



French Policy

Date Approved 9/03/16

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Headteacher

Chair of Governors

Introduction:

- Every child in the school has an entitlement and equal right of access to French regardless of ability, gender or race.
- It is the responsibility of all members of staff to implement this policy.

What is French?

French is the study of an additional language and culture.

Rationale

French is important because:

- It reinforces many skills learned in the literacy programme of study.
- It develops speaking and listening skills.
- It fosters an appreciation of and empathy for other cultures.
- It enables children to communicate with people who speak a language different to that of their own.
- It encourages the expression of thoughts, feelings and ideas.

Aims:

Our aims in teaching French are that all children will, to the best of their ability:

- Be able to communicate clearly, with each other or native speakers, in another language.
- Understand that all languages are a means of communication and be able to identify similarities and differences which will support their literacy work.
- Value cultural and linguistic diversity.
- Enjoy the subject and study it with confidence and a sense of achievement.
- Better appreciation of their role as European citizens.

Strategies for the teaching of French:

- Teachers will work in accordance with the agreed scheme of work.
- A variety of teaching methods will be employed appropriate to the task and the resources available. This may take the form of class, group or independent work and may be oral, aural or written.
- Children will be given work appropriate to their abilities and the work will be differentiated as deemed appropriate by the class teacher.
- The class teacher will have main responsibility for the delivery of the French curriculum.
- Transferable skills will be developed through other subjects.
- Children will correspond with pupils of the same age in a French school. Year 6 will undertake an annual visit to France including a day at the corresponding school in Normandy with the French school visiting our own school biennially.

Strategies for ensuring continuity and progression:

- Teachers will work from the agreed scheme of work.
- Children should become increasingly independent in their choice and use of skills as they progress through the school. This will depend upon the individual's ability.
- The French co-ordinator will monitor and revise the scheme of work and will advise other staff members to ensure continuity and progression through class visits and the monitoring and evaluation of medium term planning and through discussions with teachers.

It will be characterised by:

- An increase in breadth of studies: the gradual extension of content (vocabulary).
- An increase in the depth of studies: the gradual extension of complexity (grammar, culture).
- A continuing development of skills, building upon previous knowledge, informed by assessment.
- Increasing opportunities for the children to hear the language spoken by native speakers and the chance to develop a greater cultural appreciation.

Role of the French Co-ordinator:

- Take the lead in policy development and the integration of French into schemes of work designed to ensure continuity in the pupils' experience of French throughout the school.
- Support colleagues in their efforts to include French in the development of detailed work plans, in their implementation of those schemes of work and in the assessment and record keeping activities.
- Monitor progress in French and advise the Headteacher on action needed.
- Take responsibility for the purchase and organisation of centrally stored resources.
- Attend relevant courses and disseminate information to colleagues as appropriate.
- Support and encourage colleagues in personal and professional development of French.
- Audit and update resources where appropriate.

Strategies for Assessment, Recording and Reporting:

- Assessment should be built into the planning, identifying each child's progress in each aspect of this subject. Formative assessment is mainly carried out by teachers in the course of teaching.
- Formal summative assessment is carried out in the form of class tests to assess an individual's learning about particular topics or skills.
- Recording should be in reference to the school's overall recording policy.
- Reporting: in the autumn and spring terms through Parents' evenings and by written report at the end of each academic year.

Strategies for the use of resources:

- Develop a range of class resources relevant to the topics covered.
- General teaching resources are housed in the staffroom – this includes text books and cd roms. Teaching staff are aware of other classes' timetabling for French.
- Key Stage 2 classes have own stock of French dictionaries.
- Further resources will be investigated through communication with the French co-ordinator.

French vocabulary

Les chiffres – un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix sept, dix – huit, dix – neuf, vingt (etc), trente, quarante, cinquante, soixante, soixante dix, quatre vingt, quatre vingt dix (etc), cent, deux cent (etc), mille, plus, fois

La cuisine – la pomme, la poire, la banane, l'oignon, la carotte, la pomme de terre, un coca, un limonade, un jus d'orange, eau minérale, thé, café, jus d'ananas, chocolat chaud, j'ai soif, pizza, poulet, saucisse, frites, salade, glace – chocolat, fraise, vanille, gâteau, yaourt, sandwichs, épinards, bonbons, pâtes, mousses.

Les mois – avant, après, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, fête du travail, noel, nouvel ans, pâques, jour des rois, Mardi Gras, La fête nationale, le saint valentin, la toussaint, anniversaire, naissance, les saisons, l'automne, l'été, l'hiver, le printemps, les vacances (à la plage),

Les jours – la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, le week end,

Le temps (weather) – il pleut, il neige, il fait chaud, il fait froid, il fait du soleil, il fait du vent, il fait beau, il fait mauvais, aujourd'hui, dans le sud / nord, l'est, l'ouest,

Les vêtements – des bottes en caoutchouc, des lunettes de soleil, un cache – nez, un imperméable, un teeshirt, un anorak, un short, des gants, un parapluie, des bottes, un bonnet, des sandales, un pull, un pantalon, chaussettes, chaussures, chemise, un sweat. Trouvez, porter, un jean, un chapeau, un maillot de bain, une casquette, une palme, un blouson, une chemise de nuit, un pyjama, un collant, les lunettes, une botte.

Sport et loisir – lire, nager, pêcher, écouter de la musique (pop / classique), regarder la télévision, jouer au football / rugby / basket / tennis / volley / aux échecs / cartes, faire du vélo / cheval / ski / de la gymnastique.

Un filet, des skis, un ballon rond / ovale, une télévision, une balle, une table, un cheval, une canne à pêche, une raquette, de l'eau, des cartes, un livre, un vélo, le judo, le surf, la natation, la gymnastique, l'équitation, badminton

Les temps – heure, et demie, et quart, tous les chiffres, moins, je me brosse les dents, je me lave, je vais à l'école, je me lève, je prends le petit déjeuner, je dine, je quitte l'école, je lis, je me couche, je m'habille, je regarde la télévision, je déjeune, il est, la journée, aujourd'hui, demain.

L'école – les mathématiques, la géographie, le sport, le français, les sciences, la musique, l'anglais, la technologie, l'instruction religieuse, l'histoire, le dessin, l'instruction civique, la récréation, commence, aime, adore, déteste, je n'aime pas, la fenêtre, la chaise, la bibliothèque, les vestiaires, répétez, regardez, taisez vous, levez vous, asseyez vous, chut, en rang, ouvrez, fermez, assieds – toi, levez le doigt, baissez le doigt, viens ici, sortez vos affaires, rangez vos affaires, allume, éteins, écoutez, silence s'il vous plaît, une fille, une règle, un taille crayon, une table, une trousse, un crayon, un stylo, une gomme, une poubelle, un professeur, un cartable, une lettre, un mot, un cahier d'exercices, un garçon. Position – dans, derrière, devant, sur, la cour, il y a, la cantine, la salle des sports, un tableau, un tableau blanc, la craie, l'effaceur, le feutre, la lumière, calculatrice, colle, feutres, les ciseaux.

Qui suis-je ? – je suis, je m'appelle, comment tu, un homme, une femme, garçon, une fille,

La maison – mur, cuisine, chambre, fenêtre, garage, salle à manger, porte, salon, salle de bains, les meubles, un canapé, lit, évier, une baignoire, un lavabo, un fauteuil, une cuisinière, un réfrigérateur, une douche, les toilettes, devant, sur, dans, derrière, une glace, le garage, une douche, une baignoire.

Verbs – être, suis, es, est, sommes, êtes, sont, courir, sauter, marcher, danser.

Les animaux – un chien, un chat, un mouton, un canard, une poule, un oiseau, une vache, une souris, un cheval, un cochon, une araignée, une grenouille, un cygne, un cochon d'Inde, un poney, un serpent, un hamster, une gerbille, une tortue, un lion, un zèbre, un hippopotame, un gorille, un pingouin, un ours blanc, un dauphin, une girafe, les tigres.

La famille – un frère, une sœur, le père, la mère, grand père, la grand mère, mon, ma, mes, le fils, la fille, unique, oncle, tante, cousin, cousine, le bébé.

Bonjour – bon week end, bon appetit, à bientôt, au revoir, je m'appelle, et toi ? ça va, très bien, ça va mal, comme ci comme ça, ça va bien, salut.

Body – la tête, les épaules, les genoux, les pieds, le corps, le bras, la jambe, la main, le nez, les yeux, la bouche, touchez, les oreilles, les doigts, taille grand(e), petit(e), de taille moyenne, cheveux blonds, bruns, roux, noirs.

French Programme of Study – Two Year Cycle

<u>YEAR A</u>					ONE YEAR CYCLE ONLY	
	<i>Class 1</i>	<i>Class 2</i>	<i>Class 3</i>	<i>Class 4 – more written</i>	<i>Class 5 – more written.</i>	GENERAL RESOURCES
alphabet			Alphabet a – z p1 LCP 1 unit 2 activity 1 LCP songs track 4	Comment ca s’ecrit?		FRAPS2 12 / 38
Numbers (les chiffres)	Numbers 1 – 10 p1 LCP1 unit 1 Activity 2 (1-6)	1 – 20 df1 14, 15 p1 Ch 3 L13, 14, 24, 25, 26, 27, 29 LCP1 unit 2 activity 4	1 – 50 combien? Df1 19, 20, 21 unit 3 p1 + p2 Ch4 L4, 6 LCP 1 unit 3 activity 4 LCP 1 unit 4 activity 3	51 – 100 df2 24 P4 LCP1 unit 5 activity 2	101 – 1000 df2 48	Tad ALF 1.1 – 1.7 (Maths activities) Ffb p40
Animals	Pets LCP1 unit 4 activity 1, 2	The farm df1 42, 43, 47, 49 Ch3 L15	The zoo unit 7 Ch4 L4, 5, 6, 7	Use names to answer questions – qu’est – ce que c’est? c’est un kangarou. LCP songs track 6	Develop from class 4 df1 44 45 C12 -21	Tad FRAPS2 10 / 36, 11 / 37 (ZOO); 30 / 48 – FARM FRAPS3 17 / 51 TROUVONS L’IMAGE GAME (FARM) ALF 7.1 (science – food chains) 7.2 (animal adaptations)

<i>Towns, cities and villages</i>			J'habite... Df2 42	Buildings df2 43 44 47 49 P3, Agent Lucas mission 003, 004 Ch4 L1 LCP2 unit 11 activity 1	Between , next to etc df2 45 Directions df2 46 p3 FRAPS3 15 / 50 Ch3 L15 LCP 1 unit 6 activity 2 LCP 2 unit 11 activity 2 and 3	LES COURSES A FAIRE SHOPPING GAME. TROUVONS L'IMAGE GAME (TOWN) Ffb p 30 – 33 (tracks 15 – 16)
<i>Food</i>	Fruit.	Vegetables Magnetic strips.	General foods (some) Df2 32 33 Aime df2 34 Agent Lucas mission 1 LCP2 unit 8 activity 2	At the shops / supermarket P4 Df2 38 - 39 Je voudrais.. df2 35 P4 C'est combien? Df2 25 Unit 7 Agent Lucas mission 007 LCP2 unit 8 activity 1, 3	In the restaurant. Unit 9 Df2 26 37 P4 P4 + EUROS. – money and weights Agent lucas mission 005, 006 Ffb p 22 – 23 (track 11) 36 – 37 (track 18)	FFB p 20 – 21 (track 10) 34 – 35 (cd track 17)

Family	Brother / sister / mum / dad / grandparents?	As before – add Uncle / aunt. df1 52 53 LCP1 unit 3 activity 1 LCP songs track 9	J'ai df1 54, 55, 57, 60 61 p1	Unit 6	Df2 27 C30 – 32, 36 – 37 – 39 LCP2 unit 12 activity 2	FFB – p 14 – 15 (track 7)
Pastimes		Sports and games df3 30, 33, df 37	J'aime..... Df3 31, 32 unit 10 P3 LCP2 unit 9 activity 2	J'aime faire. df3 34 LCP songs track 7 P3 Ch5 Y5 T3 LCP sons track 2	Descriptions of themselves. Df3 60 unit 12. Equipment. Df3 35 C22 23 52 53 59	FRAPS2 20 / 42 FRAPS2 27 / 46 ; 28 / 47- SPORTS FRAPS3 4 / 45 MUSICAL INSTRUMENTS. Ffb p 24 – 25 (track 12)
Greetings	Je m'appelle, merci, bonjour Ch3 L16	J'aians p1 LCP 1 unit 1 activity 1 (1-6) LCP songs track 1	Comment t'appelles tu? P1 ça va ? P1 Comment vous appellez vous? Monsieur / madam etc. df1 12 unit 1	Quel âge as tu? Quel âge avez vous? Df3 16 unit 3 Qui est-ce ? Ch4 L2, 3	Role play. C2,3,4,5,6,7,8, 10, 11	FRAPS2 14 / 39 ; 16 / 40 (GREETINGS / WHAT YOU LOOK LIKE). FRAPS2 22 / 43; 23 / 44- BIRTHDAYS FFB P4 – 7 (cd track 2, 3); 12 – 13 (track 6)
Weather	Le soleil, la pluie, le vent.	Snow, fog, etc df3 19, 21; p 3	Weather report – df3 25 LCP1 unit 2 activity 6	Unit 3 LCP songs track 5		FRAPS2 25 / 45 ALF 2.4, 3.3 (music)
At home		Rooms df1 30, 31, 35, 46	Furniture df1 32, 33, 34, 36, 39	Dans la chambre il y a.... Ch5 Y5 t2	Sentences about the house. P3	FRAPS2 18 / 41 FRAPS 3 26 / 54 TROUVONS L'IMAGE GAME (HOME) FFB p 16 – 17 (track 8); p18 – 19 (cd track 9)

School	Classroom instructions. Df1 13	More instructions and basic equipment + classroom objects. df1 18 p2 Ch3L1, 2, 17, 18, 19 unit 2 LCP1 unit 1 activity 3 (1-6)	More equipment + classroom objects. Qu'est ce que c'est? df1 27 p2. LCP1 unit 1 activity 4 (1-6)	Lessons / rooms df3 52, 56, 58, d22, 23, 24, 25 P2 LCP2 unit 7 activity 3	Timetables / opinions Df3 53, 54, 55, 57 C34 – 35 P2. LCP2 unit 7 activity 4	FRAPS3 2 / 44 (LESSONS) FRAPS 3 20 / 53 ALF 3.1 (music lesson) 5.1- 5.2 (history Vikings); 5.3 - 5.4 (Victorian children) 6.2 (PE instructions) 6.3 (Breton dance) 6.4 (benchball) 7.4 – 7.5 acids and alkalis / magnets.
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<u>YEAR B</u>							
Time		O'clock P2.	Half past	Past P2. Ch5 y5 t2 + 3		To df3 40, 41, 42, 43, 44, 45, 46, 47, Unit 8 LCP 1 unit 5 activity 1 LCP 2 unit 7 activity 1, 2	FRAPS3 19 / 52 Ffb p 26 – 29 (track 13 / 14)
Days	Days of the week. LCP1 unit 2 Activity 5	Days of the week. df3 13 unit 2 p1 Ch3 L 23, 26 LCP songs track 3	Special days df3 12, 14, 15, 27 Agent Lucas mission 002 LCP1 unit 4 activity 4				FRAPS2 2 / 31

Months		Christmas Ch3 L8, 9, 10, 11, 12	Months unit 4 P1 Ch4 L26 LCP 1 unit 3 activity 2	Months / seasons df3 22 LCP1 unit 5 activity 3 LCP 2 unit 8 activity 4		Months / seasons / the year. Df3 11 Special days c42 – 51 FRAP3 28 / 55; 29 / 56	FRAPS2 4 / 32 Ffb p 38 – 39 (track 19)
Clothes	Shirt, trousers, skirt / dress etc	More types of clothing. Df3 20 23 24 P4 Ch3 L21, 22 LCP2 unit 10 activity 1	Unit 11 Df2 20 Ch4 L21	Sentences Df2 22		Conversation (adjectives)	Ball (StRm) FRAPS3 9 / 48
Body	The face	The body Df2 11 – 12, 17 LCP2 unit 9 activity 1	Touchez le... unit 10, 11,	Body revision Df2 14 15 28 29		J'ai mal – sickness. Df2 13 Avoir df2 16 C 54 – 58, 61 FRAPS3 11 / 49	FRAPS2 8 / 35 Le bonhomme des membres (fuzzy felts) ALF 3.3 (music)
Colours	Basic colours Ch3L5 (powerpoint slide 13+)	New colours Df2 21 P1 Ch3 L6, 7, 8 LCP1 unit 3 activity 3	Unit 5 Ch4 L7	Use as adjectives Trouvons l'image game – colours as adjectives. Ch4 L2, 3, 8, 9, 14, 15, 17, 18, 24 LCP2 unit 10 activity 2 and 3		Use as adjectives within larger sentences. Shapes c24 – 29	Tad FRAPS2 5 / 33; 6 / 34 ALF 4.1 - 4.3 (art) Ffb p 40 (track 20)

Countries	Britain	Europe df2 57	The world unit 6 Df2 58 LCP1 unit 2 activity 2 LCP1 unit 6 activity 1	Nationalities LCP1 unit 2 activity 3	LCP2 unit 12 activity 1	ALF 2.1 – 2.3 (geog activities) FFB p 10 – 11 track 5)
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Transport			Names of transports (qu'est ce que c'est?) df2 52	Travel vocab	Aller (df2 53, 54, 55, 56) Train journey – role play	FRAPS3 6 / 46 7/47
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					Verbs df1 37 Ch5 Y5 T3 ; (Aller + translations) ; Ch5 Y5 T2 (faire / entendre) ; T1 – plurals and voir. Unit 10	
					Df1 58 – 59	
					Comprehension / translation df2 23 59 61 C40 – 41, 60, 62 – 63 PETIT PRESSE LCP1 and 2 – all sentence / question LCP activities. LCP songs track 8, 10, 11, 12	

- **Picture Word lotto game also offers revision opportunities on several areas.**

DF – Developing French.

C = comete.

Pilote 1 / 2 / 3 / 4 = P1 / 2 / 3 / 4.

Textease and Clicker may also be useful but be careful of speech mode as the pronunciation is not sufficiently accurate.

FRAPS – French raps and songs cds

ALF – à la française (cross curricular opportunities)

FFB – French for Beginners (internet linked)

Ch3L1 – Cheater 3 Lesson 1 CD silver (powerpoints and other resources).

Ch5 Y5 T3 – Cheater 5 Year 5 Term 3 CD white and yellow.

LCP 1 and 2 – CD of primary French activities.

Reading books:

Year 3 Powerpoints Cache cache cochons; je veux manger; Maman; Toutes les couleurs; Chapeau ; Je Veux mon p'tipot ; roule galette ; Je m'habille; la tototte; silence père noel ; je veux grandir ; l'automne arrive ; sombre nuit.

Year 4 Powerpoints Loup ; Plouf ; Pourquoi ?; Va-t-en grand monstre vert

Year 5 Soundfiles only Qui conduit ?; Le Pot de Tom : Petit Bleu et Petit Jaune ; Trois ; Le Château du Petit Prince ; C'est moi, le Champion ; Patatras ;

Au Loup !; Superbouquin ; C'est comme ca chez moi...les vacances ; je veux un ami ; Papa ;

Ma culotte ; Loup, Loupy es tu ? L'univers ; Avions et bateaux en origami.