no In French, there are formal and informal greetings.	Bonjour Bonsoir Bonne nuit Salut Au revoir Comment tu t'appelles? Je m'appelle Comment ça va Ça va bien / tres bien Comme ci , comme ca Ça va mal / tres mal Oui Non

Above you can see an example of a Year 3 French knowledge mat. This mat identifies the key knowledge that children need to know within that unit of learning, alongside the key subject-specific vocabulary that they need to understand.

Knowledge Organisers

To support all children in knowing more and remembering more when developing their French knowledge, knowledge organisers are used within lessons. Knowledge organisers are used to help children strengthen schemas within their memory and transfer taught knowledge into the long term memory.

Year 3 – French adjectives of colour, size and shape
Vocabulary and Pictures

Year 3 – French adjectives of colour, size and shape
Sentence Structure and Phrases

In French, adjectives of colour come after the noun.

Shape + Colour

Word order to describe a noun

un + size + shape + colour

Adjectives of size comes before the noun as in English.

Size + Shape + Colour

An adjective is a word that describes a noun.

c'est	It is	merci	Thank you
je voudrais	I would like	s'il vous plaît	Please
qu'est-ce que c'est ?	What is it?	c'est de quelle couleur ?	What colour is it?

Qu'est-ce que c'est ? C'est un grand triangle. C'est de quelle couleur ? C'est un grand triangle vert.

What is it? It is a big triangle. What colour is it? It is a big green triangle.

Languages Day at St Chad's

We like to work closely with our local community and we annually organise a Languages Day where children, parents, staff and visitors share a continental breakfast. After this, trainee teachers from a local university lead workshops for children across the school, allowing them to experience languages not currently taught in school. Parents have also been invited to lead sessions, teaching children their own languages. House Teams also compete for points in a languages based quiz. The children love languages day, really appreciate exposure to different languages and cultures, and especially enjoy the croissants!

How is progressed assessed in French?

French is assessed in a number of different ways to ensure children are progressing their understanding of subject-specific knowledge, as well key vocabulary.

