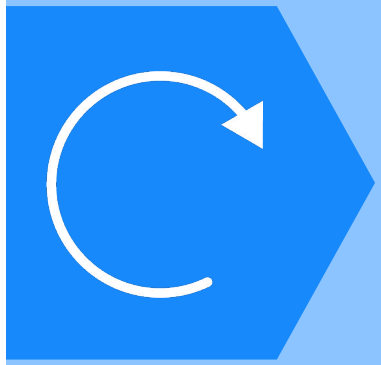
French



Long-term plan

Mixed-age

This document may be useful to you if your school has mixed-age classes.
It organises our units into a two-year rolling cycle which ensures full coverage of the National Curriculum objectives.

This document is regularly updated to reflect changes to our content. This version was created on 11.07.24.
Please click here to see the latest version.

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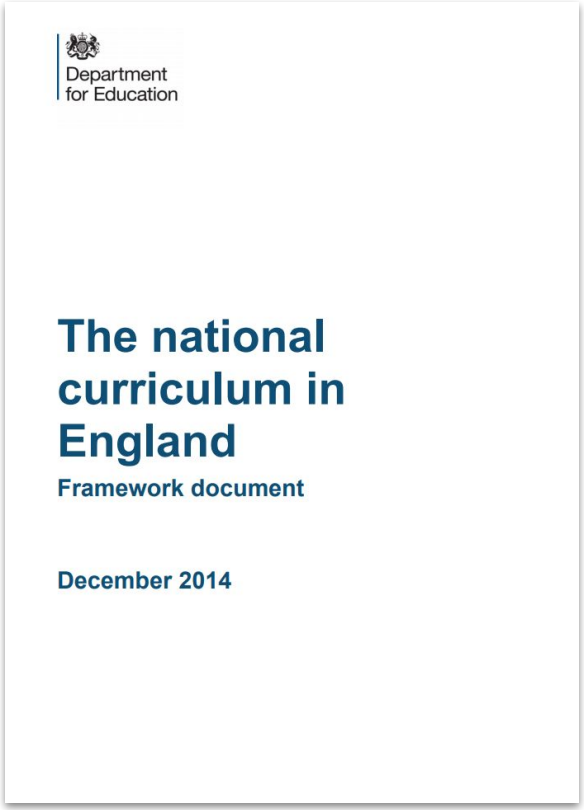
How does Kapow Primary help our school to meet the statutory guidance for Languages?

Our scheme of work fulfils the statutory requirements for Languages outlined in the National Curriculum (2014). It has also been refreshed to ensure that it aligns with the guidance in the Ofsted research review series: languages (2021).



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It is **compulsory** for schools to teach Languages at Key Stage 2 only, which is why our French scheme of work is designed to be taught from Year 3 onwards, to help your pupils to meet the end of Key Stage 2 Attainment targets.

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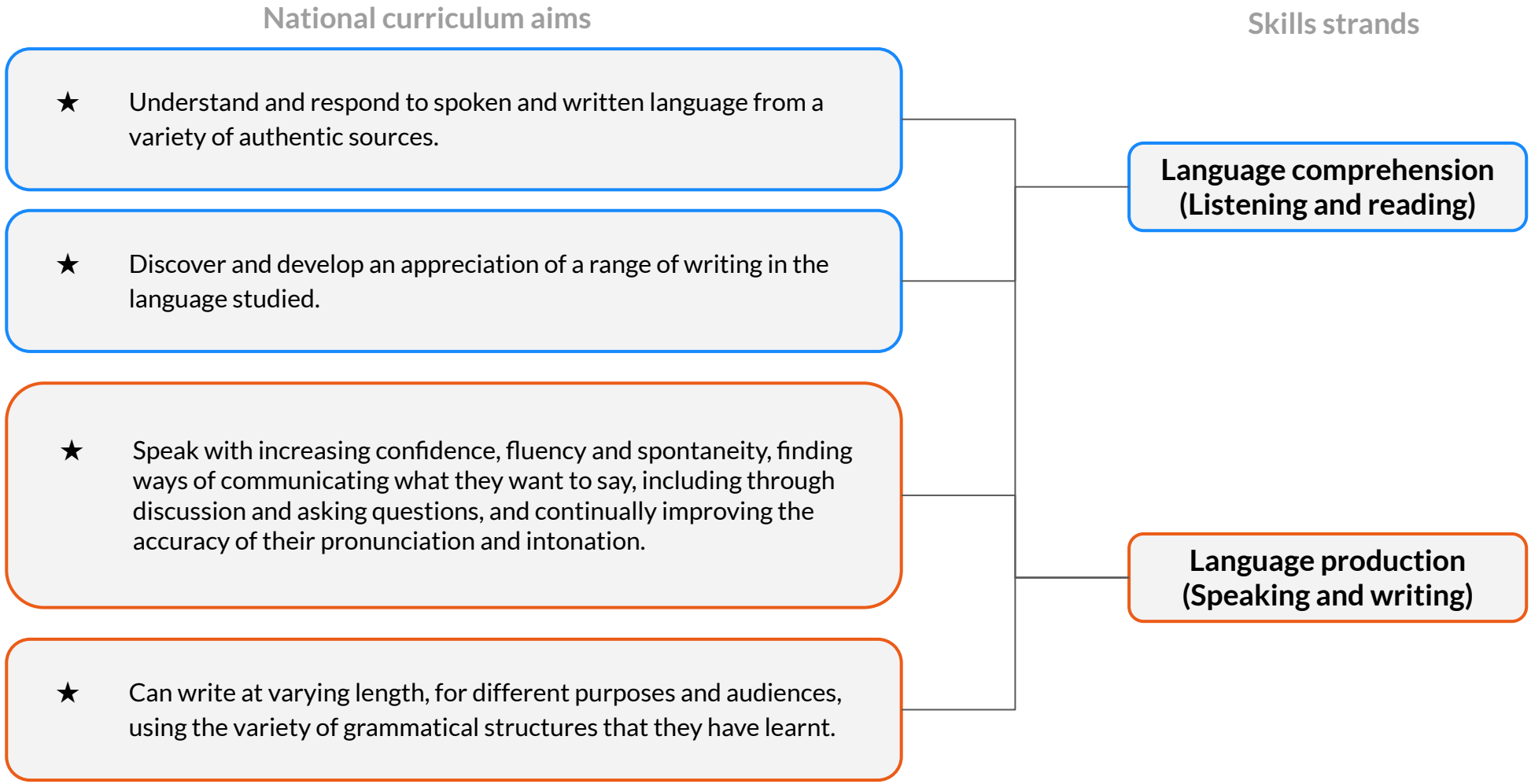
How does Kapow Primary's French scheme of work align with the National curriculum?

The Kapow **Language comprehension** and **Language production** skills strands align with the National curriculum aims for Languages. Our *National curriculum coverage document* shows which units support you in helping children to reach each of the National curriculum attainment targets.



At Kapow Primary, we also have the following **knowledge strands: Phonics,** Vocabulary and **Grammar,** which align with the three pillars of progression in the Ofsted: Research review: languages. Please see How is the French scheme of work organised? for a diagram showing how the strands work together.

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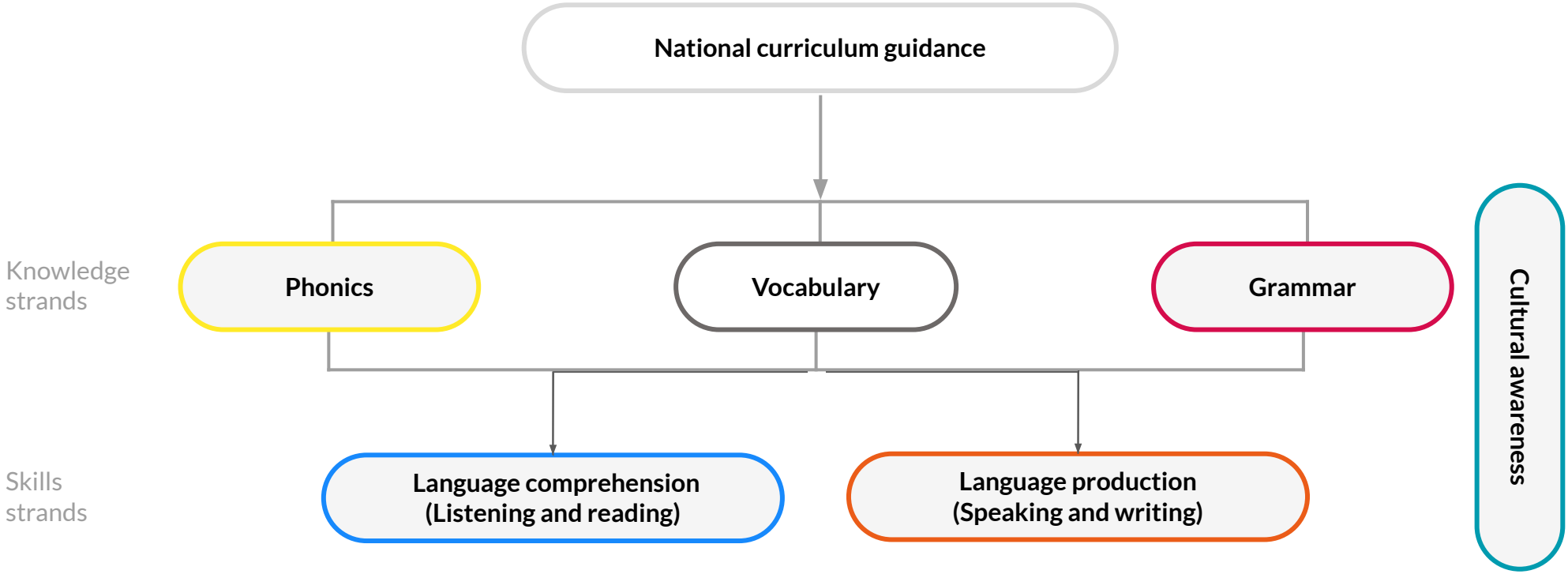
How is the French scheme of work organised?

From the Ofsted research review series: languages, we have identified three knowledge strands or 'pillars'. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National curriculum.



Throughout the scheme of work, children will also be developing their **Cultural awareness** of France and the French-speaking world.

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Our knowledge strands - Phonics, Vocabulary and Grammar

The Kapow Primary French scheme aims to provide pupils with a firm foundation of language learning. For this reason, we have planned when to teach the three building blocks of a language system: phonics, vocabulary and grammar and the ideal sequence to teach them to ensure gradual progression and an understanding of the interplay between these elements. The Ofsted research review series: languages refers to these elements as the '3 pillars of progression':

Phonics

A comprehensive French phonics programme has been embedded into the Kapow Primary French scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.

Our 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.

Vocabulary

As the Ofsted research review recommended, the Kapow Primary French scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts.

This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.

Grammar

Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary French scheme.

Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.

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Language detective skills

At Kapow Primary, we believe that this element of our scheme is crucial to developing engaged and independent language learners who are able to grow their skills in the other five strands and transfer these skills to learn further languages.

It involves:

- Recognising learnt vocabulary when listening or reading
- Spotting cognates (words which have the same origin or are in some way similar) and near-cognates
- Using context and their own knowledge of the world to predict the meaning of unknown words
- Considering word order to anticipate the meaning of words

Our scheme develops these skills in a progressive way so that by Year 6 pupils are able to use these strategies to confidently grapple with unknown spoken and written language and search for meaning. The development of these skills, also helps pupils develop their understanding of the English language and its grammar conventions.

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Oracy in French

‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our French curriculum, pupils have opportunities to develop their oracy skills by:

- Developing the physical skills required for speech by utilising their voice, body language, and facial expressions to better communicate in French.
- Explicitly considering the role of syntax in communication in French and reflecting on the differences with English to deepen understanding.
- Role-playing as French speakers to practice conversational skills.
- Questioning and responding to each other in French to build communication skills.
- Interpreting the speech of native French speakers, learning to gist and summarise meaning.
- Listening to native French speakers and peers to enhance listening skills.
- Collaborating in groups and turn-taking during conversations.

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A spiral curriculum

Kapow Primary's French scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical**: Pupils revisit key vocabulary and grammar concepts again and again
- ✓ **Increasing depth**: Each time vocabulary or grammar learning is revisited, it is covered with greater depth
- ✓ **Prior knowledge**: Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again

Is there any flexibility in the Kapow Primary mixed-age French scheme?

Our French scheme of work is organised into units. Within each unit, lessons **must** be taught in order as they build upon one another. Most of the units are five lessons long. This gives you some 'breathing space' to revisit elements of the unit that children may have struggled with or to revise some vocabulary from a previous unit. You could also use the spare time to introduce some vocabulary related to your topic or science work!

Units **must** be taught in the suggested order as our scheme is progressive and, although the vocabulary focus of each unit is different, grammar concepts and skills are gradually developed throughout the course of a year.

Because both cycles reflect the same key knowledge and skills, it doesn't matter whether children begin learning French in cycle A or B. If children enter Y3/4 and move on after just one year, they will have covered the same content as the two-year cycle but will have fewer chances to apply and develop that understanding. In particular, their confidence in reading and writing skills will be less developed, which is an area for their subsequent teacher to be aware of.

If children move on after just one year in a cycle, they won't have encountered all the topic vocabulary; however, they will have covered the key words and vocabulary structures - the vocab that will be applied in other contexts and should ideally be retained. The topic vocabulary identified in blue text on the standard version of the Progression of Knowledge and Skills document are words the children may not have learned if units don't appear in the cycle they completed

Other useful documentation:

There are a number of key documents that can support you in planning and delivery of the Kapow Primary **French** scheme. Visit the Subject planning page for more.

- ✓ National curriculum mapping - mixed-age
  - Shows which of the National Curriculum Attainment targets are covered by each unit.
- ✓ Progression of knowledge, skills and vocabulary — mixed-age
  - Shows how understanding and application of key concepts and skills builds year on year.
- ✓ Equipment list
  - Explains which resources are required to teach our scheme of work.
- ✓ Intent, Implementation, Impact statement
  - Explains our curriculum design : what is taught and why (Intent), what it looks like in practice (Implementation) and what the outcomes will be (Impact).

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Year 3/4			Year 5/6	
Cycle A	Cycle B		Cycle A	Cycle B
French greetings with puppets (4 lessons)	This is me (5 lessons)	Autumn 1	Portraits - describing in French (5 lessons)	French transport (5 lessons)
French adjectives of colour, size and shape (5 lessons)	School days (5 lessons)	Autumn 2	Meet my French family (5 lessons)	In my French house (5 lessons)
Playground games - numbers and age (5 lessons)	Birthday celebrations (5 lessons)	Spring 1	Clothes- getting dressed in France (5 lessons)	French music celebrations (5 lessons)
In a French classroom (5 lessons)	Colourful creatures - animals, colours and size (5 lessons)	Spring 2	French weather (5 lessons)	French verbs in a week (5 lessons)
Bon appétit! (5 lessons)	Fabulous French food (5 lessons)	Summer 1	Exploring the French speaking world (5 lessons)	Visiting a town in France (5 lessons)
Shopping for French food (5 lessons)	Gourmet tour of France (5 lessons)	Summer 2	Planning a French holiday (5 lessons)	French sport and the Olympics (5 lessons)

	Cycle A		
Autumn 1	French greetings with puppets (4 lessons) Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day.	Autumn 2	French adjectives of colour, size and shape (5 lessons) Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills.
Spring 1	French playground games- numbers and age (5 lessons) Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English.	Spring 2	In a French classroom (5 lessons) Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'
Summer 1	Bon appétit ! (5 lessons) Counting in French up to thirty-one, expressing opinion about different foods, asking to buy produce. Understanding that French nouns have articles and recognising their plural form.	Summer 2	Shopping for French food (5 lessons) Counting in French up to sixty, writing and performing an original version of a familiar story. Recognising key phonemes in written form and choosing the correct article according to the gender of a French noun.

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	Cycle B		
Autumn 1	This is me (5 lessons) Using greetings and exchanging introductions, asking and answering questions and discovering some famous French landmarks.	Autumn 2	School days (5 lessons) Learning how to use definite and indefinite articles and school-related vocabulary to build descriptive spoken and written sentences; comparing similarities and differences between a school day in England and France, listening and reading to analyse key information.
Spring 1	Birthday celebrations (5 lessons) Using numbers and dates to exchange information; comparing similarities and differences between birthday celebrations in France and in England; writing a birthday wish list using indefinite articles and nouns.	Spring 2	Colourful Creatures - animals, colours and size (5 lessons) Learning the vocabulary for adjectives of size and colour, including noun gender agreement by considering how it impacts the article and adjectives. Creating animal portraits to apply the skills and knowledge learned in the unit.
Summer 1	Fabulous French food (5 lessons) Learning how to eat out in France including ordering and paying the bill at a restaurant. Asking and answering questions and making requests.	Summer 2	Gourmet tour of France (5 lessons) Discovering regional foods in France, telling a story in French and using the partitive article to ask for unspecified amounts of foods. Applying language detective skills to decipher a recipe in French.

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	Cycle A		
Autumn 1	Portraits - describing in French (5 lessons) Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	Autumn 2	Meet my French family (5 lessons) Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.
Spring 1	Clothes - getting dressed in France (5 lessons) Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.	Spring 2	French weather (5 lessons) Learning phrases to describe the weather and vocabulary for the compass points, along with counting from 1 -100 in multiples of ten. Delivering a weather report by recycling known words and phrases.
Summer	Exploring the French speaking world (5 lessons) Learning about French speaking countries, giving and following directions in French, discussing different climates and using comparative language.		Planning a French holiday (5 lessons) Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey.

	Cycle B		
Autumn 1	French transport (5 lessons) Using language detective skills to spot cognates, learn transport-related vocabulary and construct sentences using parts of the verb '**aller**' with prepositions.	Autumn 2	In my French house (5 lessons) Learning how to describe a house, naming the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.
Spring 1	French music celebrations (5 lessons) Learning vocabulary to name musical instruments and types of music. Forming extended sentences using opinion verbs, conjunctions and adjectives to express opinions about music.	Spring 2	French verbs in a week (5 lessons) Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs, including conjugating regular -er verbs in the present tense.
Summer 1	Visiting a town in France (5 lessons) Giving and following simple directions using the imperative form of the verb, sentence building using opinion verbs and adjectives and role-playing buying tickets for travel.	Summer 2	French sport and the Olympics (6 lessons) Conjugating the verb 'aller'- to go; identifying and using the correct prepositions for sports related activities. Developing key vocabulary specific to sports and learning how to express preferences.

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This page shows recent updates to this document.

Date	Update
05.05.23	Changes to the order of Cycle B units on p.9.
12.06.23	Broken link fixed p.8. Copyright note added to title page.
18.06.23	Updated to reflect changes to the structure of our scheme (see p3-6).
11.12.23	Summaries updated and links added p.11-14.
04.04.24	Summaries updated and links added p.11-14. More information about the scheme's flexibility added on p.8.
11.07.24	Added information about oracy in French (p. 8)

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