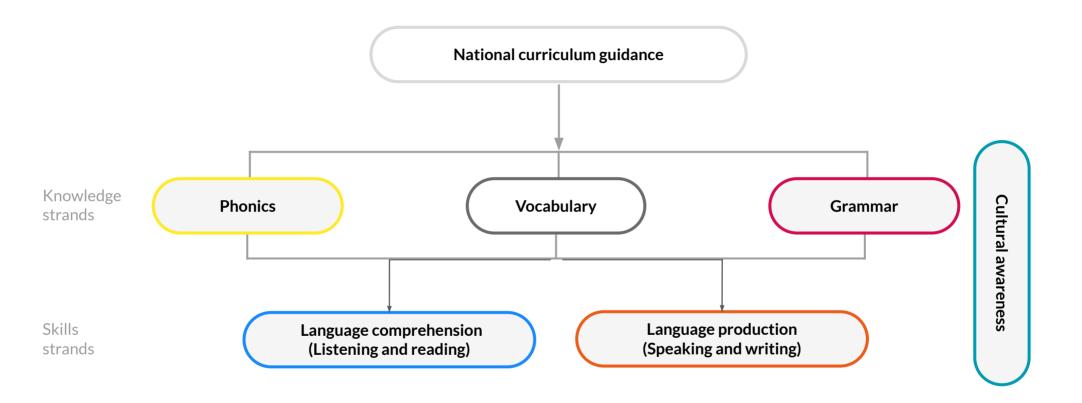


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How is the French scheme of work organised?

From the <u>Ofsted research review series: languages</u>, we have identified three knowledge strands or 'pillars'. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National curriculum.



Throughout the scheme of work, children will also be developing their **Cultural awareness** of France and the French-speaking world.

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| Key stage 2 - National Curriculum French subject content: | | | A | | | | |
|--|--|-------------------------------------|---|---|--------------------------|--------------|-----------------------------|
| | Kapow Primary's French strands | French greetings with puppets | French adjectives of colour, size and shape | French playground games - numbers and age | In a French classroom | Bon appétit! | Shopping for French food |
| Listen attentively to spoken language and show understanding by joining in and responding. | Language comprehension Language production | ~ | ~ | ~ | | ~ | ~ |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | Phonics Vocabulary | ~ | ~ | ~ | | ~ | ✓ |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.* | Language comprehension Language production | V | V | | V | V | |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures. | Language production Grammar | | V | ~ | ~ | ~ | ✓ |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | Phonics Language production | ~ | V | ~ | ~ | ~ | ~ |
| Present ideas and information orally to a range of audience. | Language production | | V | | | ~ | ✓ |
| Read carefully and show understanding of words, phrases and simple writing. | Language comprehension | ~ | ~ | ~ | | ~ | ~ |

| Key stage 2 - National Curriculum French subject content: | | Kapow Primary topics Lower key stage 2 - Year 3/4 Cycle A | | | | | | | |
|---|--|--|---|---|--------------------------|--------------|-----------------------------|--|--|
| | Kapow Primary's French strands | French greetings with puppets | French adjectives of colour, size and shape | French playground games - numbers and age | In a French classroom | Bon appétit! | Shopping for French food | | |
| Appreciate stories, songs, poems and rhymes in the language. | Cultural awareness Language comprehension | | ~ | V | | V | ✓ | | |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | Vocabulary Language comprehension | | | | ✓ | ~ | ✓ | | |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. | Language production | | | | V | | | | |
| Describe people, places, things and actions orally* and in writing. | Language comprehension Language production | | V | V | V | | ✓ | | |
| Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation 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. | Grammar | | ~ | ~ | ~ | ~ | | | |

| Key stage 2 - National Curriculum French subject content: | | | L | В | | | |
|--|--|------------|-------------|--------------------------|---|-------------------------|------------------------|
| | Kapow Primary's French strands | This is me | School days | Birthday celebrations | Colourful creatures - animals, colours and size | Fabulous French food | Gourmet tour of France |
| Listen attentively to spoken language and show understanding by joining in and responding. | Language comprehension Language production | V | ~ | ~ | V | ~ | ~ |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | Phonics Vocabulary | ✓ | ~ | ~ | | | |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.* | Language comprehension Language production | V | V | ~ | V | ~ | ~ |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures. | Language production Grammar | | V | V | V | ~ | ~ |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | Phonics Language production | ✓ | ~ | ~ | V | ~ | ~ |
| Present ideas and information orally to a range of audience. | Language production | V | | | V | ~ | |
| Read carefully and show understanding of words, phrases and simple writing. | Language comprehension | ✓ | ~ | ~ | V | ~ | V |

| Key stage 2 - National Curriculum French subject content: | | | В | | | | |
|---|--|------------|-------------|--------------------------|---|-------------------------|------------------------|
| | Kapow Primary's French strands | This is me | School days | Birthday celebrations | Colourful creatures - animals, colours and size | Fabulous French food | Gourmet tour of France |
| Appreciate stories, songs, poems and rhymes in the language. | Cultural awareness Language comprehension | ~ | ~ | ~ | ~ | | ~ |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | Vocabulary Language comprehension | | ~ | ~ | ~ | ~ | ~ |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. | Language production | ~ | | | ~ | V | ~ |
| Describe people, places, things and actions orally* and in writing. | Language comprehension Language production | | | ~ | V | | |
| Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation 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. | Grammar | | ~ | ~ | ~ | ~ | ~ |

| Key stage 2 - National Curriculum French subject content: | | Kapow Primary topics Upper key stage 2 - Year 5/6 Cycle A | | | | | | | |
|--|--|--|--------------------------|--|------------------------------------|-------------------------------------|------------------------------|--|--|
| | Kapow Primary's French strands | <u>Portraits</u> | Meet my French family | Clothes - getting dressed in France | French weather and the water cycle | Exploring the French speaking world | Planning a French holiday | | |
| Listen attentively to spoken language and show understanding by joining in and responding. | Language comprehension Language production | ~ | | V | ~ | ~ | V | | |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | Phonics Vocabulary | ~ | | | ~ | | | | |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.* | Language comprehension Language production | ~ | ~ | V | ~ | ~ | | | |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures. | Language production Grammar | | ~ | | ~ | | ~ | | |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | Phonics Language production | | ~ | | | ~ | | | |
| Present ideas and information orally to a range of audience. | Language production | | ~ | | ~ | ~ | | | |
| Read carefully and show understanding of words, phrases and simple writing. | Language comprehension | ~ | ~ | V | ~ | ~ | ~ | | |

| Key stage 2 - National Curriculum French subject content: | | Kapow Primary topics Upper key stage 2 - Year 5/6 Cycle A | | | | | | | |
|---|--|---|--------------------------|--|------------------------------------|-------------------------------------|------------------------------|--|--|
| | Kapow Primary's French strands | <u>Portraits</u> | Meet my French family | Clothes - getting dressed in France | French weather and the water cycle | Exploring the French speaking world | Planning a French holiday | | |
| Appreciate stories, songs, poems and rhymes in the language. | Cultural awareness Language comprehension | | | ~ | | | | | |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | Vocabulary Language comprehension | | | ~ | | | ~ | | |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. | Language production | | ~ | V | | | ~ | | |
| Describe people, places, things and actions orally* and in writing. | Language comprehension Language production | V | ~ | ~ | | ~ | V | | |
| Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation 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. | Grammar | ~ | ~ | ~ | ✓ | | ~ | | |

| Key stage 2 - National Curriculum French subject content: | Kapow Primary's | Kapow Primary topics Upper key stage 2 - Year 5/6 Cycle B | | | | | | | |
|--|--|--|-----------------------|--------------------|---------------------------|---------------------------|-------------------------------------|--|--|
| | French strands | French transport | In my French house | Music in France | French verbs in a week | Visiting a town in France | French sport and the Olympics | | |
| Listen attentively to spoken language and show understanding by joining in and responding. | Language comprehension Language production | ~ | ~ | ~ | ~ | ~ | ✓ | | |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | Phonics Vocabulary | ~ | | V | ~ | | | | |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.* | Language comprehension Language production | ~ | | V | ~ | ~ | ✓ | | |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures. | Language production Grammar | ~ | ~ | ~ | ~ | ~ | ~ | | |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | Phonics Language production | ~ | ~ | ~ | ~ | ~ | ✓ | | |
| Present ideas and information orally to a range of audience. | Language production | | ~ | ~ | ~ | ~ | ✓ | | |
| Read carefully and show understanding of words, phrases and simple writing. | Language comprehension | ~ | ~ | ~ | ~ | ~ | ✓ | | |

| Key stage 2 - National Curriculum French subject content: | | Kapow Primary topics Upper key stage 2 - Year 5/6 Cycle B | | | | | | | |
|---|--|---|-----------------------|--------------------|---------------------------|---------------------------|-------------------------------------|--|--|
| | Kapow Primary's French strands | French transport | In my French house | Music in France | French verbs in a week | Visiting a town in France | French sport and the Olympics | | |
| Appreciate stories, songs, poems and rhymes in the language. | Cultural awareness Language comprehension | | | | ~ | | | | |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | Vocabulary Language comprehension | V | ~ | V | ~ | ~ | ~ | | |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. | Language production | V | V | V | ~ | V | ~ | | |
| Describe people, places, things and actions orally* and in writing. | Language comprehension Language production | | ~ | | ~ | ~ | ~ | | |
| Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation 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. | Grammar | ~ | ~ | ~ | ~ | ~ | ✓ | | |