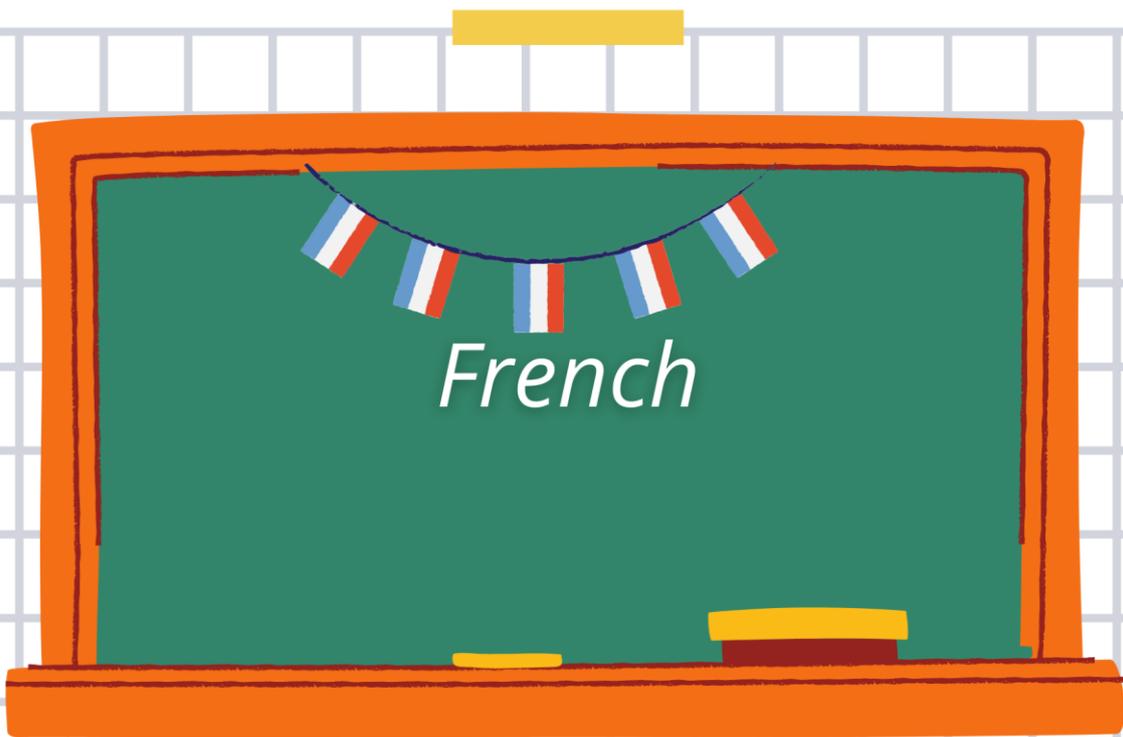


# VALE VIEW CURRICULUM BOOKLET



Languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen. This includes the importance of tolerance and understanding, which is crucial knowledge in today's world.

### **Why is French important at Vale View?**

Learning a language will:

- Deepen children's understanding of the world.
- Encourage a deeper love and understanding of another culture and country.
- Help children understand and embrace diversity.
- Help pupils to develop knowledge to become a global citizen.
- Provide a foundation for further language learning.

### **Knowledge / Concept skills:**

- Awareness/appreciation of other cultures
- Listen to spoken language
- Engage in conversations with increasing confidence
- Read carefully and show understanding of words
- Writing phrases/simple sentences from memory
- Appreciate stories, songs, poems and rhymes
- Read great literature from other cultures

## Ensuring progression: Year 3 Key Skills

Skill	Year 3
Listening	<p>Chn will be able to:</p> <p>Understand a few familiar spoken words and phrases e.g.</p> <ul style="list-style-type: none"><li>• the teacher's instructions.</li><li>• A few words and phrases in a song or a rhyme</li><li>• Days of the week</li><li>• Colours</li><li>• numbers</li></ul>
Speaking	<p>Chn will be able to:</p> <p>Say and repeat single words and short simple phrases e.g.</p> <ul style="list-style-type: none"><li>• Greeting someone</li><li>• Responding with yes, no, please, thank you</li><li>• Naming classroom objects</li><li>• Days of the week</li></ul>
Reading	<p>Chn will be able to:</p> <p>Recognise and read out a few familiar words and phrases e.g.</p> <ul style="list-style-type: none"><li>• From stories and rhymes</li><li>• Labels on familiar objects</li><li>• The date</li><li>• numbers</li></ul>
Writing	<p>Chn will be able to:</p> <p>Write or copy simple words or symbols correctly e.g.</p> <ul style="list-style-type: none"><li>• Numbers</li><li>• Days of the week</li><li>• Colours</li><li>• Classroom objects</li><li>• A shopping list</li></ul>

## Ensuring progression: Year 4 Key Skills

Skill	Year 4
Listening	<p>Chn will be able to:</p> <p>Understand a range of familiar spoken words and phrases e.g.</p> <ul style="list-style-type: none"><li>• basic phrases concerning myself, my family, my school, the weather</li></ul>
Speaking	<p>Chn will be able to:</p> <p>Answer simple questions and give basic information e.g.</p> <ul style="list-style-type: none"><li>• Saying where I live</li><li>• Whether I have brothers and sisters</li><li>• Whether I have a pet or not</li><li>• When my birthday is</li><li>• How old I am</li><li>• Saying the date</li></ul>
Reading	<p>Chn will be able to:</p> <p>Understand and read out familiar written phrases e.g.</p> <ul style="list-style-type: none"><li>• Simple phrases</li><li>• Weather phrases</li><li>• Simple description</li></ul> <p>Chn will be able to:</p> <ul style="list-style-type: none"><li>• Write one or two short sentences to a model and fill in the words on a simple form e.g.</li><li>• Personal information</li><li>• Where they live</li><li>• Ages</li><li>• Holiday greeting by email or on a postcard</li></ul>
Writing	<p>Chn will be able to:</p> <p>Write or copy simple words or symbols correctly e.g.</p>

- Numbers
- Days of the week
- Colours
- Classroom objects
- A shopping list

## Ensuring progression: Year 5 Key Skills

Skill	Year 5
Listening	<p>Chn will be able to:</p> <p>Understand a range of familiar spoken words and phrases e.g.</p> <ul style="list-style-type: none"><li>• A short rhyme or song, a telephone message, announcement or weather forecast.</li><li>• Sentences describing what people are wearing, what they are doing, an announcement or message</li></ul>
Speaking	<p>Chn will be able to:</p> <p>Ask and answer simple questions and talk about their interests e.g.</p> <ul style="list-style-type: none"><li>• Taking part in an interview about their interests, a survey about pets or favourite foods, talking to a friend about likes and dislikes</li><li>• Discussing a picture with a partner, describing colours, shapes and saying whether they like it or not, asking for and giving directions. Discussing houses, pets, food, colours</li></ul>
Reading	<p>Chn will be able to:</p> <p>Understand the main points and some detail from short written texts or passages e.g.</p> <ul style="list-style-type: none"><li>• Message on a postcard or email</li><li>• A part of a story</li><li>• A paragraph of information or short description about someone's school day or friend</li></ul>
Writing	<p>Chn will be able to:</p> <p>Write or copy simple words or symbols correctly e.g.</p> <ul style="list-style-type: none"><li>• Numbers</li><li>• Days of the week</li><li>• Colours</li><li>• Classroom objects</li><li>• A shopping list</li></ul>

Skill	Year 6
Listening	<p>Chn will be able to:</p> <p>Understand and respond to:</p> <p>spoken and written language from a variety of authentic sources.</p>
Speaking	<p>Chn will be able to:</p> <ul style="list-style-type: none"> <li>• Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say through discussion and asking questions.</li> <li>• Continually improving the accuracy of punctuation and intonation</li> <li>• Give a short, prepared talk on a topic of choice to include expressing opinions.</li> </ul>
Reading	<p>Chn will be able to:</p> <p>Understand the main points and opinions in written texts from various contexts e.g.</p> <ul style="list-style-type: none"> <li>• A postcard or letter from a pen pal, a written account of school life, a poem or part of a story</li> <li>• Discover and develop an appreciation of a range of writing in French</li> </ul>
Writing	<p>Chn will be able to:</p> <p>Write at varying length for different purposes and audiences, using a variety of taught grammatical structures e.g.</p> <ul style="list-style-type: none"> <li>• Paragraphs of three to four sentences about a known topic</li> <li>• Retell a short story from memory</li> <li>• A postcard or short letter to a friend</li> </ul>



## End points Year 3

Children can

- Listen and understand words and phrases
  - Recognise and read out words and some phrases
  - Write and copy words and some phrases
  - Learn and sing songs and rhymes
- 
- Understand the concept of gender (une and un).

## End points Year 4

Children can

- Listen and understand a range of words and phrases
  - Answer simple questions/ give information
  - Understand and read out phrases.
  - Write a sentence
  - Learn and sing songs/rhymes
- 
- Understand the word order, pronouns and verbs.

## End points Year 5 and 6

Children can

- Listen and understand main points from a short-spoken passage
  - Ask and answer questions
  - Understand and read out a short passage
  - Write a few short sentences with support.
  - Learn and sing songs/rhymes
- 
- Demonstrate their understanding of grammar including prepositions, irregular verbs and future tense.

## Assessment in Modern Languages

- Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.
  - Pupils will be assessed continuously throughout the year ..
  - Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
  - Formative assessment, which is carried out informally throughout the year, through observations and discussion enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning
- Through the use of effective formative assessment, we are able to find out where pupils are at. Feedback is useful as it helps them progress, and work on dealing with misconceptions.

### Summative Assessment

This summative assessment allows each child to be assessed. Each member of the class is added to the list, and the assessing teacher judge their attainment and will state if they are emerging, meeting or exceeding (E, M or X) the standards for the unit in question. Teachers will also then judge their progression made throughout the unit.

The summative assessment also clearly stated the overview of the work throughout the unit and any learning objectives that are to be covered.

### Parent Feedback:

Emerging, Developing, Secure or Mastery assessment results for attainment and progress in art are given as part of the 'End of Year Reports' provided by the class teacher.

## French Curriculum Overview

	Autumn	Spring	Summer
<b>Year 3</b> Niveau Bleu	<b>Getting Started in French</b> <ul style="list-style-type: none"> <li>Greetings</li> <li>Numbers</li> <li>Countries</li> </ul> 	<b>Discovering Paris</b> <ul style="list-style-type: none"> <li>Numbers</li> <li>Paris landmarks</li> </ul> 	<b>Introducing Myself &amp; French Week</b> <ul style="list-style-type: none"> <li>Introducing myself</li> <li>About Stockport</li> </ul> 
<b>Year 4</b> Niveau Blanc	<b>Animals and Colours</b> <ul style="list-style-type: none"> <li>Animals</li> <li>Colours</li> <li>Questions</li> </ul> 	<b>Animals and Habitats</b> <ul style="list-style-type: none"> <li>Animals and their habitats</li> <li>Masculine and feminine nouns</li> </ul> 	<b>My Favourite Things &amp; French Week</b> <ul style="list-style-type: none"> <li>Likes and dislikes - fruit and animals</li> <li>Gardens</li> <li>French alphabet</li> </ul> 
<b>Year 5</b> Niveau Rouge	<b>My Town &amp; Telling the Time</b> <ul style="list-style-type: none"> <li>Town features</li> <li>Time</li> <li>More numbers</li> </ul> 	<b>My Town, Telling the time</b> <ul style="list-style-type: none"> <li>Telling the time</li> </ul> 	<b>My Hobbies, my Diary &amp; French Week</b> <ul style="list-style-type: none"> <li>My hobbies</li> <li>My diary</li> </ul> 

**Year 6**  
Niveau  
Tricolore

### My Class

- Days and Months
- Birthdays
- Classroom objects



### My School

- My school
- My family



### Myself, my Family & French Week

- Describing myself
- Clothes
- The weather



# Knowledge organisers:



## Knowledge Organiser LKS2



Français	Anglais
Salut	Hi
Bonjour	Hello
Au revoir	Goodbye
Bonsoir	Good evening
Bonne nuit	Good night
Bientôt	See you soon
Comment ça va ?	How are you?
Ça va et toi ?	Okay, and you?
Ça va bien	Good
Ça va mal	Not good
Ça va très bien	Very good

**zero (zero) 0**  
**un (ern) 1**  
**deux (der) 2**  
**trois (twar) 3**  
**quatre (cat) 4**  
**cinq (sank) 5**  
**six (seece) 6**  
**sept (set) 7**  
**huit (weet) 8**  
**neuf (nerf) 9**  
**dix (deece) 10**

Puis-je aller aux toilettes s'il vous plaît?  
 May I go to the toilet please?



Puis-je avoir un verre d'eau s'il vous plaît?  
 May I have a drink of water please?



**Asterix**



**Mona Lisa**



**Days of the Week**

Monday	Lundi	lun-dee
Tuesday	Mardi	mar dee
Wednesday	Mercredi	mare creu dee
Thursday	Jeudi	zheu dee
Friday	Vendredi	von-drer- dee
Saturday	Samedi	som-dee
Sunday	Dimanche	dee-monsh

France is the largest country in Western Europe. The capital city of France is Paris.

France shares land borders with eight countries. The bordering countries of France are Belgium, Germany, Luxembourg, Switzerland, Italy, Monaco, Andorra and Spain.

The Loire is the longest river of France with about 1,006 km/ 625 miles.

The Pyrenées are the longest mountain range in France.

The highest mountain in France is the Mont Blanc, that is 4,810 m/ 15,780 ft high.



## Knowledge Organiser UKS2



Français	Anglais
Salut	Hi
Bonjour	Hello
Au revoir	Goodbye
Bonsoir	Good evening
Bonne nuit	Good night
Bientôt	See you soon
Comment ça va ?	How are you?
Ça va et toi ?	Okay, and you?
Ça va bien	Good
Ça va mal	Not good
Ça va très bien	Very good

10: dix  
 20: vingt  
 30: trente  
 40: quarante  
 50: cinquante  
 60: soixante  
 70: soixante-dix  
 80: quatre-vingts  
 90: quatre-vingt-dix  
 100: cent

Quel temps fait-il? - What is the weather like?  
**le temps - the weather**  
**la météo - the weather forecast**  
**Il fait... It is**  
**frais -cool**  
**beau - fine**  
**chaud - hot**  
**du vent- windy**  
**froid -cold**  
**mauvais- bad**  
**du soleil -sunny**  
**il y a...there is...**  
**du brouillard -fog**  
**un orage -a storm**  
**il pleut - it's raining**  
**il neige -it's snowing**  
**quand il fait beau... - when it is nice weather**

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## **SEND-**

### **How Vale View include pupils with SEN and or/disabilities in French lessons;**

- Pupils sat close to the teacher for support and so they can see and hear clearly prompts given.
- Resources are readily available in the classroom to help pupils learn.
  - Pencil grips.
  - Headphones to block out background noise.
  - Fiddle toys.
- Clear, informative and engaging displays including key words for the topic.
- A multi-sensory approach is used when teaching French. This includes; - Visual prompts, such as videos and pictures and hand gestures.
  - Songs and chants used each lesson.
  - Repetition of key language

## How is French taught at Vale View?

### **Implementation in KS2**

French teaching is supported by the use of The Primary French Project and Rachel Hawkes Language Learning

French is not a requirement in KS1

In KS2 French is taught weekly

LKS2 receives 1 x 1 hour slot weekly

UKS2 receives 1 x 45 minute slot weekly

French is embedded into the classroom as part of daily routines e.g. registers, asking for a drink etc.

Lessons consist of listening, speaking, reading and writing French language

The use of songs and rhyme reinforces spoken language

French language is displayed in each classroom