

## **Skills development in French**

**Within KS1** Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. The children feel a real sense of accomplishment when they learn to say something in a new language. Repetition and practice are essential in learning a new language, so songs and games such as 'Simple Simon Says' and 'What's in the bag?' are regularly used. We have discreet lessons on the timetable but we also integrate the foreign language into the everyday routine. In the Autumn Term we have a humanities and cultural week when all children will take part in a French Day and also experience language in a different classroom. Spanish is also offered throughout the year.

**KS2** – The Catherine Cheater Scheme of Work is utilised as the backbone for lessons. This is complimented by the development of basic French phrases and language within the classrooms each day eg. the date written in French, classroom commands in French etc. As in KS2, the children have a French Day during the Autumn term to investigate with their class teacher. This has involved finding out about the French culture, tasting French food, creating a café, re-creating the Eiffel Tower and other exciting activities!

The emphasis in **year 3** is very much on developing listening skills, closely followed by speaking skills; this is why there is a clear focus on storytelling, finger rhymes and singing traditional songs. Through immersion there is a strong emphasis on text level work, together with developing strategies of learning vocabulary at word level.

In **year 4** the teacher continues to develop the children's listening and speaking skills through storytelling, songs and finger rhymes. However, the emphasis now shifts to developing an understanding of basic French grammar such as knowledge of word classes, agreements and some verb forms. The children learn to construct sentences and to understand the implications of sentence building in French in terms of pronunciation, liaison and elision.

In **year 5** there is a strong emphasis on the development of fundamental reading and writing skills rooted in phonics and training in how to use a bilingual dictionary. The teacher uses story books, modern and traditional songs and non-fiction texts to sustain the development of oracy and literacy skills. The children have opportunities create complex spoken sentences and to write using writing frames, creating sentences with nouns, verbs, adjectives, adverbs and conjunctions.

In **year 6** the children's performance skills are developed. They are able to construct spoken and written sentences that involve a wide range of word class and to use a dictionary in order to find the vocabulary that they need. They are able to engage with a wide variety of text type and develop strategies to assist with understanding.