



Be all you can be
Hayes School

Languages at Hayes: Subject Story





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The Hayes Curriculum Vision Statement

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background. Our vision is for all of our children to leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. Our curriculum aims to equip our children with the ability to 'think' in order to make sense of an ever-changing world. The breadth our curriculum provides is underpinned by thinking. This thinking will allow our children to make sense of the world around them and before them in order that they can live fulfilling and happy lives, being all they can be.



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Intent: Languages (French)

Our intention at Hayes is to ensure that every key stage 2 child accesses a Languages curriculum that challenges and inspires curiosity and deepens their understanding of the world. They will have an understanding of other cultures as well as a curiosity of the wider world that we live in. We aim for all our children to leave Hayes with the foundations to continue to learn language for practical purposes as well as having the ability to express their thoughts and ideas in another language.

The National Curriculum for Languages aims to ensure that children:

- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.



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Implementation: Languages

- At Hayes, we use the Language Angels scheme of work from Year 3 to Year 6. This scheme allows teachers to deliver high quality French language teaching that builds on previous years learning to develop the foundations of language learning.
- Weekly, high quality, inspiring lessons taught by teachers with an expert knowledge of the subject using the Language Angels scheme.
- Language lessons are taught mostly in French using the classroom vocabulary provided by Language Angels.
- Children given opportunities to reflect upon their learning; asking questions and giving opinions.



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Impact of our languages provision

If you walked in on a Hayes French lesson, you would see:

- Children engaged in their French lessons and beginning to converse in French with increasing confidence
- Children motivated and engaged in French lessons through high quality, inspiring lessons based on the Language Angels scheme of work
- Children who leave the lesson enthused and excited to explore and take up opportunities to speak French in school and at home

Our destination as *French speakers* at Hayes will be:

By the time that children leave Hayes School, they are able to speak basic French with increasing confidence ready to continue their languages journey at secondary school. They show an understanding of other cultures and some of the ways ours is similar to theirs, as well as ways in which they are different. They have the grammatical basics that enable them to continue to foster a love of language learning, whatever that language may be.



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Knowledge and skills progression: Languages

KS2 Unit Overview

Term	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonetics 1 (C) I'm learning French (E)	Phonetics 2 (C) Presenting Myself (I)	Phonetics 3 (C) Do You Have a Pet? (I)	Phonetics 4 (C) At School (P)
Autumn 2	Seasons (E)	Family (I)	What is the Date? (I)	Regular Verbs (P) Additional lesson: cultural <u>lesson 4</u> : Le Bleuet de France
Spring 1	Musical Instruments (E) Additional lesson: cultural <u>lesson 1</u> : Le Carnaval de Nice	Goldilocks (I) Additional lesson: cultural <u>lesson 2</u> : Le Galette des Rois	The Weather (I)	The Weekend (P)
Spring 2	Fruits (E)	Habitats (I)	Romans (I) Additional lesson: cultural <u>lesson 3</u> : Le Poisson de Avril	Planets (P)
Summer 1	Ice Creams (E)	Classroom (I)	Olympics (I)	The Vikings (P)
Summer 2	Ancient Britain (E)	My Home (I)	Clothes (I)	Me and The World (P)



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Knowledge and skills progression: Languages

Year 3 example of substantive knowledge

Year	Progression in Languages: Phonics, Vocabulary and Grammar from Year 3 to Year 6.																																																												
Year 3	<p>Grammar for Year 3: Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p> <p>Phonetics Lesson 1 Children will learn to pronounce these 4 phonemes in French:</p> <p>ch, ou, on and oi</p> <p>I'm Learning French Children will learn to understand, say, read and write these French words:</p> <table><thead><tr><th>French</th><th>English</th></tr></thead><tbody><tr><td>Bonjour</td><td>Hello</td></tr><tr><td>Ça va?</td><td>How are you?</td></tr><tr><td>Ça va bien</td><td>I am fine</td></tr><tr><td>Ça va mal</td><td>I am not very well</td></tr><tr><td>Comme ci, comme ça</td><td>So, so</td></tr><tr><td>Au revoir</td><td>Goodbye</td></tr><tr><td>Comment tu t'appelles?</td><td>What is your name?</td></tr><tr><td>Je m'appelle...</td><td>My name is ...</td></tr><tr><td>Un</td><td>One</td></tr><tr><td>Deux</td><td>Two</td></tr><tr><td>Trois</td><td>Three</td></tr><tr><td>Quatre</td><td>Four</td></tr><tr><td>Cinq</td><td>Five</td></tr><tr><td>Six</td><td>Six</td></tr></tbody></table> <table><thead><tr><th>French</th><th>English</th></tr></thead><tbody><tr><td>Sept</td><td>Seven</td></tr><tr><td>Huit</td><td>Eight</td></tr><tr><td>Neuf</td><td>Nine</td></tr><tr><td>Dix</td><td>Ten</td></tr><tr><td>Rouge</td><td>Red</td></tr><tr><td>Bleu</td><td>Blue</td></tr><tr><td>Jaune</td><td>Yellow</td></tr><tr><td>Vert</td><td>Green</td></tr><tr><td>Noir</td><td>Black</td></tr><tr><td>Blanc</td><td>White</td></tr><tr><td>Gris</td><td>Grey</td></tr><tr><td>Orange</td><td>Orange</td></tr><tr><td>Violet</td><td>Purple</td></tr><tr><td>Marron</td><td>Brown</td></tr></tbody></table>	French	English	Bonjour	Hello	Ça va?	How are you?	Ça va bien	I am fine	Ça va mal	I am not very well	Comme ci, comme ça	So, so	Au revoir	Goodbye	Comment tu t'appelles?	What is your name?	Je m'appelle...	My name is ...	Un	One	Deux	Two	Trois	Three	Quatre	Four	Cinq	Five	Six	Six	French	English	Sept	Seven	Huit	Eight	Neuf	Nine	Dix	Ten	Rouge	Red	Bleu	Blue	Jaune	Yellow	Vert	Green	Noir	Black	Blanc	White	Gris	Grey	Orange	Orange	Violet	Purple	Marron	Brown
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Knowledge and skills progression: Languages

Year 3

Listening	Speaking	Reading	Writing	Cultural awareness
Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Communicate with others using simple words and short phrases covered in the units.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Children will learn about the French Le Carnaval de Nice . They will explore the internationally recognised carnival celebration of Nice in the South of France. The children will learn all about this celebration and get a real feel of what it is like in Nice during this period. There will also be the opportunity for children to formulate an opinion of this celebration in French. The aim of this lesson is to increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning. This lesson is designed to excite and enthuse the children with the different traditions and celebrations connected to the language they are learning; to help develop a love for the culture and history of the language and nurture their intercultural understanding.



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Knowledge and skills progression: Languages

Year 4: example of substantive knowledge

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Grammar for Year 4:

Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

Phonetics Lesson 2

Children will learn to pronounce these 4 phonemes in French:

i, in, ique, ille

Presenting myself:

Children will learn to understand, say, read and write these French words:

French	English	French	English	French	English
Comment tu t'appelles?	What is your name?	Un	One	Seize	Sixteen
Je m'appelle...	My name is	Deux	Two	Dix-sept	Seventeen
Bonjour	Hello	Trois	Three	Dix-huit	Eighteen
Ça va?	How are you?	Quatre	Four	Dix-neuf	Nineteen
Ça va bien	I am fine	Cinq	Five	Vingt	Twenty
Ça va mal	I am not very well	Six	Six	Rouge	Red
Comme ci, comme ça	So, so!	Sept	Seven	Bleu	Blue
Au revoir	Goodbye	Huit	Eight	Jaune	Yellow
Quel âge as-tu?	How old are you?	Neuf	Nine	Vert	Green
J'ai...ans	I am... years old	Dix	Ten	Noir	Black



Knowledge and skills progression: Languages

Year 4

Listening	Speaking	Reading	Writing	Cultural awareness
Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	La Galette Des Rois explores this very traditional French celebration and famous cake eaten on the 6th January. The lesson explains the possible reasons why this celebration started and how it is celebrated in more recent times. A family celebration very much focussed on the cake, the 'charms' hidden inside the cake and the crown worn by the person that finds the charm in their slice of cake! The aim of this lesson is to increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning. This lesson is designed to excite and enthuse the children with the different traditions and celebrations connected to the language they are learning; to help develop a love for the culture and history of the language and nurture their intercultural understanding.



Knowledge and skills progression: Languages

Year 5: example of substantive knowledge

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Grammar for Year 5:

Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.

Phonetics Lesson 3

Children will learn to pronounce these 4 phonemes in French:

`E, E, É, EAU, EUX

Do you have a pet?:

Children will learn to understand, say, read and write these French words:

French	English
Un chien	A dog
Un chat	A cat
Un lapin	A rabbit
Un hamster	A hamster
Un poisson rouge	A gold fish
Un oiseau	A bird
Une souris	A mouse

French	English
Une tortue	A tortoise
J'ai	I have
Je n'ai pas de	I do not have
J'ai un	I have a (masculine)
J'ai une	I have a (feminine)
Il/elle s'appelle	He/she is called
Il/elle aans	He/she is....years old



Knowledge and skills progression: Languages

Year 5

Listening	Speaking	Reading	Writing	Cultural awareness
Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Le Poisson D'Avril explores this very popular and original French equivalent of our own 'April fool's day'. In France it is slightly different as it is centred around a 'fish' and attempting to place a paper fish on the back of somebody else without the person realising. The aim of this lesson is to increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning. This lesson is designed to excite and enthuse the children with the different traditions and celebrations connected to the language they are learning; to help develop a love for the culture and history of the language and nurture their intercultural understanding.



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Knowledge and skills progression: Languages

Year 6: example of substantive knowledge

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Grammar for Year 6:

Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Phonetics Lesson 4

Children will learn to pronounce these 4 phonemes in French:

QU, GNE, , EN, AN

At school:

Children will learn to understand, say, read and write these French words:

French	English	French	English	French	English
À l'école	At school	Non, je n'aime pas ...	No, I do not like ...	Parce que	Because
Le français	French	Non, je déteste ...	No, I hate ...	Car	Because
L'anglais	English	J'aime ...	I like ...	Et	And
Le dessin	Art	J'adore ...	I love ...	C'est	It is..
Le sport	P.E	Je n'aime pas ...	I do not like ...	Cependant	However
La musique	Music	Je déteste ...	I hate ...	Mais	But
La géographie	Geography	Amusant	Fun	Quelle est ta matière préférée?	What is your favourite subject?
L'histoire	History	Utile	Useful	Ma matière préférée c'est...	My favourite subject is..
Les maths	Maths	Intéressant	Interesting		



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Knowledge and skills progression: Languages

Year 6

Listening	Speaking	Reading	Writing	Cultural awareness
Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.	Le Bleuets de France explores the French remembrance flower which is similar to the poppy used in the United Kingdom. This is a very reflective and poignant lesson teaching the children some of the history behind the symbolic meaning of this flower and the significance of the term 'bleuet' which is also linked to the soldiers wearing the distinctive blue uniforms during WW1. The aim of this lesson is to increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning. This lesson is designed to excite and enthuse the children with the different traditions and celebrations connected to the language they are learning; to help develop a love for the culture and history of the language and nurture their intercultural understanding.



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Retrieval

At the start of each lesson in French, children will be given some form of retrieval activity in which they independently answer questions from the previous lesson(s). These may come in the form of general questions, true or false, vocabulary matching or 'brain dumps'. The idea around this is that children are continuously retrieving information from previous sessions from the week(s) prior so key knowledge is not lost and 'sticks' with them. At the end of the half term and unit of work, children will take part in an assessment covering speaking, listening reading and writing to provide evidence showing the knowledge that has stuck with them. This assessment is provided by Language Angels.



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Example Teacher Assessment Guidance

Unit Objectives	<ul style="list-style-type: none">- Repeat and recognise the vocabulary for weather in French.- Ask what the weather is like today.- Say what the weather is like today.- Create a French weather map.- Describe the weather in different regions of France using a weather map with symbols.
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Assessment Guidance

Lesson 6 at the end of each unit is an assessment lesson. The assessment covers the 4 key areas of French language learning: speaking, listening, reading and writing. There is also an option for children to complete a self assessment, but this is not required.

Working Towards	<ul style="list-style-type: none">- I can use picture cards to help me remember some of the weather vocabulary in French and can attempt to spell some of them with help from an adult.- I can match the French phrases to their matching pictures if an adult reads the phrases to me first. I can repeat these phrases back with good pronunciation.- I am able to reply to this question but will need to hear the correct reply first.- I can read a French weather map if the symbols are matched to the phrases, and may need help reading the French phrases.
Expected	<ul style="list-style-type: none">- I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me.- I can ask what the weather is in French and can attempt to give the reply in French if I am reminded of the language choices first.- I can read a French weather map but I need the language written down as I may have difficulty in recalling the language.
Greater Depth	<ul style="list-style-type: none">- I can repeat all the weather vocabulary presented to me in class from memory with accurate pronunciation and spell some of these phrases correctly without help.- I can ask what the weather is in French and reply to this question without hesitation.- I can read a simple French weather map. I am able to work on my own.

Class Assessment

All children are working at Year 5 expected level apart from:

Working above Year 5 expectations:

Working below Year 5 expectations:

Assessment

At the end of each unit, the children will complete an assessment covering speaking, listening, reading and writing in French. This will provide teachers with evidence to enable them to make judgements about whether each student is work at, above or below age related expectations. This is then recorded in a centralised document. Guidance to support teachers with their judgement is provided for each unit.

Example Pupil Assessments

Name: _____	Class: _____	Date: _____	Unit: Quel Temps Fait-il?
Speaking Exercise		Listening Exercise	
Can you say any of the following in French?		From the extended listening exercise on the PowerPoint slide, write any of the numbers that correspond to the five different weather conditions you hear spoken. Listen carefully!	
It is nice weather.		<input type="text"/>	
It is snowing.		<input type="text"/>	
Today it is cold.		<input type="text"/>	
Today it is hot.		<input type="text"/>	
What weather is it?		<input type="text"/>	
<p>il pleut, il y a du soleil, dans le centre de la France, il neige, dans l'est de la France, il y a un orage, dans l'ouest de la France, il fait beau, il fait froid, dans le sud de la France, il y a du vent, il fait mauvais, quel temps fait-il?</p>			

Name: _____	Date: _____	Class: _____	Unit: Quel Temps Fait-il?
Reading Exercise		Writing Exercise	
Can you read the following French statements and then answer the questions in English?		Can you write any of the following five weather phrases in French?	
Vendredi il y a du soleil. Samedi il y a du vent. Lundi il fait beau temps. Mercredi il fait froid. Mardi il y a du vent mais il fait aussi chaud. Dimanche il fait froid et il neige. Jeudi il y a du soleil, il fait chaud et il fait beau temps.		It is cold <input type="text"/>	
What is the weather like on Friday? <input type="text"/>		It is sunny <input type="text"/>	
What is the weather like on Wednesday? <input type="text"/>		It is bad weather <input type="text"/>	
What is the weather like on Tuesday? <input type="text"/>		In the south of France <input type="text"/>	
What is the weather like on Sunday? <input type="text"/>		In the north of France <input type="text"/>	
What is the weather like on Thursday? <input type="text"/>			
<p>il pleut, il y a du soleil, dans le centre de la France, il neige, dans l'est de la France, il y a un orage, dans l'ouest de la France, il fait beau, il fait froid, dans le sud de la France, il y a du vent, il fait mauvais, quel temps fait-il?</p>			



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Examples of learning: Languages

Class books

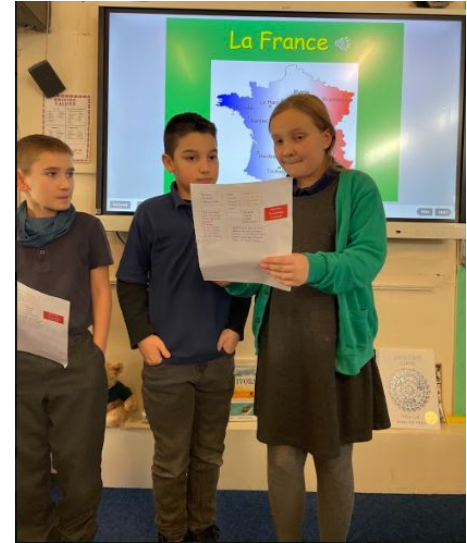




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Examples of learning: Languages

Speaking and Listening- Weather Forecast Presentations





Removing Barriers to the French Curriculum for Hayes Children

- Differentiated reading & writing activities
- Interactive resources (karaoke, games, phonics mat)
 - Vocabulary mats (+pictured vocabulary)
 - Introductory phonics lessons
- Using voice files to share good pronunciation
- Encourage mixed ability talk partner activities
- Modelling good spoken French (my turn, your turn)
 - Offer plenty of choral repetition
- Recap prior learning at the beginning of each session
 - Provide plenty of oral opportunities
- Assess children based on speaking, listening, reading and writing

Phonics Mat



Visual Vocabulary Mat

