

French

Long-term plan

Condensed curriculum

A 20-week condensed curriculum focussing on the essential skills and knowledge of the subject.

This document was created on 29.08.23. Please see [here](#) for the most recent version.

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Bonjour!



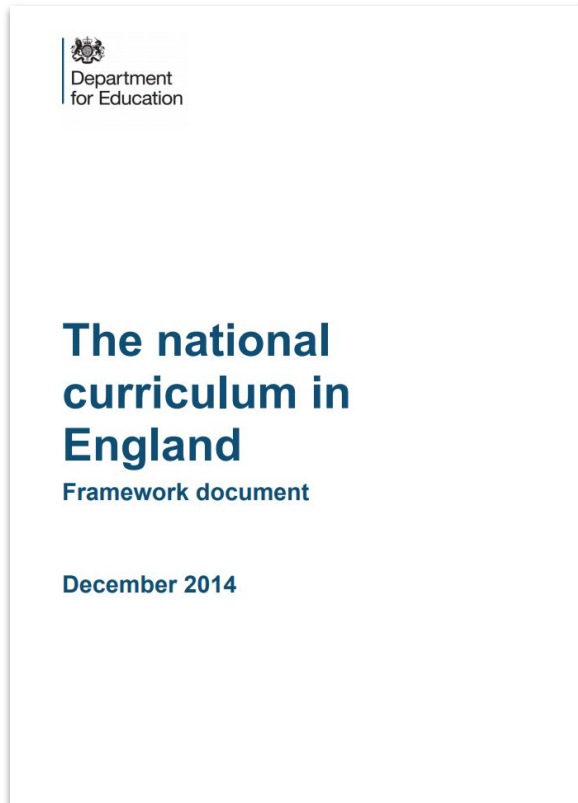
Kapow
Primary™

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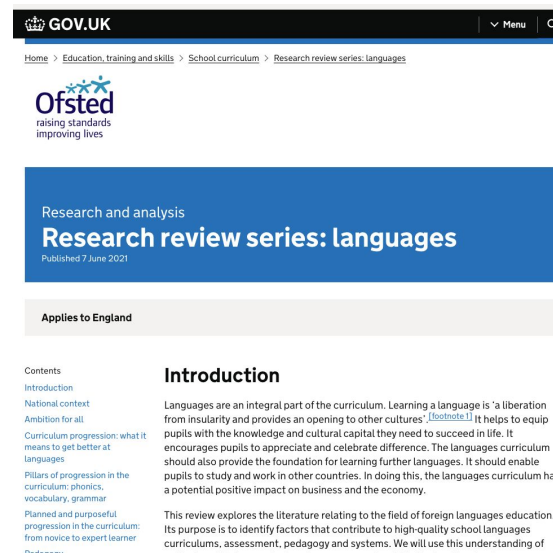
How does Kapow Primary help our school to meet the statutory guidance for Languages?R

Our scheme of work fulfils the statutory requirements for Languages outlined in the **National Curriculum (2014)**. It has also been refreshed to ensure that it aligns with the guidance in the **Ofsted research review series: languages (2021)**.



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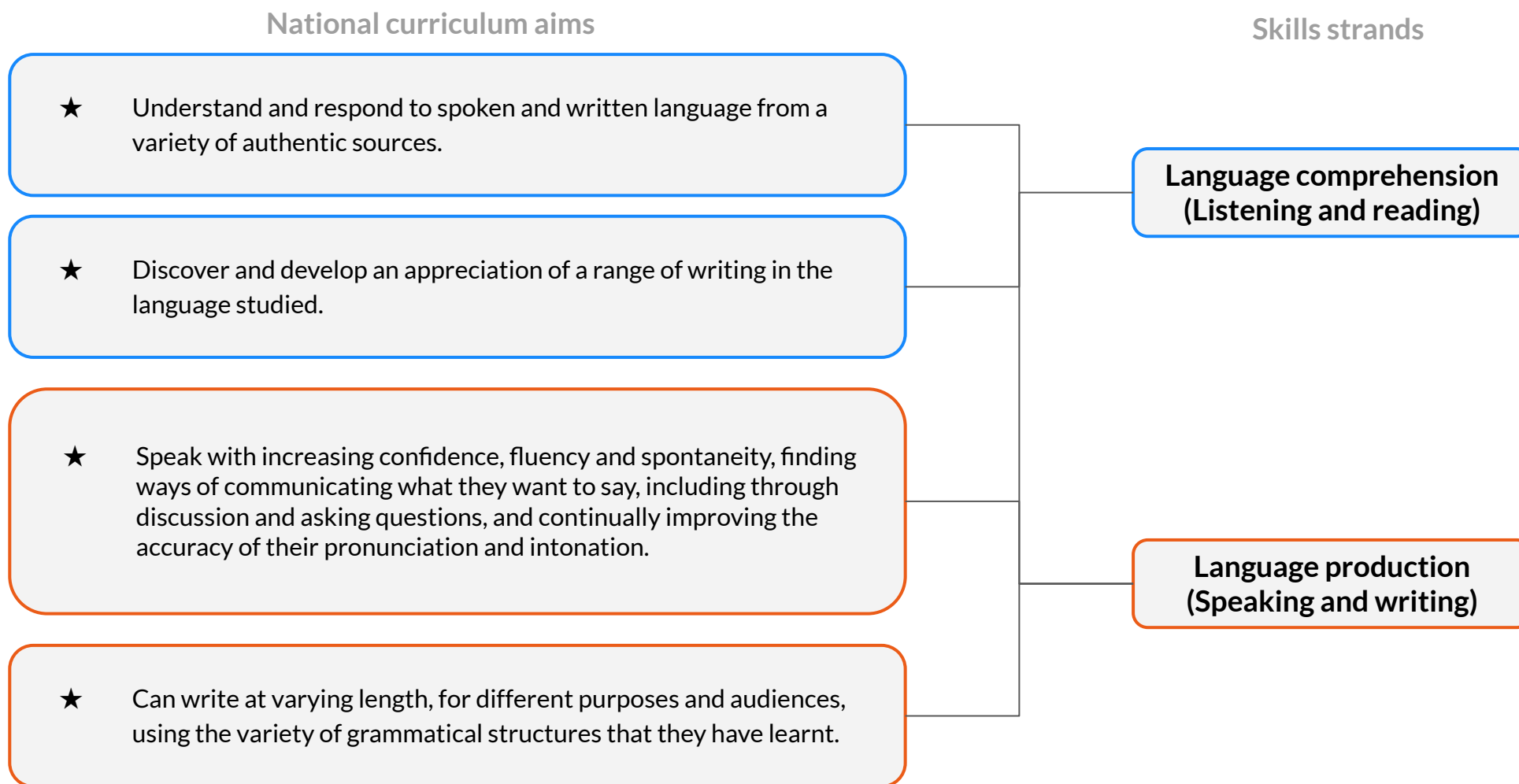
It is **compulsory** for schools to teach Languages at Key Stage 2 only, which is why our French scheme of work is designed to be taught from Year 3 onwards, to help your pupils to meet the end of Key Stage 2 Attainment targets.



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How does Kapow Primary's French scheme of work align with the National curriculum?

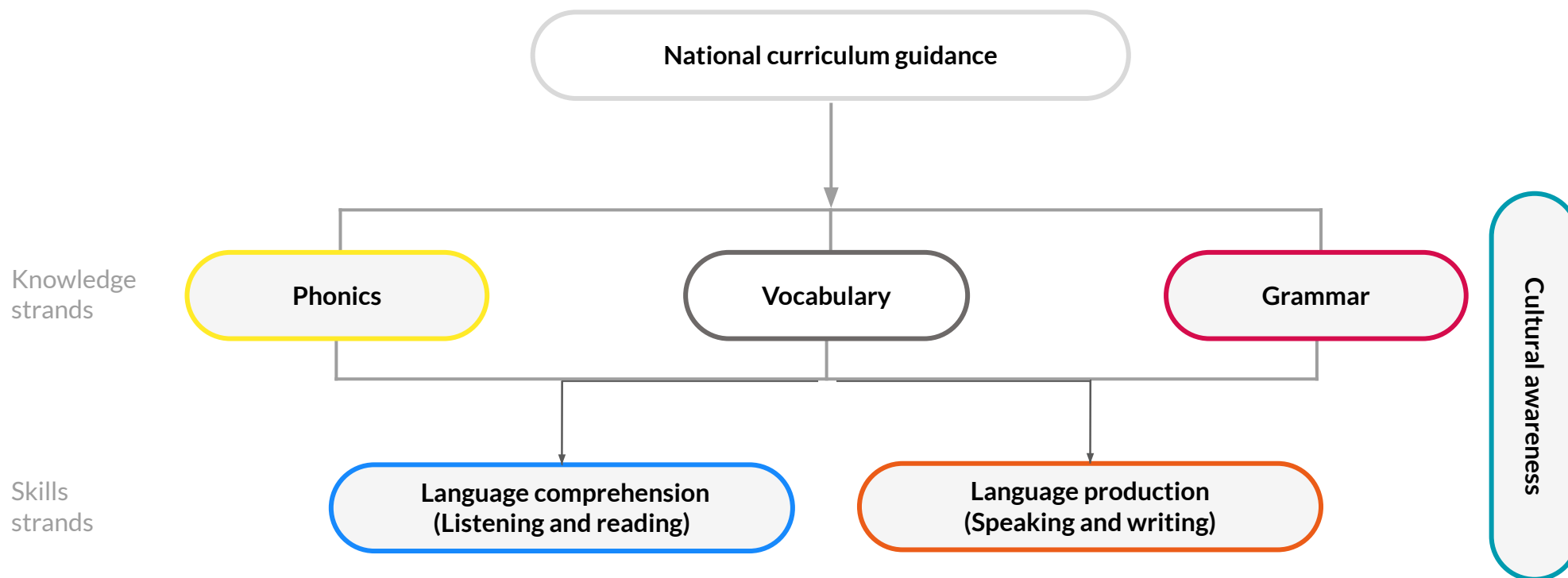
The Kapow **Language comprehension** and **Language production** skills strands align with the National curriculum aims for Languages. Our *National curriculum coverage document* shows which units support you in helping children to reach each of the National curriculum attainment targets.



At Kapow Primary, we also have the following **knowledge strands**: **Phonics**, **Vocabulary** and **Grammar**, which align with the three pillars of progression in the [Ofsted: Research review: languages](#). Please see [How is the French scheme of work organised?](#) for a diagram showing how the strands work together.

How is the French scheme of work organised?

From the [Ofsted research review series: languages](#), 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.

Our knowledge strands - **Phonics**, Vocabulary and **Grammar**

The Kapow Primary French scheme aims to provide pupils with a firm foundation of language learning. For this reason, we have planned when to teach the three building blocks of a language system: phonics, vocabulary and grammar and the ideal sequence to teach them to ensure gradual progression and an understanding of the interplay between these elements. The Ofsted research review series: languages refers to these elements as the '3 pillars of progression':

Phonics

A comprehensive French phonics programme has been embedded into the Kapow Primary French scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.

Our 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.

Vocabulary

As the Ofsted research review recommended, the Kapow Primary French scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts.

This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.

Grammar

Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary French scheme.

Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.

Language detective skills

At Kapow Primary, we believe that this element of our scheme is crucial to developing engaged and independent language learners who are able to grow their skills in the other five strands and transfer these skills to learn further languages.

It involves:

- Recognising learnt vocabulary when listening or reading
- Spotting cognates (words which have the same origin or are in some way similar) and near-cognates
- Using context and their own knowledge of the world to predict the meaning of unknown words
- Considering word order to anticipate the meaning of words

Our scheme develops these skills in a progressive way so that by Year 6 pupils are able to use these strategies to confidently grapple with unknown spoken and written language and search for meaning. The development of these skills, also helps pupils develop their understanding of the English language and its grammar conventions.



A spiral curriculum

Kapow Primary's French scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit key vocabulary and grammar concepts again and again
- ✓ **Increasing depth:** Each time vocabulary or grammar learning is revisited, it is covered with greater depth
- ✓ **Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again



Is there any flexibility in the Kapow Primary French scheme?

Our French scheme of work is organised into units.

Within each unit, lessons **must** be taught in order as they build upon one another.

Units **must** be taught in the suggested order as our scheme is progressive and, although the vocabulary focus of each unit is different, grammar concepts and skills are gradually developed throughout the course of a year.

Most of the units are five lessons long. This gives you some 'breathing space' to revisit elements of the unit that children may have struggled with or to revise some vocabulary from a previous unit. You could also use the spare time to introduce some vocabulary related to your topic or science work!

Other useful documentation:

There are a number of key documents that can support you in planning and delivery of the Kapow Primary **French** scheme. Visit the [Subject planning page](#) for more.

- ✓ [National curriculum coverage](#)
 - Shows which of the National Curriculum Attainment targets are covered by each unit.
- ✓ [Progression of knowledge and skills –condensed:](#)
 - Shows how understanding and application of key concepts and skills builds year on year.
- ✓ [Equipment list](#)
 - Explains which resources are required to teach our scheme of work.
- ✓ [Intent, Implementation, Impact statement](#)
 - Explains our curriculum design : what is taught and why (Intent), what it looks like in practice (Implementation) and what the outcomes will be (Impact).

N.B Units should be taught in the suggested order.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 3	French greetings with puppets (4 lessons)	French adjectives of colour, size and shape (Lessons 1-4 only)	French playground games- numbers and age (5 lessons)	In a French classroom (5 lessons) A circle of life in French (Lesson 1 and 2 only)
Year 4	Portraits - describing in French (5 lessons)	Clothes- getting dressed in French (5 lessons)	French numbers, calendars and birthdays (5 lessons)	French food- miam, miam! (5 lessons)
Year 5	French monster pets (5 lessons)	Shopping in France (5 lessons)	Verbs in a week (5 lessons)	Meet my French family (5 lessons)
Year 6	French sport and the Olympics (6 lessons)	In my French house (5 lessons)	Planning a French holiday (5 lessons)	Visiting a town in France (5 lessons)

Date	Update
12.06.23	Broken link fixed. P.8. Copyright note added to title page.
29.08.23	The structure of the French scheme has been adapted to focus on progression in knowledge of phonics, vocabulary and grammar, as well as in language skills (p. 4-6).