

Waverley Abbey Linguist

All things are possible for one who believes – Mark 9:23.

At Waverley Abbey we are passionate about encouraging our pupils to become empathetic global citizens by embracing other languages and cultures, preparing them for their future roles in our international community. In learning French with the support of a specialist teacher, all children are encouraged to creatively experiment with the language, aspiring to deepen their curiosity regarding its complexities and challenge themselves to develop their linguistic confidence and understanding. In addition, pupils are given opportunities to celebrate the diverse languages and cultures in our school community, providing greater intercultural understanding, respect for others and an appreciation of similarities and differences.

Our intent is to provide pupils with an opportunity to build linguistic confidence and understanding and to experiment with and be curious about learning French. It is our intention to nurture a joy for language learning and to equip pupils with the language knowledge, skills and understanding to allow them to successfully continue future language study as independent learners.

The French curriculum is designed to deliver the requirements of the programme of study for foreign languages and focuses on the successful teaching of the three pillars of language progression- vocabulary, phonics and grammar. Content is selected to motivate and interest pupils and is relevant for their age group. Where possible, topics are cross-curricular. Vocabulary is introduced in small quantities and revisited regularly over the four years of Key Stage 2, ensuring pupils have frequent exposure to the four key concepts of listening, speaking, reading and writing. More simple phonics are taught explicitly in Year 3 and subsequently revisited and taught in more complexity as the years progress. They are the key to understanding how to read, write and pronounce independently. Grammar is taught discretely to all year groups, increasing in complexity throughout the key stage. Language is regularly revisited, and prior learning is frequently reintroduced alongside new learning. Children are also provided with ample opportunities to further their intercultural understanding through use of a wide range of resources.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Curriculum enrichment – French café, French theatre visit

		Year 3	Year 4	Year 5	Year 6
Topics studied	Aut 1	Autumn – Moi Vocabulary Basic greetings and introductory language (name, feelings, age) Numbers up to 20 Je, tu Grammar Avoir plus age Accents Phonics A – quatre Â – âge En- comment Q – cinq Qu- quatre/ e in 1 syllable- je Ei - treize Ai - j'ai Eu- deux É -zéro I- di In- vingt O not at end of word - comment Ou - bonjour Oi - trois On - bonjour Ç - Ça va C- merci U- tu J- bonjour R- merci Un - un	Autumn – Les Portraits Vocabulary Facial descriptions –les yeux, les cheveux, un nez, une bouche, les oreilles Body descriptions – la tête, le bras, la main, la jambe, le pied Grammar Avoir – 1 st , 2 nd and 3 rd person singular, Position of adjectives of colour Position of adjectives of size Phonics Ez – nez Un -un Il after i- oreille ill after vowel - oreille	Autumn – les Planètes Vocabulary Words for planets Le soleil La lune Les étoiles Colours Size- petit, grand, enorme, miniscule Tres, assez Chaud, froid, loin de, pres de Grammar Feminine agreement for adjectives Position of adjectives Sentence building using etre Phonics	Autumn- Les Vêtements Vocabulary Clothing items – masculine, feminine and plural forms Colours “Porter” – er verbs Clothes’ shop role play vocabulary Numbers up to 69 Grammar Indefinite article – masculine, feminine and plural Adjectival position and agreement for feminine and plural The verb “porter” (er verbs) and 1 st , 2 nd and 3 rd person singular Use of “vous” Focus on pronunciation and intonation Phonics Il after vowel - voilà X before vowel - soixante

	Spring	<p>Spring – Le Calendrier Vocabulary Numbers up to 39 Days Months Dates Grammar Lower case for months and days How to write the date and how it differs from English Phonics An -dimanche Em- novembre e+1 consonant - mercredi Er - mercredi J- jeudi Oû - août Û-août Un- lundi</p>	<p>Les Animaux Vocabulary: Animals vocabulary; Colours Sizes - Avoir- je, tu, il, elle; Basic questions using avoir; Use of et, mais, aussi Grammar Question formation; Use of colour adjectives – position and basic feminine agreement; Use of size adjectives – position and feminine agreement; Indefinite article – masculine, feminine and plural Phonics: Gn – araignée len- chien</p>	<p>Spring – Vive le Sport Vocabulary Words for sports J'aime, je n'aime pas, je deteste, j'adore, Je prefere Mais, et, aussi, cependant Parce que Amusant, passionnant, ennuyeux, facile, difficile Il/elle est ne(e) Il parle Il joue Grammar Feminine agreement for elle est nee Basic question forms Use of longer sentences with more complex conjunctions 1st, 2nd and 3rd person singular of regular –er verbs Definite article – masculine and feminine Phonics S before vowel - passionnant Aim- j'aime Ym – gymnastique È- préfère</p>	<p>Spring – Au café Vocabulary Café food and drink items, plus some words from year 5 Café role play vocabulary - je voudrais, vous désirez, voilà, l'addition, une table, la carte. Numbers up to 100 Grammar Use of "vous" Forming questions Focus on pronunciation and intonation Phonics Th - thé Um - légumes</p>
	Sum	<p>Summer – Toutes les Couleurs Vocabulary Colours Use of "et" Grammar Using a bi-lingual dictionary to find nouns. Phonics es -les eu – bleu g –gris g+e – rouge j- jaune au – jaune on – marron o- violet oi- noir m– marron r– rouge</p>	<p>Summer –En Ville Vocabulary Places in town vocabulary Use of il y a and il n'y a pas de... Vocabulary for basic directions Time conjunctions Directions role play vocabulary Grammar Use of il y a and il n'y a pas de... Indefinite article. Use of "vous" Question formation Definite and indefinite article- masculine and feminine Phonics E+final l – hôtel Y- il y a Ô - hôtel Où -où</p>	<p>Summer – Les Saisons Vocabulary Birthdays Weather phrases Seasons Conjunctions – et, mais, quelquefois, cependant, d'abord, ensuite, après ça, aussi Months and dates Grammar Il plus weather phrase Lower case letters for months Phonics</p>	<p>Summer – La Poésie Vocabulary Varied vocabulary from the dictionary Colours Grammar 1st person singular of etre</p>

	Sum 2	rr- marron S between vowels- rose			
	Year 3	Year 4	Year 5	Year 6	
Key skills to progress – Listening	Autumn - <ul style="list-style-type: none"> Listen to basic new words (greetings etc) and phrases and give a physical response to show understanding. 	Autumn – <ul style="list-style-type: none"> Use a physical response to show understanding of body vocabulary. Listen for words in a song about the body. Understand a range of spoken words and phrases about body descriptions.. Listen for specific words and phrases about body descriptions. 	Autumn – <ul style="list-style-type: none"> Listen attentively to spoken language about places in town and show understanding by joining in and responding. 	Autumn – <ul style="list-style-type: none"> Recognise and understand familiar spoken words and phrases to understand information about clothing. Recognise grammar features of the language – listen for changes in colour adjectival endings. 	
	Spring – <ul style="list-style-type: none"> Hear and understand familiar words to do with the calendar and phrases using repetition and visual clues. 	Spring – <ul style="list-style-type: none"> Understand a few familiar spoken phrases and questions about animals. Understand basic animal colour and size descriptions. Listen attentively for specific words and phrases associated with transport. Understand some unfamiliar language by using cognates. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	Spring – <ul style="list-style-type: none"> Listen for specific words and phrases. Understand familiar words, phrases and questions. Understand and say food and drink items. 	Spring – <ul style="list-style-type: none"> Listen out for and understand specific details about food, drinks and prices from longer texts. 	
	Summer – <ul style="list-style-type: none"> Listen out for familiar words or phrases in a text or song about colours. Explore patterns and sounds of language 	Summer – <ul style="list-style-type: none"> Identify personal responses and understand likes and dislikes about sports. Understand unfamiliar language about sports by using cognates. 	Summer – <ul style="list-style-type: none"> Identify the general meaning from longer passages I hear about the weather and birthdays. Listen attentively for specific words and phrases about the weather 	Summer – <ul style="list-style-type: none"> Listen out for and understand specific details and main ideas from longer spoken passages about school. 	

	<p>through songs and rhymes.</p> <ul style="list-style-type: none"> • Use a physical response to show understanding of familiar words and phrases. • Know some letters which sound different. • Follow a text about colours listening and reading at the same time. • Know some letters which sound different to English sounds. 	<ul style="list-style-type: none"> • Listen for specific words and phrases to do with sports. • Understand main points in a story from longer spoken passages of some familiar and unfamiliar language. • Figure out the meaning of unfamiliar language through context. 	<p>and birthdays.</p> <ul style="list-style-type: none"> • Listen to songs and short descriptions to pick out the main points about weather and birthdays. 	<ul style="list-style-type: none"> • Use a range of strategies to understand unfamiliar language about school– cognates, prior learning.
Key skills to progress - speaking	<p>Autumn –</p> <ul style="list-style-type: none"> • Repeat words and phrases. • Copy pronunciation. • Engage in basic conversations from memory. 	<p>Autumn –</p> <ul style="list-style-type: none"> • Recall basic words, phrases and questions to present facial and body descriptions. • Repeat new body words accurately. • Pronounce accurately. • Use a model to develop my own short answers. 	<p>Autumn –</p> <ul style="list-style-type: none"> • Speak in sentences about towns, using familiar vocabulary, phrases and basic language structures (il y a). • Describe places orally. • Present ideas and information about towns orally to the class. • Take part in a directions role play from memory. 	<p>Autumn –</p> <ul style="list-style-type: none"> • Repeat and recall new language for clothing items. • Take part in a role play in the clothes’ shop to an audience from memory. • Say complex sentences about what someone is wearing with correct adjectival endings and positions. • Describe what someone is wearing orally. • Extend sentences by adding adjectives of size and colour.
	<p>Spring –</p> <ul style="list-style-type: none"> • Remember numbers, months and days and say basic information using words and set phrases. • Join in with a simple song /rhyme. 	<p>Spring –</p> <ul style="list-style-type: none"> • Recall basic words, phrases and questions to have a conversation about animals. • Repeat new animal words accurately. • Answer familiar questions about travel and transport. • Speak in sentences about travelling. • Engage in conversations; ask and answer questions. 	<p>Spring –</p> <ul style="list-style-type: none"> • Give basic information from memory. • Include personal responses and opinions using simple conjunctions. 	<p>Spring –</p> <ul style="list-style-type: none"> • Engage in conversations in a café situation. • Present a role play about cafes to an audience from memory.
	<p>Summer –</p> <ul style="list-style-type: none"> • Recall familiar words and phrases about colours from memory. 	<p>Summer –</p> <ul style="list-style-type: none"> • Give personal responses to questions about sports and give opinions with conjunctions. • Justify opinions using basic 	<p>Summer –</p> <ul style="list-style-type: none"> • Say a few sentences about the weather and give my birthday. • Deliver a weather report to the class. Video for feedback to focus 	<p>Summer –</p> <ul style="list-style-type: none"> • Engage in a conversation about school. • Express and justify opinions about school subjects.

		<ul style="list-style-type: none"> conjunctions. Focus on pronunciation and intonation when reading aloud. 	<ul style="list-style-type: none"> on pronunciation and intonation. Join in with songs about the weather and birthdays 	<ul style="list-style-type: none"> Extend opinion sentences using conjunctions and adjectives and by justifying opinions.
Key skills to progress – reading	Autumn – <ul style="list-style-type: none"> Read and understand familiar words in a short sentence. 	Autumn – <ul style="list-style-type: none"> Read and understand simple words and phrases which may be contained in longer phrases or paragraphs (body reading activity). Use a bi-lingual dictionary to lookup nouns. Read words and phrases to do with descriptions aloud accurately. 	Autumn – <ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing about towns and directions. 	Autumn – <ul style="list-style-type: none"> Use a bi-lingual dictionary to help understand unfamiliar words. Read and understand sentences about clothing.
	Spring – <ul style="list-style-type: none"> Read and understand familiar words and phrases about dates. Read words aloud with good pronunciation. 	Spring – <ul style="list-style-type: none"> Read and understand simple words and phrases which may be contained in longer phrases or paragraphs (animals reading activity). Read and understand sentences about travelling and recognise the change in verb conjugation. 	Spring – <ul style="list-style-type: none"> Understand some unfamiliar language. Translate sentences into correct English. 	Spring – <ul style="list-style-type: none"> Use knowledge of familiar words and phrases to understand more details about menus. Read familiar food and drink words aloud with accuracy. Read and understand main details from a menu with unfamiliar language using a range of strategies – cognates, prior language learnt, pictures. Use a bi-lingual dictionary.
	Summer – <ul style="list-style-type: none"> Follow a text about colours, listening and reading at the same time. Spot similarities and differences between English and French words and sentences. 	Summer – <ul style="list-style-type: none"> Read and identify the main details in a reading activity about sports. Read short texts aloud and generally pronounce accurately. Follow short texts and stories listening and reading at the same time. Use cognates to work out meanings of words and phrases. 	Summer – <ul style="list-style-type: none"> Read and understand the main ideas in short passages about the weather. Use a dictionary to look up meanings of words about the weather. 	Summer – <ul style="list-style-type: none"> Use knowledge of familiar words and phrases about school to understand in more detail. Read and understand details from longer texts about school. Use a range of strategies to understand unfamiliar language – cognates, dictionaries, prior learning, visuals.
Key skills to progress – writing	Autumn – <ul style="list-style-type: none"> Copy simple words. 	Autumn – <ul style="list-style-type: none"> Spell some familiar body words from memory. Include simple adjectives in the right order – colours and sizes. Use a model to write very basic sentences about the body. 	Autumn – <ul style="list-style-type: none"> Describe places in writing. Use negatives to say write about what there isn't in a town. Write a role play about directions, including questions. Use a model to develop further and time 	Autumn – <ul style="list-style-type: none"> Describe clothing in writing, some from memory. Extend sentences about clothing by adding adjectives of colour and size. Use adjectival positioning and

		<ul style="list-style-type: none"> Write some descriptions words and phrases from memory. 	conjunctions.	<p>agreement.</p> <ul style="list-style-type: none"> Understand how to conjugate “porter”. Give opinions on clothing.
	<p>Spring –</p> <ul style="list-style-type: none"> Copy words and label items. 	<p>Spring –</p> <ul style="list-style-type: none"> Spell some familiar animal words from memory. Include simple adjectives in the right order – colours and sizes. Use a model to write very basic sentences about animals. Use a model to help write sentences about travelling. Include simple conjunctions and time conjunctions. 	<p>Spring –</p> <ul style="list-style-type: none"> Write sentences and longer paragraphs using a model and substituting different words. Write some words and phrases from memory. Use connectives to make more complex sentences 	<p>Spring –</p> <ul style="list-style-type: none"> Create a more complex, extended piece of writing for a role play by selecting and adapting a range of previous work. (eg from the clothes shop dialogue/ or by using a modelled piece of writing from class).
	<p>Summer -</p> <ul style="list-style-type: none"> Write a colour poem (using a model if necessary). 	<p>Summer –</p> <ul style="list-style-type: none"> Use familiar words or phrases in a short paragraph about sports, writing from a model and substituting my own words. Use familiar words or phrases in a short paragraph, writing from a model and substituting my own words. 	<p>Summer –</p> <ul style="list-style-type: none"> Use simple conjunctions in a weather report. Write sentences and a short paragraph about the weather based on a model. Write new words accurately using a dictionary. 	<p>Summer –</p> <ul style="list-style-type: none"> Express and justify opinions about school subjects. Extend sentences about school subjects using conjunctions, adjectives and opinions. Adapt and extend a short piece of writing about school. Produce accurate writing about school containing high quality language and good use of appropriate grammar.
Links to school values	<p>Growth - All pupils have access to differentiated tasks and are actively encouraged to work towards challenging themselves each lesson.</p> <p>Compassion - Planning allows students opportunities to be exposed to cultural similarities and differences.</p> <p>Honesty – Oral tasks allow pupils to have honest discussions about their successes and opportunities to improve.</p> <p>Courage – Pupils are encouraged to ask questions about the subject matter and about how they can learn to improve their learning. They are given ample opportunity to experiment with the language both independently and collaboratively.</p> <p>Hope – By persevering with challenging tasks, pupils can aspire to produce their best work.</p> <p>Love - Planning allows students opportunities to be exposed to cultural similarities and differences.</p>			