



# Le Français

## Portfolio



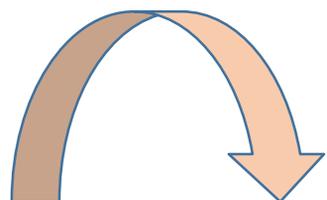
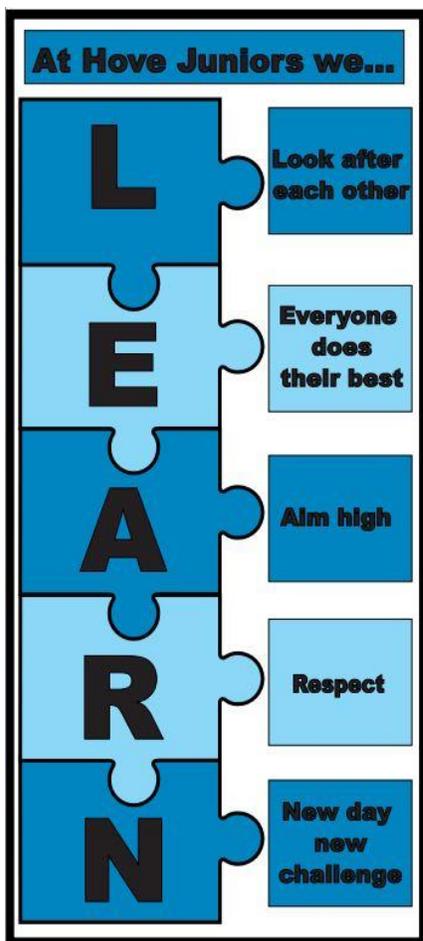
# French at Hove Junior School



In the global world in which we live, learning a foreign language is a key skill which enables our children to communicate in a different language as well as understanding the similarities and differences between languages and cultures.

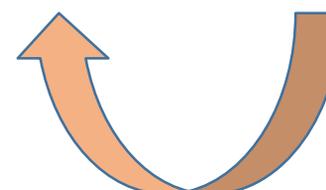
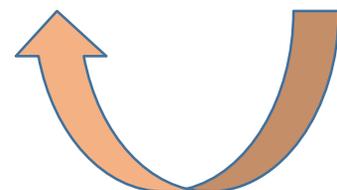
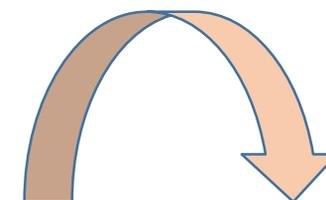
Although French is our curriculum focus, we also celebrate the diverse languages that are spoken with our school through mini teaching sessions of these languages, International Days, exploring different celebrations and key festivals.



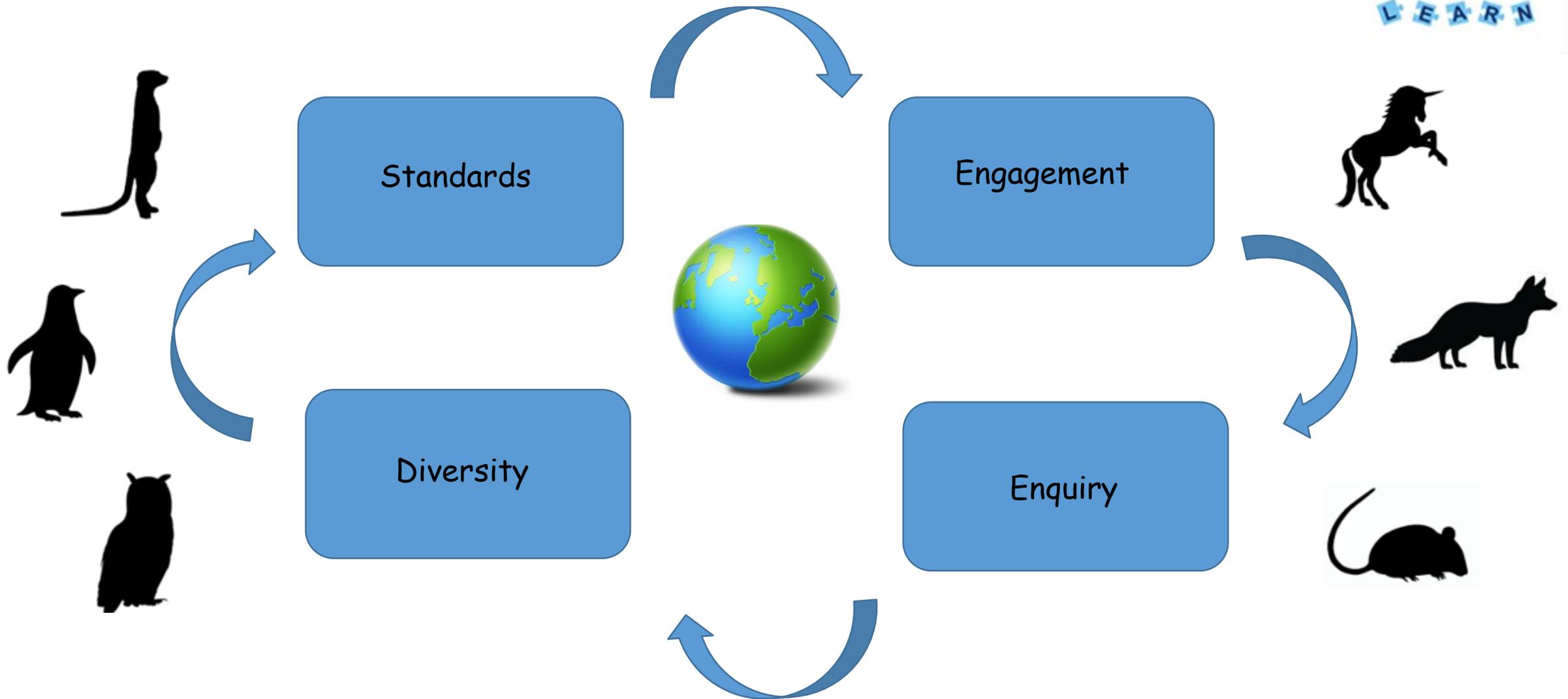


	Question
	Collaborate
	Reflect
	Take Risks
	Independence
	Perseverance

Our LEARNING CHARACTERISTICS support and define how the children become successful learners.



# Curriculum Drivers:



The children at Hove Junior School are enthusiastic about their languages lessons. Their curiosity and enthusiasm shines through during our engaging, creative lessons which allow the children to become language detectives, using key skills to decode new language, ask questions and apply their phonological knowledge when reading, speaking and writing.

We use a variety of different, creative strategies to engage children in their learning: from authentic rhythms, stories, songs, using puppets, drama, games apps etc. which help to build up children's confidence in the four key skills.

Where possible, links are made to other curriculum subjects enabling French to become an important and integral part of our school day.



# Curriculum

Additionally, our curriculum aims to inspire children's curiosity to know more about French and the culture of francophone countries. We also encourage children to share their home languages and share similarities and differences between languages. This, we hope, will enhance and deepen children's understanding of the amazing and wonderful diverse world around them.





# Standards

The standard of work produced in French is very high at Hove Junior School. We celebrate the children's achievements and successes across the four skills – listening, reading, writing and speaking. We aim to lay the foundation on which children have skills and strategies to learn a different language and be curious about other cultures. A foundation, and hopefully a passion, that children will be able to build upon when they move on into secondary school.



# Assessment in French

I am a Linguist

Year 3

	Date of the lesson you learned or used this skill	Confidence with this skill (teacher ticks)
<b>Listening and Responding Skills</b>		
I can understand single words and use gestures to show my understanding.		
I can understand familiar statements and questions.		
I am starting to understand and follow classroom instructions.		
<b>Speaking Skills</b>		
I can join in with simple songs, stories and rhymes.		
I can say simple words and phrases using phonics to aid my pronunciation.		
I can ask simple questions and answer them giving one word or more responses		
I can take part in simple conversations.		
<b>Reading and Responding Skills</b>		
I can read and understand single words.		
I can read and understand short phrases.		
I can understand the main points in a short text.		
I can answer simple questions about a short text in English.		
<b>Writing Skills</b>		
I can copy single words and complete sentences containing missing words applying my phonics knowledge		
I can copy a familiar phrase accurately and write some words from memory.		
I can use a writing frame to write a sequence of sentences.		
<b>Grammar Skills</b>		
I sort nouns into masculine and feminine groups.		
I can identify plural and singular nouns.		
I can use <u>je</u> and <u>tu</u> .		
I can use the conjunction <u>et</u> .		
<b>Language skills</b>		
I can repeat after my teacher.		
I can listen to a story.		
I can share my ideas with a partner or a group.		
I can join in with a song or rhyme		

Assessment in French will be both teacher and child led allowing child to see their achievements and look for the next steps in their learning.

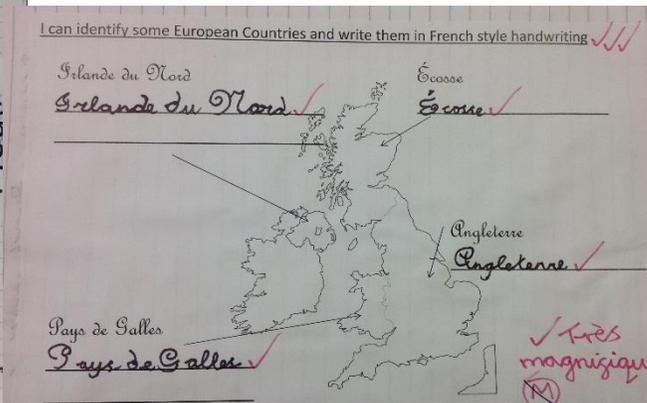
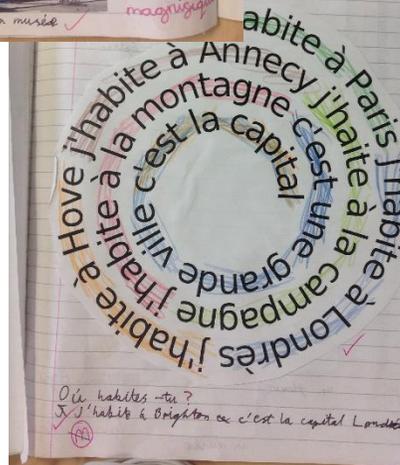
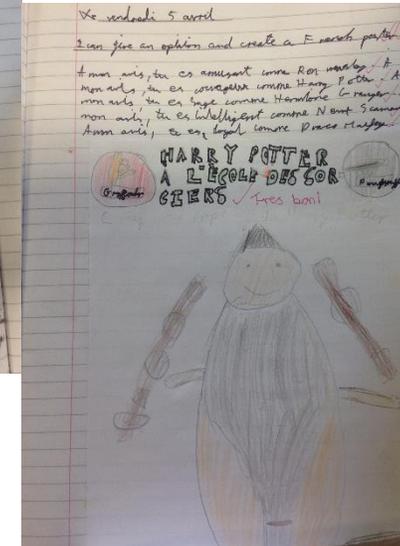
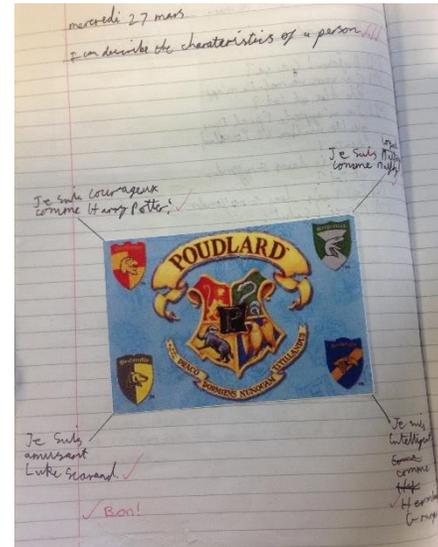
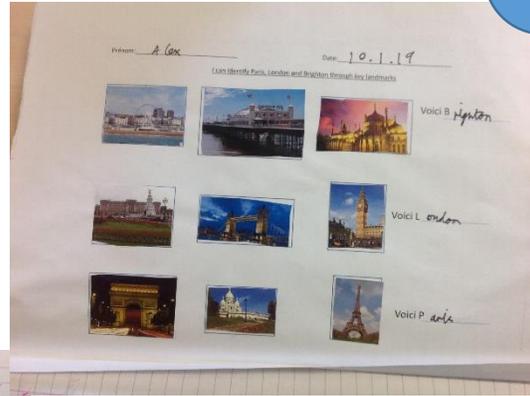
I am a Linguist

Year 6

	Date of the lesson you learned or used this skill	Confidence with this skill (teacher ticks)
<b>Listening and Responding Skills</b>		
I can recognise and understand familiar spoken phrases and will ask for repetition when needed.		
I can understand simple descriptions when familiar and unfamiliar language is spoken.		
From longer passages, I can listen out for specific details.		
I can deduce the meaning of some unfamiliar language on a range of topics.		
<b>Speaking skills</b>		
I can recall and say familiar phrases with increasing confidence.		
I can sustain a short conversation or presentation to an audience and my pronunciation is generally accurate.		
I can engage in short conversations on familiar topics, giving personal opinions and using a range of sentence structures.		
I can give a presentation using a range of sentence structures and ensure that my verb conjugations are mostly accurate.		
<b>Reading and Responding Skills</b>		
I can read familiar phrases aloud with confidence.		
I can identify the key details in a longer passage and I am becoming more confident at using the context to deduce meaning.		
I can read aloud with increasing confidence and accuracy and will have a go at reading unfamiliar words and phrases.		
I am confident when reading texts aloud that include familiar and unfamiliar words.		
<b>Writing Skills</b>		
I can write words and phrases with accuracy.		
I can write phrases from memory adding in extra information (conjunctions and adjectives).		
I can write a short paragraph from memory, using a bilingual dictionary where needed.		
I can write accurately in paragraphs using a range of sentence structures.		
<b>Grammar Skills</b>		
I can identify different word classes.		
I can conjugate <u>être</u> and <u>avoir</u> accurately.		
I can identify relative clauses.		
I can identify verbs in the present, past and future tense.		
<b>Language skills</b>		
I can present to my class.		
I understand when French is spoken in other subjects		
I can create new sentences or text using all of my language knowledge.		
I can use ICT to help me with my language learning.		

# Standards in Year 3

Cross curricular links being made with English and Geography.



# Standards in Year 4



jeudi 7 juin  
Ma famille ✓  
Qui est dans ta famille? ✓  
Dans ma famille, il y a ma mère, mon père, mon frère et moi. ✓  
Superb!

Vendredi 10<sup>th</sup> Novembre  
Jean describe a monster.  
les cheveux la tête les yeux la bouche ✓  
+++  
Le monstre  
Le monstre a une grosse tête  
Des cheveux verts des yeux rouges  
Un nez énorme, une grande bouche  
Des dents noires, des dents marbrés  
Et des oreilles pointues, et des oreilles pointues ✓  
Les cheveux jaune jaunés. ✓  
Le nez vert. ✓  
La tête bleu. ✓

Être - to be

I We  
Tu es Vous êtes  
Il est Ils sont  
She They are

23<sup>rd</sup> Friday 23<sup>rd</sup> March 2018  
Jean describe a mythical creature.  
Léléchien  
Véti Léléchien. ✓  
Elle est gros comme un éléphant mais parfaite comme un chien. ✓  
Elle est gris et marron. Elle est vert Les yeux. ✓  
Bravo!

IALT listen for key words and use my knowledge of French phonics to spell them

Dans ma famille, il y a mon père et ma mère.  
Mon frère et ma sœur.  
Et ma demi-sœur.  
Sans oublier,  
Les plus âgés:  
Un grand-père et deux grand-mères.

Prénom: \_\_\_\_\_

la bouche  
les dents  
rouge (s)  
orange (s)  
jaune (s)  
bleu (e)(s)  
violet/violette (s)  
rose (s)  
blanc/blanche (s)  
marron  
gris (e)(s)  
noir (e)(s)

Mon monstre a la tête rose. ~~Les yeux orange(s)~~  
la bouche bleu  
les cheveux jaunes  
le nez vert  
les oreilles oranges  
les oreilles violettes  
les dents gris

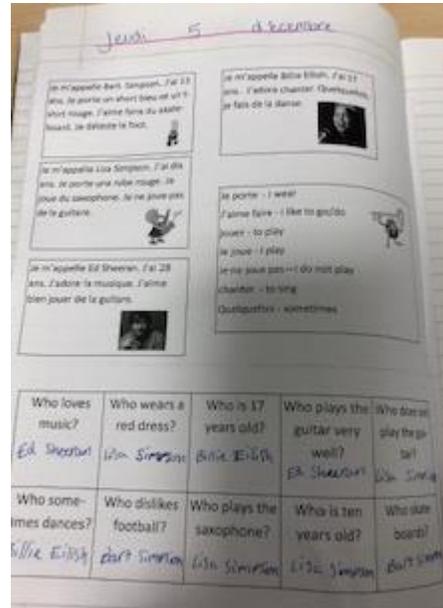
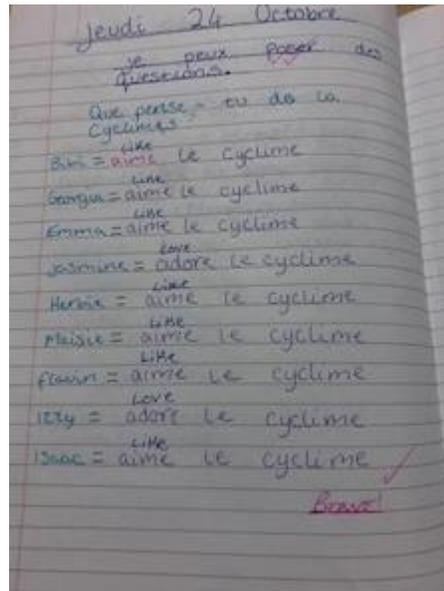
Bravo!  
Awesome French today!



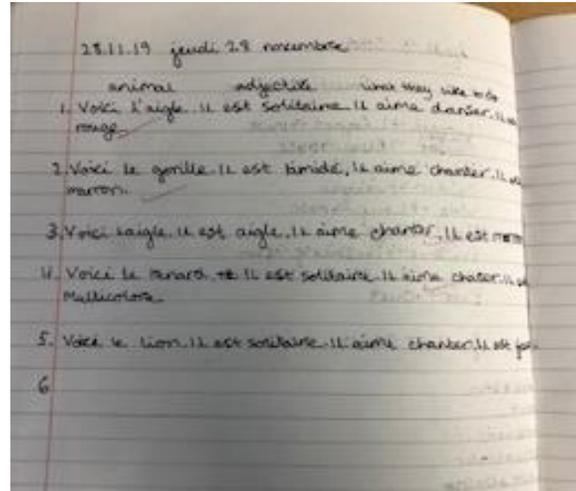
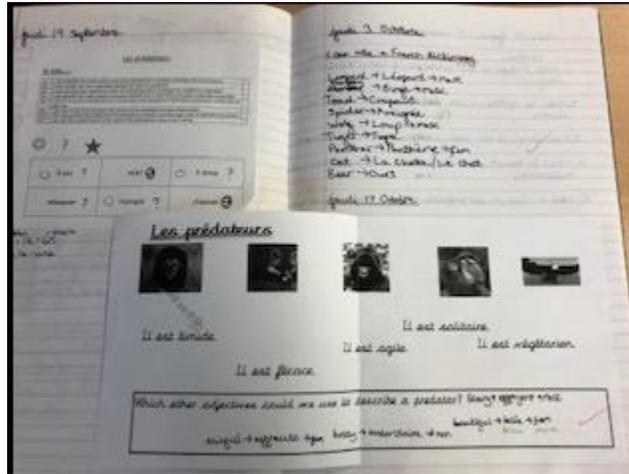
# Standards in Year 5



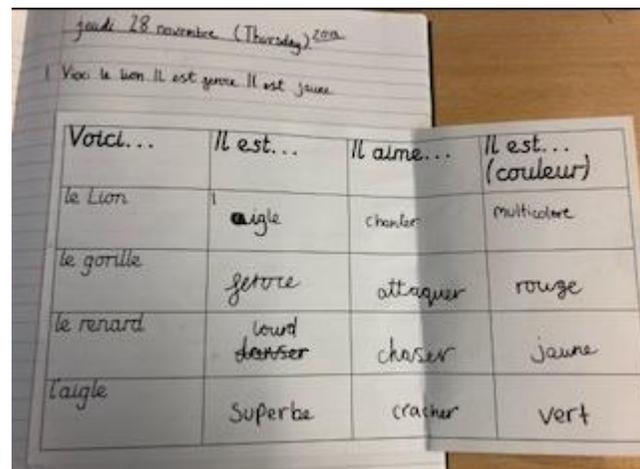
Year 5 are trialling using their books as jotters – making their own notes and recording helpful words and sentences in their own way.



# Standards in Year 6



Year 6 have been focusing on sentence level; using bilingual dictionaries to support their writing.



# Secondary School links



The National Recovery for Languages (2019) and the Research in Primary Languages White Paper (2018) both promote the need for better relationships between Primary Schools and their local Secondary Schools. We have embraced this and are currently working with Blatchington Mill School to develop our pedagogy.

Blatchington Mill is one of Lead Schools for the National Centre for Excellence in Language Pedagogy (NCELP). They drive, support, and monitor the work of a national collaborative network of MFL teachers and their schools to raise the standards of language teaching through the sharing of resources and good practice

We have completed lesson studies in different year groups and have identified ways forward to ensure that our children are given a firm a foundation in languages and skills that they can use to learn different languages when they transition into KS3.



## White Paper

Primary Languages Policy in England –  
The Way Forward



This White Paper is the outcome of the RPL Primary Languages Policy Summit, which took place on Friday 23<sup>rd</sup> November 2018 at the British Academy.  
How to cite this paper: Holmes, E. and Miles, F. (2019). White Paper: Primary Languages Policy in England – The Way Forward. RPL. [www.rpl.ac.uk/](https://www.rpl.ac.uk/)

## ALL-PARTY PARLIAMENTARY GROUP on MODERN LANGUAGES

Chair: Nia Griffith MP (Lab); Co-Chair: Baroness Cressins (CB);  
Vice-Chairs: Sir David Amess MP (Con); Tonia Antoniazzi MP (Lab);  
Lord Dykes (CB); Baroness Garden of Frognal (LD)



## A NATIONAL RECOVERY PROGRAMME FOR LANGUAGES

A framework proposal from the  
All-Party Parliamentary Group on Modern Languages

4 March 2019

**EMBARGOED UNTIL 00H01 ON MONDAY 4 MARCH 2019**

**NCELP** | National Centre for Excellence  
for Language Pedagogy