



Kaleidoscope Multi Academy Trust French Curriculum

Intent

Kaleidoscope Multi Academy Trust wants all pupils to receive a high-quality, broad, vibrant and ambitious French education which inspires our learners to continue to pursue languages into their futures and for this we use the Language Angels scheme.

Through building up the four key language learning skills; listening, speaking reading and writing the necessary grammar will be covered in an age-appropriate way across the key stage.

They will build up a body of knowledge and vocabulary.

All pupils will develop a sense of excitement and curiosity about French, and it will help them explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them and deepen their understanding of the world.

We aim to:

- Develop young French speakers who can communicate their understanding verbally and in written form for practical purposes.
- Foster curiosity and deepen their understanding of the world, seeing languages as an opening to other cultures.
- Ensure the pupils acquire a rich French vocabulary that they can use with accuracy.
- Ensure they produce language in a grammatically accurate way, and understand it as the 'skeleton' that holds all languages together.
- Provide the minimum content and core vocabulary that each Kaleidoscope MAT school will use so that expectations of what children should know and remember is in line with our high expectations of teaching.
- Ensure our children are ready to transition to Secondary School MFL subjects, whichever language is taught.

Implementation

All classes have access to a very high quality foreign language curriculum using the Language Angels scheme of work and resources. They will progressively develop skills in French through regularly taught and well-planned weekly lessons.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes – building blocks of language into more complex, fluent and authentic language.

Kaleidoscope MAT has agreed that the following units will be taught in all schools.

By Year 4 the pupils will know the vocabulary and associated grammar with:

- I. Phonics
- II. I'm learning French
- III. Animals
- IV. Je me presente
- V. Vegetables
- VI. Ice cream

By Year 6 the pupils will know the vocabulary and associated grammar with:

- I. Phonics
- II. La Date
- III. Have you got a pet?
- IV. En Famille
- V. Weekend
- VI. Me and the World

Additional units may be selected by the individual schools to match the appropriate level of challenge suitable for their pupils. As the MAT has a range of schools who have started their French journey at different times – some with mixed age classes, some with straight age classes, it is appropriate for the schools to select the other topics and themes to meet their individual needs.

Categorisation

Language Angels are categorised into 'Teaching Type' to make it easier to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning.

Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language.

Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning.

Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in French and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support. Every lesson should include elements of the four key strands of language learning: Reading, Writing, Listening and Speaking.

All lessons are designed and expected to run between 30 – 45 minutes, depending on the school/setting.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst

building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

At the start of each year, each year group completes a unit on phonics which is regularly revisited and built upon through the language that the children are exposed to in each lesson.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies (including other languages which are pertinent to the school community and subject knowledge of staff)
- Cookery sessions of traditional foods from France.
- Weather forecasts based on maps from France.
- School celebrations of national feast days from France when appropriate to facilitate a whole school approach to French along with improved cultural awareness.

Pupil learning and progression will be assessed at the end of each unit in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

The assessments of the following units are to be recorded for comparison purposes as a MAT.

Phonics, I'm learning French, Je me presente in Y3/4

Phonics, En famille, and the World in Y5/6

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 (Typo?) DfE Languages

Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils can also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Knowledge

Our French curriculum is knowledge rich, ensuring children gain a deep understanding of fundamental French knowledge and concepts. As the pupils progress through the curriculum they accumulate and connect substantive and disciplinary knowledge. It is delivered through a series of modules spaced throughout the year with opportunities to revisit key concepts. This enables the children to embed learning in line with our pedagogical approach.

These units are the minimum that we have agreed on as a MAT. Schools are able to select other topics that fit their curriculum if they wish to do so.

French Curriculum							
Year 3	Phonics	I'm learning French	Animals	Vegetables			
Year 4		Je me presente		Fruits and Ice cream			
Year 5/6	Phonics	La date	Have you got a pet?		En famille	Weekend	Me and the world

Key Vocabulary

Our French curriculum is vocabulary-rich ensuring that the children gain a deep understanding of key French vocabulary and terminology (tier 3 vocabulary). The MAT has agreed the following vocabulary should be learnt by the end each two year period- Y4/Y6 to allow for schools with mixed year or two year rolling programmes.

French Vocabulary for Years 3 and 4					
Phonics	I'm learning French	Animals	Je me Presente	Vegetables Legumes	Ice Cream Les Glaces
CH	Bonjour	les animaux	Comment tu t'appelles ?	les aubergines	une glace
OU	Salut!	un	Je m'appelle...	les oignons	...à la vanille
ON	Ça va?	une	Quel âge as-tu ?	les courgettes	...à la fraise
OI	ça va bien	un cochon	J'ai ... ans.	les tomates	...à la banane
ILLE	Ça va mal	un lion	Où habites-tu ?	les haricots verts	...à la menthe
IQUE	Comme ci, comme ça	un oiseau	J'habite à...	les petits pois	...à la pistache
IN	Au revoir!	un cheval	Je suis...	les champignons	...au chocolat
I	À plus tard!	un lapin	français/française	les carottes	...au café
EUX	Comment tu t'appelles?	un canard	anglais/anglaise	les pommes de terre	...au citron
E	Je m'appelle	un singe	gallois/galloise	un kilo de... / d'...	...au caramel
É	un	un mouton	irlandais/irlandaise	un demi kilo de... / d'...	...au cassis
È	deux	une souris	écossais/écossaise	Je voudrais...	Je voudrais...
QU	trois	une vache	Je viens de...	s'il vous plaît	et
GNE	quatre	je suis	Je viens d'Angleterre.	et	un cornet
Ç	cinq		onze	bonjour	un petit pot
EN	six		douze	Je peux vous aider ?	une boule
AN	sept		treize	C'est tout ?	deux boules
	huit		quatorze	C'est combien ?	trois boules
	neuf		quinze	merci	s'il vous plaît
	dix		seize	au-revoir	Bonjour !
	rouge		dix-sept	Dans mon panier j'ai...	Quel parfum ?
	bleu		dix-huit		Combien de boules ?
	jaune		dix-neuf		C'est combien ?
	vert		vingt		merci
	noir				Au-revoir !
	blanc				
	gris				
	Orange				
	Violet				

	marron				
--	--------	--	--	--	--

French Vocabulary for Years 5 and 6					
Phonics	La Date	Have you got a pet?	En Famille	Weekend	Me and the World
ch	la date	un chien	la famille	le week-end	Je m'appelle...
ou	les jours de la semaine	un chat	la mère	Quelle heure est-il ?	J'habite...
on	lundi	un lapin	la grand-mère	et quart	Je parle...
oi	mardi	un hamster	la tante	et demie	le français
l	mercredi	un poisson rouge	la fille	moins le quart	l'anglais
in	jeudi	un oiseau	la sœur	Il est une heure.	Ma fête préférée est le Mardi Gras.
ique	vendredi	une souris	le fils	Il est deux heures.	Ma fête préférée est Noël.
ille	samedi	Une Tortue	le frère	Il est trois heures.	Ma fête préférée est Pâques.
É	dimanche	J'ai...	l'oncle	Il est quatre heures.	Ma fête préférée est le jour de l'an.
E	Aujourd'hui c'est quel jour ?	Je n'ai pas de / d'...	le père	Il est cinq heures.	Ma fête préférée est le 14 juillet.
È	Aujourd'hui c'est...	J'ai un...	le grand-père	Il est six heures.	Ma fête préférée est la Fête du Canada.
eau	janvier	J'ai une...	les parents	Il est sept heures.	Ma fête préférée est l'Aïd.
eux	février	qui s'appelle...	les grands-parents	Il est huit heures.	parce que...
Qu	mars	et	Comment s'appelle ton [male family member]/ ta [female family member] ?	Il est neuf heures.	Il y a des défilés de chars.
Gne	avril	mais	Il s'appelle...	Il est dix heures.	Il y a des feux d'artifice.
Ç	mai		Elle s'appelle...	Il est onze heures.	Il y a des plats spéciaux.
En	juin		mon/ ma/ mes	Il est douze heures.	Il y a des défilés militaires.

an	juillet		des frères et sœurs	Il est midi.	À plus tard !
	août		As-tu des frères et sœurs ?	Il est minuit.	À la prochaine !
	septembre		Oui, j'ai un frère.	Je me lève.	Qu'est-ce que tu vas faire pour protéger notre planète ?
	octobre		Oui, j'ai une sœur.	Je prends mon petit déjeuner.	Je vais utiliser moins de papier.
	novembre		Oui, j'ai deux frères.	Je regarde la télé.	Je vais utiliser moins de carton.
	décembre		Oui, j'ai deux sœurs.	Je lis des bandes dessinées.	Je vais utiliser moins de plastique.
	vingt		Non, je suis fils unique.	J'écoute de la musique.	Je vais utiliser moins d'eau.
	vingt-et-un		Non, je suis fille unique.	Je joue à l'ordinateur.	
	vingt-deux		dix	Je joue au foot.	
	vingt-trois		vingt	Je vais à la piscine.	
	vingt-quatre		trente	Je vais au cinéma.	
	vingt-cinq		quarante	Je me couche.	
	vingt-six		cinquante	et	
	vingt-sept		soixante	après	
	vingt-huit		soixante-dix	aussi	
	vingt-neuf		quatre-vingts	plus tard	
	trente		quatre-vingt-dix	finalement	
	trente-et-un		cent		

Learning Organisers

See document 'Kaleidoscope MAT French Curriculum Learning Organiser'

Learning organisers are used:

- to convey the core knowledge in one place
- as a reference/starting point for staff (some schools may adapt the layout but key concepts and vocabulary must be learnt)
- to support questioning and retrieval
- in books to support participation of pupils
- to highlight key tier 3 subject specific vocabulary
- to support parents understanding of what their children are learning (for some topics)

Implementation

Our French curriculum is taught in each year group in modules that enable pupils to study in depth key French understanding, skills and vocabulary. Each module builds on prior learning and these are revisited throughout the academic year to deepen pupils understanding and embed learning.

Through teacher modelling and planning children are given opportunity to learn and use key vocabulary. The Kaleidoscope pedagogical approach is used in all lesson formats – retrieving and building on what the pupils already know, explaining new content including key vocabulary. Pupils are 'scaffolded' to attempt new learning and then apply new learning independently.

Impact

The impact of our curriculum is measured informally through quizzes, discussions and observations of pupils. It is measured more formally through teacher assessment against Key Milestones.

Key Milestones

See 'Kaleidoscope MAT French Milestones'.

Kaleidoscope has produced key milestones for each pair of years (Y4 and Y6) so that staff are clear whether pupils are performing at the expected standard. The key vocabulary is clearly identified in the Learning Organisers.

Subject leaders will:

- conduct work scrutiny looking for an increasing understanding of French concepts and knowledge.
- conduct pupil conferencing where pupils will be measured against the key milestones and will use French vocabulary, and explain how learning builds on previous knowledge.