



French on a page at High Ash



Aims to develop

- **Communication & Oracy Skills:** Builds pupil confidence to communicate in French for practical, real-life purposes across both spoken and written forms.
- **3 Pillars of Progression:** Delivers a balanced focus on developing Phonics, Vocabulary, and Grammar to construct and understand meaningful language.
- **Language Detective Strategies:** Teaches children to decode unfamiliar text and speech independently by recognizing cognates, applying context, and analysing syntax.
- **Cultural Literacy & Future Curiosity:** Fosters an appreciation of French culture and the wider French-speaking world, instilling a lifelong love of languages and preparing pupils for future study.

History non-negotiables

French Non-negotiables

- **Phonics:** Explicit instruction in critical French phonemes, mouth mechanics, and sound-spelling links to secure accurate pronunciation.
- **Vocabulary:** Systematic acquisition of high-frequency words, conversational phrases, and core verbs committed to long-term memory.
- **Grammar:** Structural knowledge of French sentence patterns, word order, gender, and basic agreement to build independent sentences.

Disciplinary Knowledge & Applied Skills (How We Communicate)

- **Language Comprehension (Listening & Reading):** Interpreting spoken French from native speakers and reading simple authentic texts with understanding.
- **Language Production (Speaking & Writing):** Expressing ideas, asking and answering questions, role-playing, and writing simple texts.
- **Oracy in French:** Developing spoken confidence through exploratory talk, peer dialogue, songs, rhymes, and active listening.
- **Strategic Decoding:** Spotting cognates/near-cognates and applying prior grammatical rules to search for meaning in unknown language.

Planning and Resources

- **Structured Schemes:** Planning, video models, and printed learning resources are systematically adapted from the Kapow Primary French scheme.
- **Clear Lesson Design:** Lessons follow a structured spiral sequence incorporating native-speaker audio/video models, active participation, explicit grammar/phonics instruction, and scaffolded practice.

Working Walls / Displays

- **Vocabulary & Phonics:** Prominently feature key French vocabulary, phonetic sounds, and visual mouth mechanics guides as needed.
- **Sentence Stems & Structures:** Displays include practical sentence starters, grammar prompts, and cognate lists to scaffold active speaking and writing as needed.

Inclusion and SEND provision

- **Scaffolding & Accessibility:** Oral-first approaches in lower KS2 ensure written language is introduced gradually as children build confidence.
- **Targeted Classroom Support:** Classrooms provide visual word banks, graphic organisers, sentence frames, and native-speaker visual models to support all learners.

Books and Assessment

- **Book Expectations:** Children's work reflects a balance of oral recording notes, reading comprehension tasks, and structured writing aligned to key unit outcomes.
- **Formative & Summative AfL:** Teachers use live oral feedback during activities alongside vocabulary retrieval checks, pronunciation listening checks, and end-of-unit review tasks.

Lesson structure

- 1) Use of Rosenshine's principles approaches used in all lessons.
- 2) Recap last lesson's key vocabulary, phonics, and grammar concepts.
- 3) Model new language using native-speaker audio/video, visual aids, and mouth mechanics.
- 4) Question and probe understanding through collaborative talk, games, and role play.
- 5) Independent and scaffolded practice across listening, speaking, reading, or writing.