



Rationale for shared teacher guidance in French

This a guide to how we teach French at CAW. In this document you will find the process, strategies, documents and links to curriculum. Happy exploring!

The Leadership of French

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The Teaching of French

To best meet the needs of children in French, each lesson will be fast-paced with an emphasis on sentence construction and basic dialogue. Every lesson should have a clear grammar focus that can then in turn be used to deepen the children's understanding of English grammar. The language should be visible around the classroom and opportunities for speaking French across the curriculum should be given as appropriate.

It is our intent that teaching of French will deepen children's understanding of the world and provide them with an insight in to different cultures. The purpose of learning a language should be made explicitly clear to the children, along with a focus on practical communication.

Following a successful trial in Summer 2020, French was introduced in 2021 when all children had a shared baseline of inexperience. We deliberately introduce the teaching of French from September of Year Four as then it is likely that all or the vast majority of children are secure in English speaking, reading, writing and if children are under the care of Speech & Language provision then their needs are met.

When Medium Term Planning for French consider

Stimuli/Resources	Websites/Staff Server	Planning support
Each lesson should have a key question at its basis. The children will then apply new or learnt vocabulary and grammatical structures to explore and respond to the question. New vocabulary is always introduced alongside the phonics symbols and actions. There will also be a recorded sound button on the lesson's SmartNotes to support teachers in pronouncing new vocabulary.	The French skills progression should be followed in order to cover the key grammar points. See Staff Server for the Master template for the SmartNotes. All lessons should follow the same structure (see below).	Subject Leader/Curriculum Team Planning for each lesson should begin with the intended outcome: what do the children need to learn in order to understand and respond to the question asked of them?
	Time	Consider how all children will be able to develop their skills in reading, writing, listening and speaking across each lesson.
	We offer once-weekly French lessons of thirty minutes in length.	





Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	Crash Course	<u>Tout sur Moi</u> Age Physical Appearance Emotions	<u>Bon Appétit</u> <u>Bonne Santé</u> Food and drinks ordering	<u>Le monde</u> Continents Weather and seasons Where we live	<u>La ville</u> Transport Around town Directions	<u>Les vacances</u> Activities → verbs Hobbies Recap of food
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6 Writing focus	<u>Bon Appétit</u> <u>Bonne Santé</u> Food and drinks ordering	<u>Le monde</u> Continents Weather and seasons Where we live	<u>La ville</u> Transport Around town Directions	<u>L'école</u> Routine The time Home	<u>Les vacances</u> Activities → verbs Hobbies	Transition



Most effective lessons look like...

The most effective French lessons should follow the lesson structure provided.

Immediate Engagement: Why are we learning French? Where are the francophone countries on the map?	See Master SNS template for Geography slide. This is significant so that the children can see the purpose of learning French
Today! Songs Call and response	Each lesson should begin with a short input on today. Think Maths Meeting! From this, you can cover days of the week, numbers, weather, months. Songs (like Alain le Lait) should be used.
Teacher led phase	Launch key question and explicit teaching of grammar and vocabulary. This question would then springboard key vocabulary on school objects, as well as adjectives (grammar: gender) and the negative. Phonics: each lesson will have key sounds to focus on.
Independent Learning Time	There should then be a short activity allowing the children to practice their speaking and listening skills. This is typically a partner task or group task. Any writing should be done on whiteboards
Assessment Accountability	Quick opportunity for assessing understanding
Independent Learning Time	There should then be a short activity allowing the children to practice their speaking and listening skills.



	Any writing should be done on whiteboards	
Demonstrate and Evaluate	Children should be given an opportunity at the end of every lesson to demonstrate their understanding. An evaluation of skills developed during the lesson should take place.	

Feedback

Please refer to our Feedback and Marking Policy in line with this guidance

Verbal feedback should be given throughout the lesson and in target language where appropriate.

French Phonics



Every French lesson should begin with a rehearsal of the sounds and actions from the CAW French phonics scheme. Children should then be encouraged to always use their knowledge of French phonics to support them in pronouncing new vocabulary. New words are introduced to the children with the symbols below letters as appropriate to scaffold their pronunciation.

