



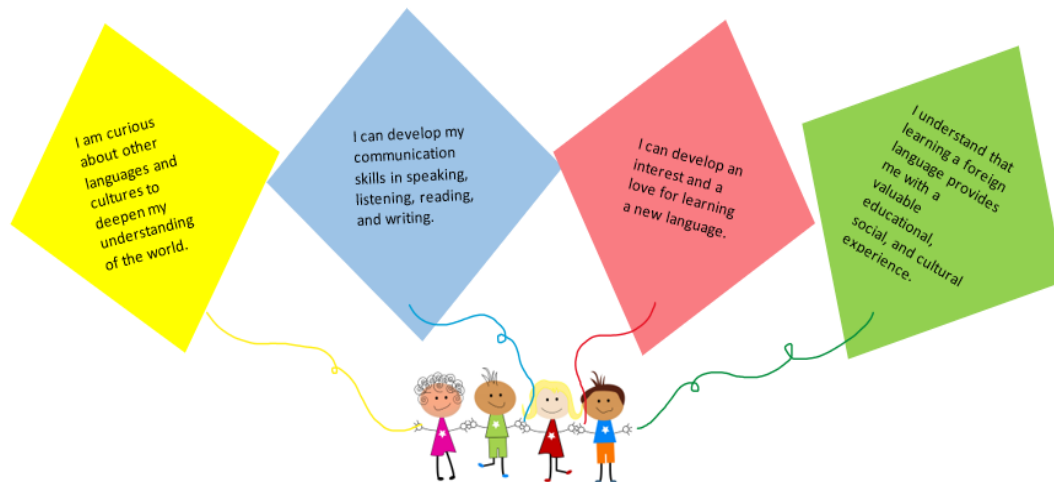
**BOWLING
GREEN
ACADEMY**

A Great Heights Academy Trust School

**How to teach French
at Bowling Green Academy
2022-2023**

Foreign Languages (French) Curriculum

Intent



MFL – French: Unit Focus Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	A new start Getting to know you Numbers Colours	The calendar and celebrations Bonfire night colours Commands, colours and numbers Calendar time Christmas Starry Night	Animals I like and Don't like Epiphany celebrations Animals around us	Carnival and playground games Carnival and playground games Easter celebrations	Breakfast, fruit nouns, hungry giant The hungry giant	Going on a picnic Map explorers Gingerbread men Going on a Picnic
Year 4	Welcome to the school Super learners	My local area, your local area Bonfire night poem Robots commands and actions Shops, signs and directions Christmas sparkle	Family tree and faces Epiphany time again Meet the alien family	Body parts Body parts and aliens Alien family Easter Egg hunt	Feeling unwell/Jungle animals I don't feel well Walking through the jungle	Summer time: Weather Ice creams
Year 5	Welcome to the school Super learners	My local area, your local area Bonfire night poem Robots commands and actions Shops, signs and directions Christmas sparkle	Family tree and faces Epiphany time again Meet the alien family	Body parts Body parts and aliens Alien family Easter Egg hunt	Feeling unwell/Jungle animals I don't feel well Walking through the jungle	Summer time: Weather Ice creams
Year 6	Welcome to the school Super learners	My local area, your local area Bonfire night poem Robots commands and actions Shops, signs and directions Christmas sparkle	Family tree and faces Epiphany time again Meet the alien family	Body parts Body parts and aliens Alien family Easter Egg hunt	Feeling unwell/Jungle animals I don't feel well Walking through the jungle	Summer time: Weather Ice creams

The Curriculum:

At Bowling Green Academy we follow the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

By the time pupils leave Bowling Green Academy, they will be able to:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Pupils in KS2 will 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 conjunction 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.

Teaching French at Bowling Green Academy:

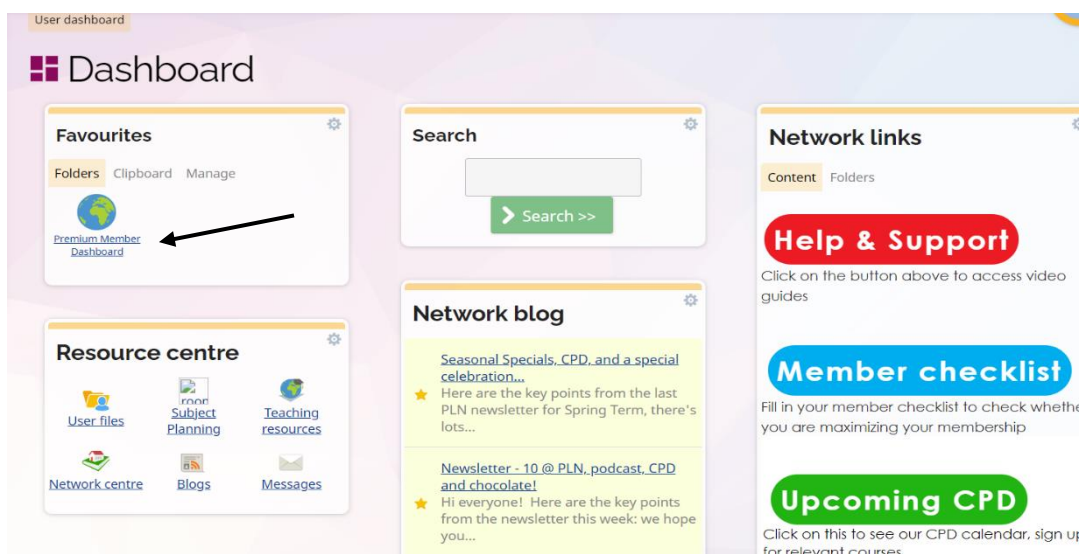
To promote an active learning of languages at Bowling Green Academy, teachers must ensure French is taught on a weekly basis at KS2. This can be delivered as a whole session between 30 minutes per week or 2 shorter sessions of 15 to 20 minutes. As we are using a new scheme of work, 'Primary Languages Network', (started it last year) we have started teaching the Year 3 units - Phase 1 to Year 3 pupils and Phase 4 to all pupils in Years 4, 5 and 6. This will ensure coverage and progression in learning. Teachers in KS2 will be responsible for downloading the lessons and resources they need for their class. All lessons must be planned by the teacher using interactive White Board tools and resources must be differentiated to suit all learners.

Primary Languages Network:

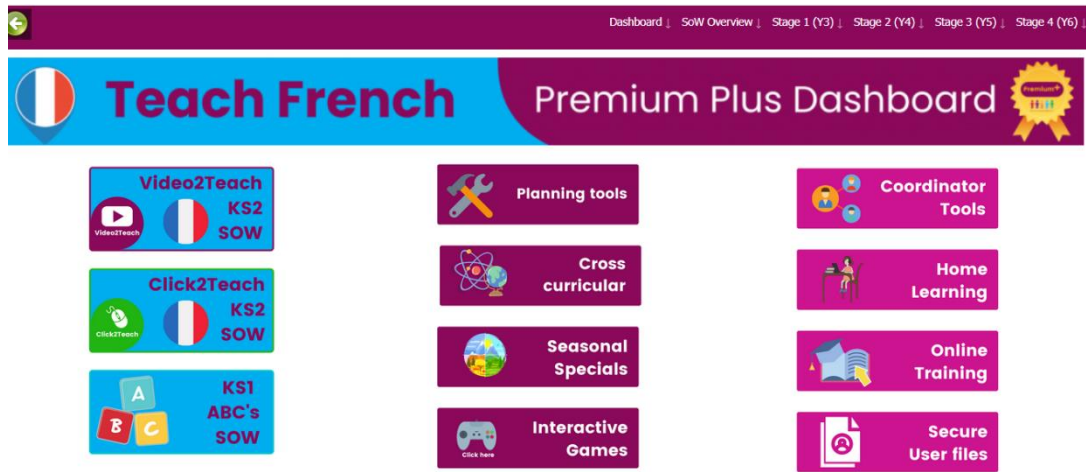
To access this scheme of work, please log on to <https://pln.myvle.co.uk/index.php>. You will need a username and password which you will be able to obtain for the coordinator.

How to use PLN (Primary Languages Network):

When you log on you will see the page below and click on the Premium Member dashboard. This will take you to screen 2



2-Here you will see two options. Select Video2Teach if you are new to teaching French or Click2Teach if you are a more confident teacher.



Lessons are organised in order of progression in learning. You will have the objective for the lesson alongside the tracking resources which include PowerPoint Presentations, video clips, games, worksheets and at the end of the unit you will also have assessment resources for you to check / track your pupils' understanding and learning.

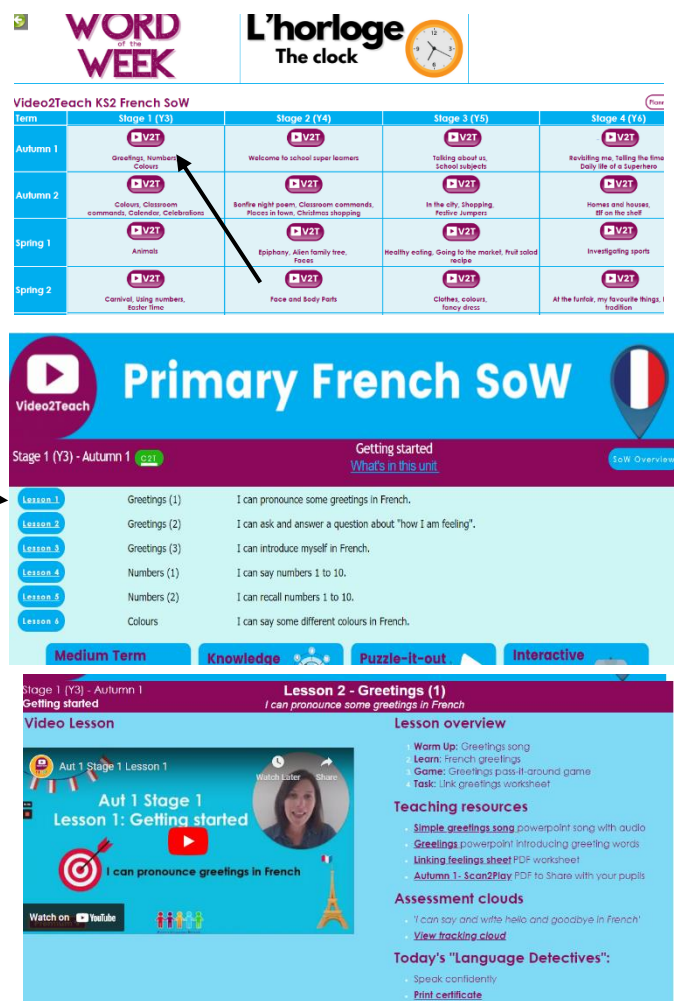
1- lessons and worksheets:

For each lesson you will include:

- A Power Point Presentation with audio (native speaker)
- Retrieval questions and recap of previous learning.
- Online games
- Worksheets
- Phonics

Here you will see the lesson objectives lesson by lesson.

Click on the lesson you are required to teach and this will take you to the flowing screen where you find the video (native speaker and all the resources you will need to teach the lesson.



Lesson Overview:

1. **Warm Up:**
2. **Recap prior learning**
3. **Learn:**
4. **Game:**
5. **Task:**
6. Work to be recorded on Seesaw and 'Big Class book'. Videos of the children's Conversations should also be recorded on Seesaw and QR codes printed to put in the big book.

2- Differentiation and SEND:

Teachers in KS2 will be responsible for downloading the lessons and resources they need for their class. Ensure activities are differentiated according to pupils' needs.

At Bowling Green Academy, we are committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum. Please review the content of the lesson prior to teaching it in order to make and any relevant adjustments of your teaching practices, and make sure any necessary reasonable adjustments are arranged so all pupils can access the school's languages curriculum.

Tasks are adapted to ensure pupils of all abilities are challenged.

If you have pupils who cannot access the lesson as a result of a specific need and or disability then please ensure you have relevant documentation to support your decision.

How are SEND and the lowest 20% supported?

What knowledge must learners acquire?

All lessons have audio to support learning. Language is introduced at the start of each lesson.

Following PLN scheme of work all children will need to be able to: understand a few familiar spoken words and phrases.

Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.

Can recognise and read out a few familiar words and phrases.

Can write or copy a few simple words or symbols as an emergent writer of the target language.

Strategies to support learners (examples*)

- Key word/vocab map prompt
- Checklist of learning steps.
- Practical demonstration
- Visual aid
- Native Speaker videos
- Speaking and listening activities
- Recall
- Repeat

Where is vocabulary and language explicitly taught?

This is taught in all lessons on a weekly basis. This includes grammar and phonics.

Primary Languages SoW transactional language.

Strategies to support learners include

- Praise and encouragement
- Pre teaching
- Repetition of key learning points.
- Clear language
- Videos of native speakers
- Recall
- Differentiation
- Scaffolding

What does progression look like?

The children make progress in the skills of Listening Speaking, Reading and Writing.

The children will be able to:

Understand a few familiar spoken words and phrases.

Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.

Can recognise and read out a few familiar words and phrases.

Can write or copy a few simple words or symbols as an emergent writer of the target language.

Strategies to support learners include

- Memory activities
- Waiting/processing time
- Uncluttered tasks
- Use of high quality wagolls
- Modelling
- Scaffolding
- Recall
- Repetition
- Videos with native French speakers.

Assessment:

Please ensure you follow the French marking code for comments on Seesaw or individual pupils' work.

French Marking Code	
L.O. <u>fantastique</u>	You have met the learning objective and your work is excellent
L.O. <u>très bien</u>	You have met the learning objective and your work is very good.
L.O. <u>bien</u>	You have met the learning objective and your work is good.
L.O. <u>des erreurs</u>	You are nearly there in meeting the learning objective but you need a little bit more practise.
NS	Next steps
=	Translate into English or French.
SP	Spelling – write it out three times.
#me	Talk this through with your teacher.

Assessment across the four language skills and the progress made in these throughout KS2 will be recorded on The School's assessment spread sheet. These will be carried out on a termly basis and are linked to each unit taught per each year group. These will be accessed through the school's server and will be found in assessment 2022- 2023. Assessment and reporting in languages are carried out in accordance with the school's Marking and Feedback Policy.

At the end of each unit teachers should carry out 'Puzzle it out' activities to assess understanding. At the end of each term teachers will need to complete assessment record clouds to inform future planning.

Parents are updated on their children's progress in languages during parents' evenings and in end of year reports.

Monitoring:

As per Bowling Green Academy monitoring schedule, French will be monitored regularly. The coordinator carries out regular work scrutinies which include book look, Seesaw and lesson observations.

The coordinator and SLT will monitor planning and spoken and written evidence of progress in learning. The school is working toward effective progress across the four years of KS2.

Seesaw:

When evidencing French, teachers should make every effort to use Seesaw. Photos and videos should be uploaded, labelled with the learning objective and saved in the relevant folder with children achieving the target tagged. Examples of completed worksheets can be added to the class's French books.

Useful resources and activity ideas.

- <http://www.rachelhawkes.com/index.php> : Free resources and worksheets in French, Spanish and German
- [KS2 Modern Foreign Languages - BBC Bitesize](#): Lots of songs and video to support you teach French
- [French on Crickweb](#)
- [French on BBC Bitesize](#)
- [French on Top Marks](#)
- [French Games](#)