Stalyhill Junior School

Subject: Primary Languages

Primary Languages Statement of Intent

At Stalyhill, the intention of our primary languages curriculum is to foster our pupils' curiosity and deepen their understanding of the world. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We aim to maximise enjoyment through rich and varied experiences involving games, songs, stories and rhymes. We want children to acquire a range of language learning strategies and to develop resilience, as well as enjoyment, through a challenging curriculum. We also recognise that through learning another language, pupils can develop a greater understanding of, and proficiency in, their own language and we aim to maximise opportunities to reinforce this.

Our intention is for pupils to gain a good grasp of the key sounds of the French language and their corresponding graphemes, and to be able to apply this knowledge when listening, speaking and reading aloud. We hope they will recognise some of the language patterns of French and how these differ from, or are similar to, English. By the end of Key Stage 2, we want our pupils to be able to manipulate language to speak or write sentences creatively using their knowledge of grammar, and to confidently use a bi-lingual dictionary to decode unfamiliar vocabulary.

It is our intention to ensure that by the end of our pupils' primary education, they will have acquired an understanding of both spoken and written French. We hope they will have the confidence to speak in French with others and know how important other languages can be in their future. In short, we hope to lay the foundations for future language learning.

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Year 3		
Unit 1 – Introduction (Stage 1 lessons 1-6) During this unit, children will be introduced to the sounds of French. They will be taught greetings and basic classroom commands using imperative verbs. They will learn to say how they feel. Vocabulary will be consolidated through the song '*Bonjour ca va*'.	**Unit 2 – Christmas and New Year (Christmas & New Year lessons)** Children will explore French Christmas and New Year traditions, enjoy a Christmas story and learn some festive vocabulary. They will learn about traditions surrounding the Epiphany and sing a traditional song '*J'aime la galette*'. They will learn simple sentence structures using 'here is'.	**Unit 3 – Colours (Stage 1 lessons 7-11)** Children will learn to name colours, reinforced through the story '*Toute les Couleurs*' and apply these in different situations. They will ask someone a simple question (what their name is) and answer the question. Children will explore where French is spoken around the world and reasons for this. Children will learn some silent letter rules. Through a phonic approach to learning the colours, they will become familiar with the following sounds: a/au/e before 2 consonants/e in 1 syllable words/eu/g/j/ /i/ou/r/u.
Unit 4 – Numbers, spelling (Stage 1 lessons 12-18) Children will learn the numbers 0-6. They will recap 'here is' and form simple sentences using colours. Through learning new vocabulary, children will practise phonemes they learnt last term along with g before e and will begin to learn graphemes used to represent these sounds. They will also continue to develop their knowledge of some silent letter rules. They will use this knowledge to learn how to spell some of the colours. Children will be introduced to bilingual dictionaries.		
Year 4		
Unit 1 – Word classes (Stage 1 lessons 19-27)	**Unit 2 – In my pencil case (stage 1 lessons 28-36)**	**Unit 3 – Clothing (stage 1 lessons 37-42)**

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The children will apply their understanding of word classes in English to identify verbs and adverbs in French. They will learn different imperative verbs in French and that they can be modified through the addition of adverbs. They will play games and sing the song '*Meunier tu dors*' to develop their understanding. Children will recap numbers learnt so far and learn to say, read and spell numbers 0-10 using the following phonics and corresponding graphemes: a/an/au/c before i/ch/e followed by 2 consonants/e in 1 syllable words/é/eu/j/g before e/i/in/o/oi/q/qu/r/u/z. Children will continue to learn silent letter rules.	This unit begins with children learning how to ask for something politely. They will learn that nouns in French are either masculine or feminine. The children will continue to look at how to build sentences by learning French words for items they might find in a pencil case and putting them into full sentences. They will also learn how to turn a statement into a question. Their learning will be reinforced through the song '*Dans ma Trousse*'. Children will also learn a traditional skipping rhyme about the Eiffel Tower. Through a phonic approach to learning pencil case items, children will practice the following phonemes and corresponding graphemes: a/c before e/c before i/ch/e + 2 consonants/ e in 1 syllable words / è/ eau/ - es/eu/j/g/in/o not at end/oi/on/r/u/y.	Children will learn the names of items of clothing. They will continue to develop their understanding of sound/letter relationships of phonemes learnt so far (along with new grapheme es) in order to spell new vocabulary. They will ask and answer questions about what clothing they are miming putting on. They will reinforce their understanding of the gender of nouns and will also learn some rules for making nouns plural. New learning will be enhanced through the story '*Je m'habille et je te croque*'.
Year 5		
Unit 1 – Hungry Monster (Stage 1 lessons 43-53) Children will begin this unit by learning the days of the week reinforced through the song '*Les Jours*'. They will recap numbers to 10 and learn to count up to 20 - saying, reading and writing the words. They will read the story '*Par une sombre nuit de tempête*' and use a bilingual dictionary to look up the meaning of some of the vocabulary in the story. They will practice days of the week, numbers and dictionary skills by creating a 'hungry monster' mini-book based on '*The Hungry Caterpillar*'. Through a phonic approach to	**Unit 2 – Negative sentences (Stage 2 lessons 1-5)** Children will learn how to manipulate sentences in this unit. They will begin this unit by recapping the simple sentence structure 'it is..' They will learn how to make a sentence negative('it is not…') and will be introduced to the concept of elision. They will also learn about French-speaking countries in Europe.	**Unit 3 – Sentence building (Stage 2 lessons 7-12)** Children will expand their vocabulary of colours and learn the names of some animals. They will develop their understanding adjective position in French. They will sing the songs 'De quelle couleur est-ce?' and the traditional song 'Une souris verte'. They will ask and answer questions and develop their sentence-building skills in this unit. They will also aim to write sentences from memory. Through a phonic approach to learning vocabulary, children will practise the following phonemes and corresponding graphemes:

learning new vocabulary, children will practise the following phonics and corresponding graphemes: a/an/c before e/ch/e + 1 consonant/e + 2 cononants/ei/en/ eu/j/i/in/o not at the end/ on/ou/qu/r/u/un/z. They will also continue to develop their understanding of silent letter rules.		a/an/c before e/e + 1 cons./e in 1 syllable/e + 2 cons./en/ eu/g before e/i/o not at end/ ou / qu/r/s between vowels/un.
Year 6		
Unit 1 – Adjective Agreement (Stage 2 lessons 13-24) This term, the children will continue to learn about the gender of nouns and the agreement of adjectives. They will build more complex sentences with a noun and colour adjective. They will read the story '*Va t'en monstre vert*' and sing the songs '*Mon Ane*' and '*Léon le caméléon*' They will also practise using a bi-lingual dictionary. They will demonstrate their sentence-building skills by creating a new animal and writing sentences about it. Children will continue to develop their understanding of silent letter rules and will practise the following phonemes and corresponding graphemes: a/â/ai/an/c before e/ ch/e in 1 syllable words /e + 2 consonants/e + final t/è/ei/ i/ ien/ill after a vowel/ gn/ ll after i/o not at end/ on/ou/ qu/r/rr/s between vowels/th/u/ un/	**Unit 2 Singular and plural sentences– (Stage 2 lessons 25- 34)** Children will develop their understanding of plural nouns and use them within sentences. They will develop their understanding of French grammar to know that adjectives must 'agree' with the noun and build sentences including adjectives of size and colour to describe animals and themselves. They will learn the traditional French song '*Alouette*' and the rhyme '*Petit Ballon*'. Children will continue to develop their understanding of silent letter rules and will practise the following phonemes and corresponding graphemes: a/ai/an/c before e/ch/e in 1 syllable words /e + 1 consonants/e + 2 consonants/e + final c/è/é/ei/ en/ - es/-ez/g/g before e/ gn/i ien/ill after vowel in/ j/ll after i/oî/on/ou/où/qu/r/s between vowels/s before vowel/th/ u/un/y	**Unit 3 – Adverbials of place (Stage 2 lessons 35-44)** Children say, read and write sentences which include an adverbial of place, a size adjective, a noun and an adjective of colour. They will finish the unit by describing what will go in their survival bag, ensuring agreement of the article with the singular or plural items. Children also learn a rhyme '*il court le furet*' and a traditional game which accompanies the rhyme.