

Subject: French

In our school, we learn French.
We are beginning to learn how to listen, speak, read and write in French.
We enjoy singing songs, playing games, and listening to simple stories.
We find out interesting facts about France.

We enjoy being language detectives
We enjoy practising our language learning super skills!
We like to find out how we can use these skills in other languages too.

Substantive Knowledge comprises of the content or 'substance' that we aim for the children to build up and acquire. This includes:

- Language Content
- Transactional language
 - Personal Information
- Elements of culture and celebration
- Grammar
- Key sounds
- Language Learning skills including the four core skills

Disciplinary Knowledge refers to how the children acquire the substantive knowledge, and the elements which are unique to learning languages. At primary level, Substantive Knowledge outweighs Disciplinary Knowledge. This is because we are exposing the children to the disciplines of language learning as 'language detectives' i.e. allowing the children to explore, rather than explicitly teaching the disciplines. This can then be further developed at KS3 and beyond.

We plant seeds that one day will grow.



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Substantive Knowledge Summary – KS2 ‘Language Detectives’

Year 3	Year 4	Year 5	Year 6	KS2-3
Explore core language, personal information and basic conversation (introduce 1st and 2nd person singular questions and answers). Recognise and use nouns in singular and plural forms. Understand noun gender. Know there is more than one word for 'a'. Express simple opinions. Retrieval of familiar core language content. Appreciate, follow and understand simple stories, linked to language learnt. Introduction to the geography and culture of the target language country. Hear and identify phonemes and recognise graphemes.	LKS2 – Stage 2: Retrieval of core language content. Develop how to use singular and plural nouns with adjectives to describe. Understand noun gender. Know there is more than one word for 'a' and 'the'. Read, understand, follow, and use commands. Express simple opinions. Produce simple descriptive sentences. Participate in simple dialogues. Practise 1st and 2nd person singular questions and answers. Hear and identify phonemes and recognise and read aloud graphemes.	Continue to develop and extend skills in language retrieval. Produce familiar personal information sentences in 1st and 3rd person singular. Begin to explore the conjugation of a regular present tense verb (to wear). Create spoken and written extended sentences including conjunctions and giving an opinion. Engage in extended role play dialogues. Say and write detailed description including a verb, nouns and a variety of adjectives. Begin to consolidate understanding of how to use nouns in a simple sentence with adjectives. Use modal verb (to be able to) plus infinitive	Retrieval of core language content. Create complex sentences including conjunctions. Explore and use common present tense verbs (to be, to have, to play). Write descriptions including verb, nouns and variety of adjectives. Secure understanding of how to use nouns in a simple sentence with adjectives. Use language structures they know to create their own adapted sentences. Use knowledge of language to create performances. Explore and appreciate the origins of another country's culture. Recognise, use, and apply familiar/unfamiliar phonemes and graphemes confidently.	– KS3 (Moving on/Transition) KS3: Retrieval and development of core language content acquired at KS2 as a platform upon which to build and apply transferable skills to learn another language or continue in the same language

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		to create persuasive sentences, including a variety of sentence starters. Recognise, use and apply familiar phonemes and graphemes confidently.		
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Disciplinary Knowledge

KS2 Language Detectives

Stage 1 Introduction to 'cognate'. Use memory hooks. Simple, effective communication.	Stage 2 Simple, effective communication with more detail. Use of bilingual dictionary.	Stage 3 Simple, structured, effective communication. Manipulating language structures.	Stage 4 Simple, structured, effective and descriptive communication. Independent manipulation of language.
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Key Learning

Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

	Core skills of learning			
	Listening	Speaking	Reading	Writing
Stage 1	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. CLICK FOR EXAMPLE STUDENT	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
Stage 2	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information . Can pronounce familiar words and some new words accurately. CLICK FOR EXAMPLE STUDENT	Can understand simple written phrases . Can match sounds to familiar written words.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.	Can ask and answer simple questions on several topics and can express opinions . Can take part in brief pre-prepared tasks such as short presentations and role plays. CLICK FOR EXAMPLE STUDENT	Can understand the main point(s) from a short, written passage in clear printed script . Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response , using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.	Can take part in a simple conversation and can express simple opinions . Generally accurate pronunciation (to a sympathetic native speaker). CLICK FOR EXAMPLE STUDENT	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account) . Can use a bilingual dictionary to access unfamiliar language.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.

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