

Le Français

Portfolio



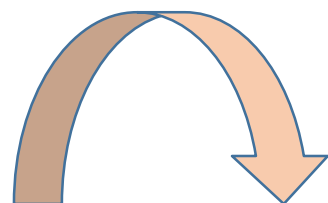
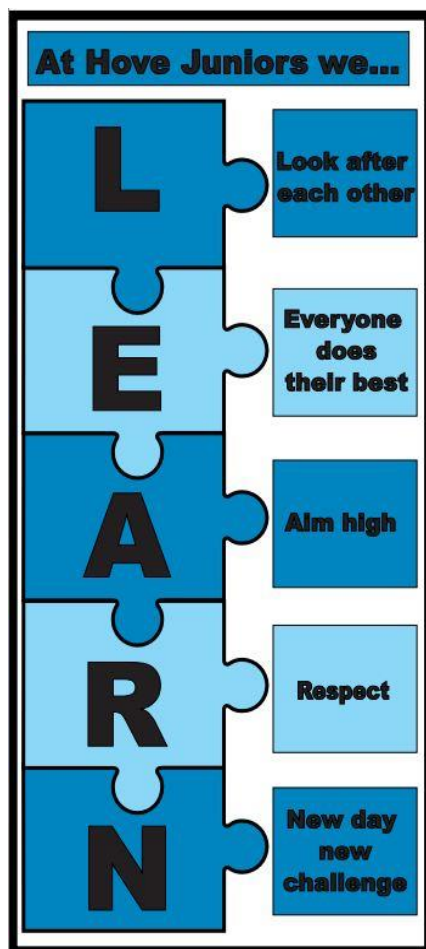
French at Hove Junior School



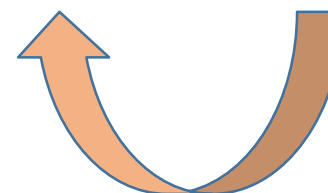
In the global world in which we live, learning a foreign language is a key skill which enables our children to communicate in a different language as well as understanding the similarities and differences between languages and cultures.

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.

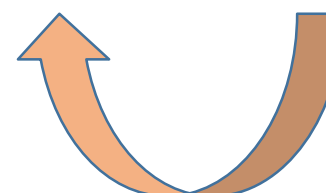
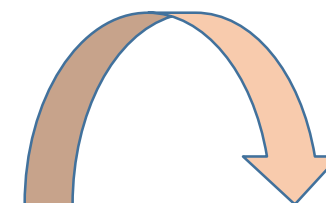




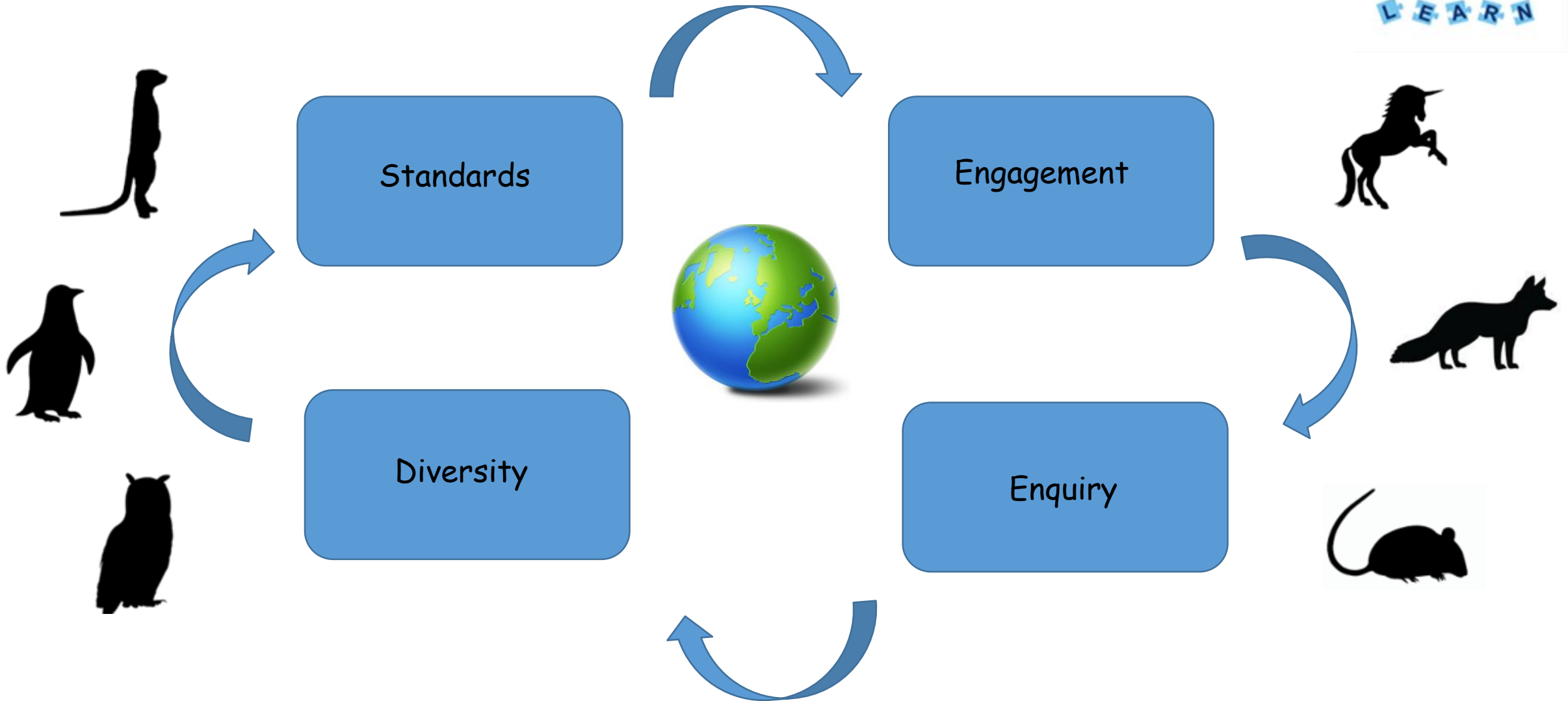
	Question
	Collaborate
	Reflect
	Take Risks
	Independence
	Perseverance



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



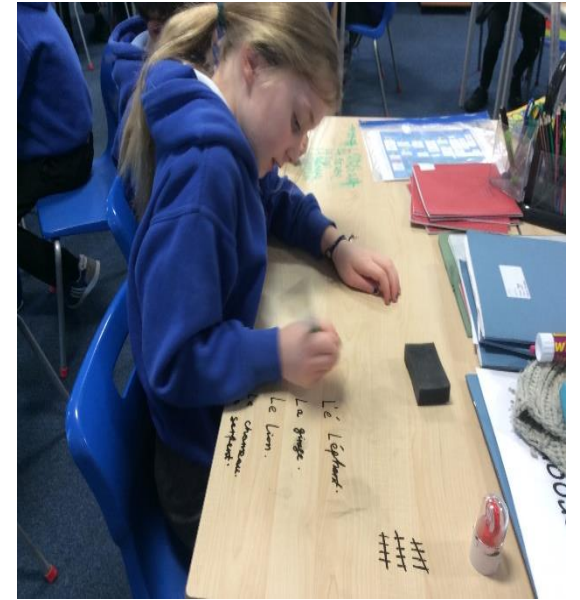
Curriculum Drivers:



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.



Curriculum Overview

Our Curriculum Maps detail all of the opportunities for the teaching and learning of French throughout each year.



Curriculum Map Overview			
Year: 3			
Term	Autumn Term	Spring Term	Summer Term
Topic	Whole School Topic – Olympics	Portals to Other Worlds (including Stone Age to Iron Age)	Trash To Treasure – Discovery and Exploration
National and whole school events	Extreme Reading Challenge and My Favourite Book International day of democracy/Black History month	World Book Day/Week and Book Swap and Reading Buddies across years National story telling week/ Author Events and visits/Night Time Reading Event	Reading Reviews and Illustration Events – Take a Picture Young Entrepreneurs and Financial Management Eco awareness around school/community
Assemblies/ Global Theme	Behaviour/ Aim high/determination and perseverance/team work/ LEARN and learning characteristics/Code of Conduct British Values Anti-bullying (Nov) Sharing favourite authors and books in assemblies	Keep safe Festivals E-Safety Stories with a moral/ Telling Tales – (Storytelling to engage audience)	Health and wellbeing/Sports Radicalisation /Overcoming challenges and change Global issues/in the news/Caring for the environment and developing a more substantive future Whole school reading focus
Quality text	Varies, dependent on topic	Stone Age Boy The Lion, the Witch and the Wardrobe Harry Potter and the Prisoner of Azkaban The Secret of Platform 13 Also in Storytelling	Literbug Book

Year: 4

Hove Junior Curriculum Map Overview			
Term	Autumn Term	Spring Term	Summer Term
Topic	Whole School Topic – Varying	Romans and Pompeii – Discrete Topic	Raiders and traders – voyage over the sea- Discovery & Exploration
National and whole school events	Extreme Reading Challenge and My Favourite Book International day of democracy/Black History month	World Book Day/Week and Book Swap and Reading Buddies across years National story telling week/ Author Events and visits/Night Time Reading Event	Reading Reviews and Illustration Events – Take a Picture Young Entrepreneurs and Financial Management Eco awareness around school/community
Assemblies/ Global Theme	Behaviour/ Aim high/determination and perseverance/team work/ LEARN and learning characteristics/Code of Conduct British Values Future careers Anti-bullying	Keep safe Festivals E-Safety Stories with a moral/ Telling Tales (Story telling to engage audience) Whole school reading focus	Health and wellbeing Radicalisation /Overcoming challenges and change Global issues/in the news Wonderful World Caring for the environment and developing a more substantive Future Sports
Quality text	Varies, dependent on topic	Escape from Pompeii	Odd and The Frost Giants

Hove Junior Curriculum Map Overview			
Term	Autumn Term	Spring Term	Summer Term
Topic	Whole School Topic – Varying	Spirits, Stones and Sacrifices	Coast to Coast
National and whole school events Inc. reading promotion	Extreme Reading Challenge and My Favourite Book International day of democracy/Black History month	World Book Day/Week and Book Swap and Reading Buddies across years National story telling week/ Author Events and visits/Night Time Reading Event	Reading Reviews and Illustrators Events – Take a Picture Young Entrepreneurs and Financial Management Eco awareness around school/community
Assemblies/ Global Theme	Behaviour/ Aim high/determination and perseverance/team work/ LEARN and learning characteristics/Code of Conduct British Values Anti-bullying (Nov) Sharing favourite authors and books in assemblies	Keep safe Festivals E-Safety Stories with a moral/ Telling Tales – (Storytelling to engage audience)	Health and wellbeing/Sports Radicalisation /Overcoming challenges and change Global issues/in the news/Caring for the environment and developing a more substantive future
Quality text	Lost Happy Endings Grimm Tales	Wolf Brother/Outlaw	Deadman's Cove

Year: 5

Hove Junior Curriculum Map Overview 2018-19			
Term	Autumn Term	Spring Term	Summer Term
Topic	Whole School Topic – Varying	Spirits, Stones and Sacrifices	Coast to Coast
National and whole school events Inc. reading promotion	Extreme Reading Challenge and My Favourite Book International day of democracy/Black History month	World Book Day/Week and Book Swap and Reading Buddies across years National story telling week/ Author Events and visits/Night Time Reading Event	Reading Reviews and Illustrators Events – Take a Picture Young Entrepreneurs and Financial Management Eco awareness around school/community
Assemblies/ Global Theme	Behaviour/ Aim high/determination and perseverance/team work/ LEARN and learning characteristics/Code of Conduct British Values Anti-bullying (Nov) Sharing favourite authors and books in assemblies	Keep safe Festivals E-Safety Stories with a moral/ Telling Tales – (Storytelling to engage audience)	Health and wellbeing/Sports Radicalisation /Overcoming challenges and change Global issues/in the news/Caring for the environment and developing a more substantive future
Quality text	Lost Happy Endings Grimm Tales	Wolf Brother/Outlaw	Deadman's Cove

Year: 6

Hove Junior Curriculum Map Overview 2018-19				
Term	Autumn Term	Spring Term	Summer Term	
Topic	Authors, Illustrators, Icons and Legends	Who Do You Think You Are Kiddding Mr Hitler? Discrete Topic	Passport To The World – Discovery & Exploration	
National and whole school events Inc. reading promotion	Extreme Reading Challenge and My Favourite Book International day of democracy/Black History month	World Book Day/Week and Book Swap and Reading Buddies across years National story telling week/ Author Events and visits/Night Time Reading Event	Reading Reviews and Illustrators Events – Take a Picture Young Entrepreneurs and Financial Management Eco awareness around school/community	
Assemblies/ Global Theme	Behaviour/ Aim high/determination and perseverance/team work/ LEARN and learning characteristics/Code of Conduct British values Anti-bullying (Nov) Sharing favourite authors and books in assemblies	Keep safe Festivals E-Safety Stories with a moral/ Telling Tales – (Storytelling to engage audience)	Health and wellbeing/Sports Radicalisation /Overcoming challenges and change Global issues/in the news/Caring for the environment and developing a more substantive future	
Quality text	The Last Happy Endings Skilling	Rose Blanche and The Boy in the Striped Pyjamas	The Matchbox Diary and 80 days around the world.	
History	<p>To Investigate and Interpret the past</p> <ul style="list-style-type: none">I can show an awareness of the concept of historical propaganda and how historians must understand the social context of evidence studiedI understand that no single source of evidence gives the full answer to questions about the pastI can refine lines of enquiry as appropriateI can build on my understanding that some events from the past still affect people's lives <p>To Build an Overview of British History</p> <ul style="list-style-type: none">I can study of an aspect or theme in British history that extends my chronological knowledge beyond 1066.I can understand the power of the monarchy and how this compares to modern day. <p>To Understand chronology</p> <ul style="list-style-type: none">I can use dates and terms accurately in describing events <p>I can communicate historically</p> <ul style="list-style-type: none">I know some dates and some historical words including: dates, time period, era, change, chronology, continuity, change, century, decade, legacyI understand why beliefs were so influential in making a civilisation behave in a certain way.	<p>To Investigate and Interpret the past</p> <ul style="list-style-type: none">I can show an awareness of the concept of historical propaganda and how historians must understand the social context of evidence studiedI understand that no single source of evidence gives the full answer to questions about the pastI can refine lines of enquiry as appropriateI can build on my understanding that some events from the past still affect people's lives <p>To Build an Overview of World History</p> <ul style="list-style-type: none">I can describe the characteristics features of the past including the ideas, beliefs, attitudes and experiences of men, women and childrenI can describe the social, Ethnic, cultural or religious diversity of past society <p>To Understand chronology</p> <ul style="list-style-type: none">I can describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural) <p>I can communicate historically</p> <ul style="list-style-type: none">I understand the range of feelings that some children had during events in history (e.g. WWII)I use original ways to present information and ideas	<p>To Investigate and Interpret the past</p> <ul style="list-style-type: none">I can identify changes within and across different periods and make links between themI know and understand some historical facts about Britain and other countriesI am able to give sensible reasons for, and results of, events and changes <p>To Build an Overview of World History</p> <ul style="list-style-type: none">I can compare some of the times studied with those of the other areas of interest around the world <p>To Understand chronology</p> <ul style="list-style-type: none">I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time lineI can communicate historicallyI know some dates and some historical words including: dates, time period, era, change, chronology, continuity, change, century, decade, legacy	
Geography	<p>To communicate Geographically</p> <p>Describe and understand key aspects of</p> <ul style="list-style-type: none">Human Geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water supplies. <p>To Investigate Places</p> <ul style="list-style-type: none">I can collect and analyse statistics and other information in order to draw clear conclusions about locations.I can identify and describe how the physical features affect the human activity within a location.I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. <p>To investigate Patterns</p> <ul style="list-style-type: none">I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, our local area, and a contrasting non-European country.	<p>To communicate Geographically</p> <p>Describe and understand key aspects of</p> <ul style="list-style-type: none">Physical Geography, including: climate zones, biotic vegetation beltsCreate maps of locations identifying patterns (such as climate zones, population densities, height of land)Key physical features including beach, coast, fore dunes, river, soil, valley, vegetation and weather <p>To Investigate Places</p> <ul style="list-style-type: none">I can use different types of fieldwork sampling (far systematic) to observe, measure and record the physical features in the local area. <p>To investigate Patterns</p> <ul style="list-style-type: none">I can describe how the locality of the school has changed over time.	<p>To communicate Geographically</p> <p>Describe and understand key aspects of</p> <ul style="list-style-type: none">Human Geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water supplies. <p>To Investigate Places</p> <ul style="list-style-type: none">I can collect and analyse statistics and other information in order to draw clear conclusions about locations.I can identify and describe how the physical features affect the human activity within a location.	<p>To communicate Geographically</p> <p>Describe and understand key aspects of</p> <ul style="list-style-type: none">Human Geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water supplies. <p>To Investigate Places</p> <ul style="list-style-type: none">I can collect and analyse statistics and other information in order to draw clear conclusions about locations.I can identify and describe how the physical features affect the human activity within a location.

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)
Listening and Responding Skills		
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.		
Speaking Skills		
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.		
Reading and Responding Skills		
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.		
Writing Skills		
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.		
Grammar Skills		
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> .		
Language skills		
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.

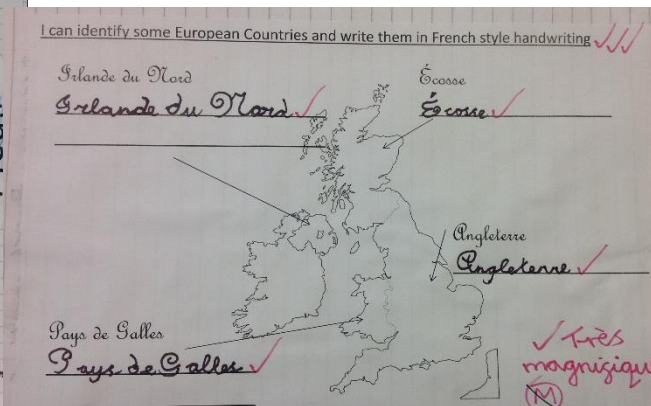
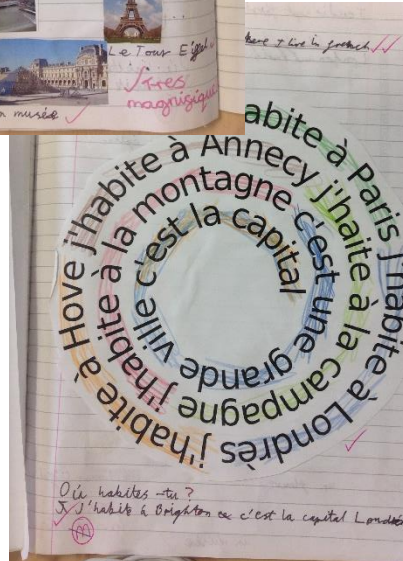
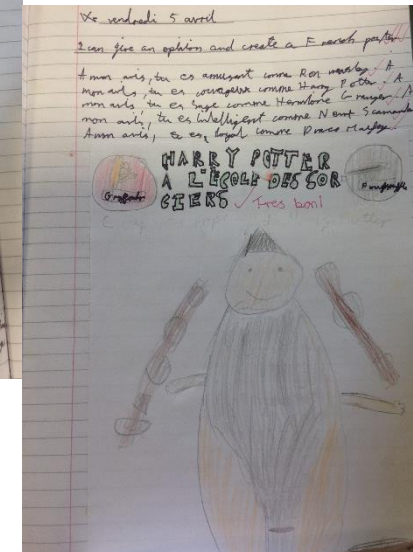
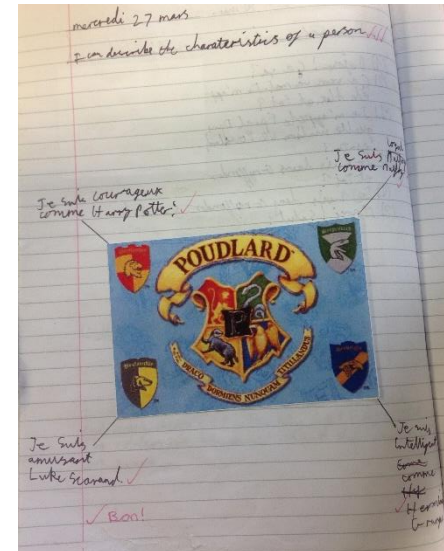
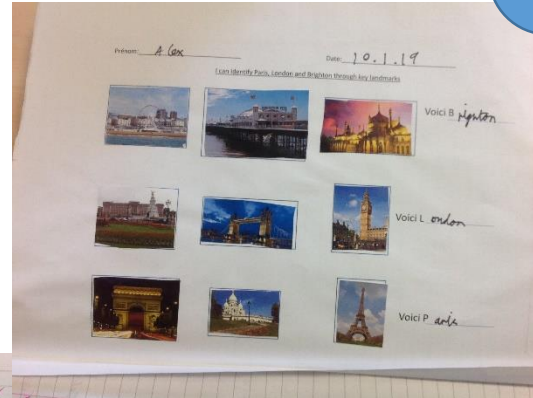
I am a Linguist

Year 6

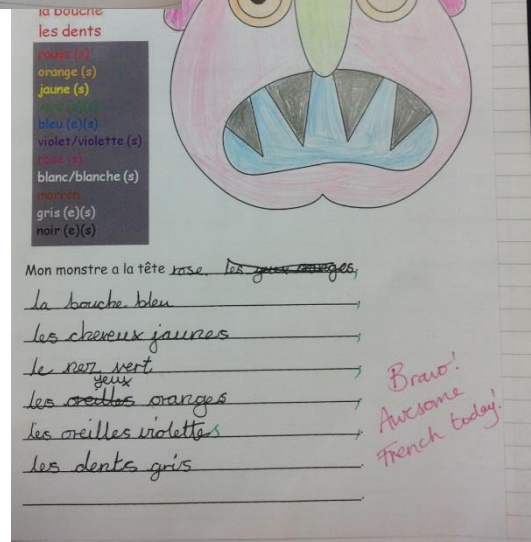
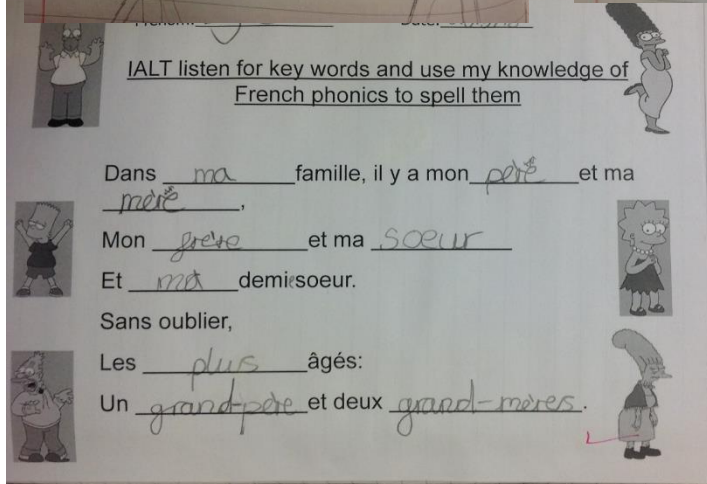
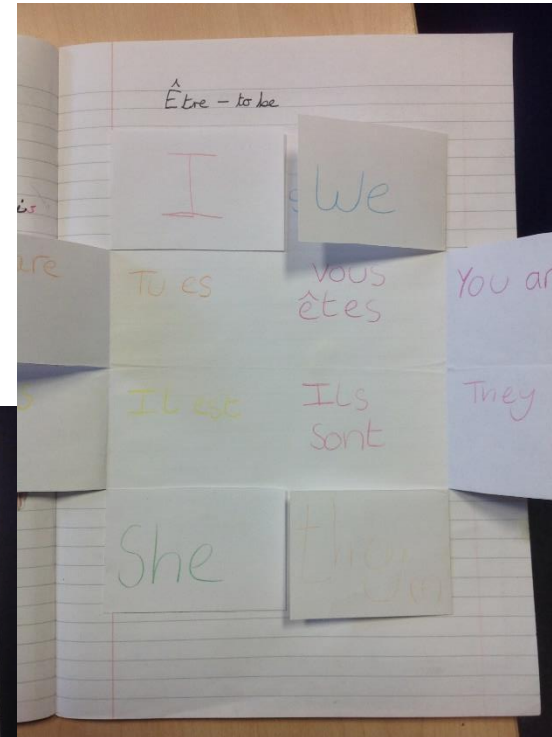
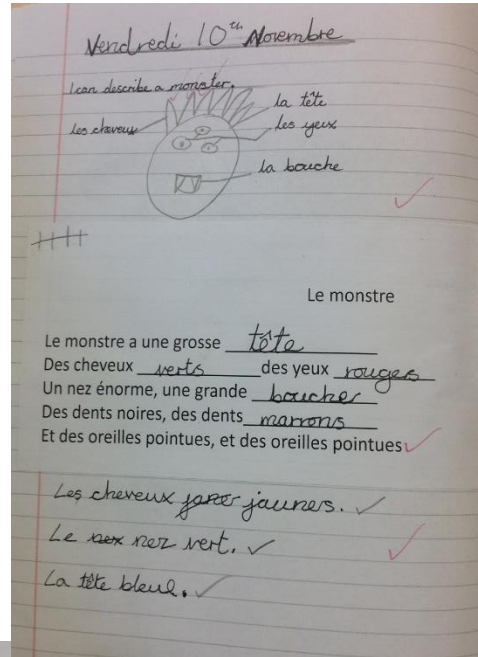
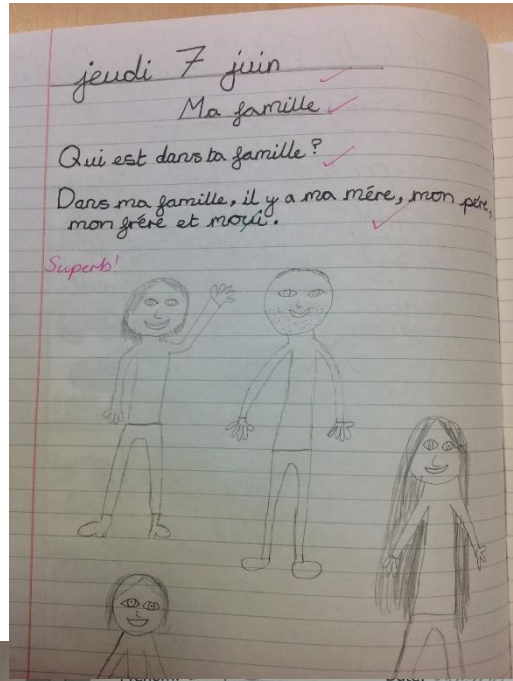
	Date of the lesson you learned or used this skill	Confidence with this skill (teacher ticks)
Listening and Responding Skills		
I can recognise and understand familiar spoken phrases and will ask for repetition when needed.		
I can understand simple descriptions when familiar and unfamiliar language is 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.		
Speaking Skills		
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.		
Reading and Responding Skills		
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.		
Writing Skills		
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.		
Grammar Skills		
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.		
Language skills		
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.



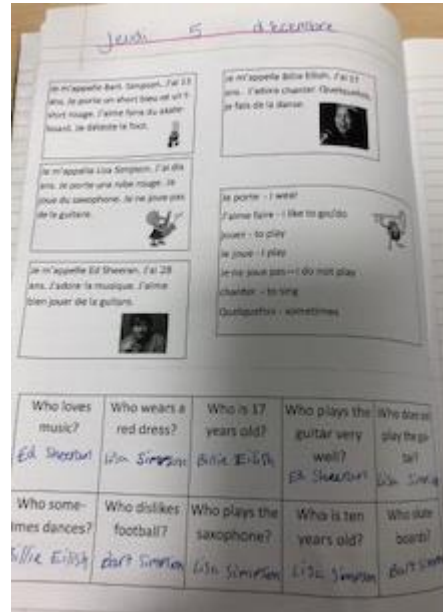
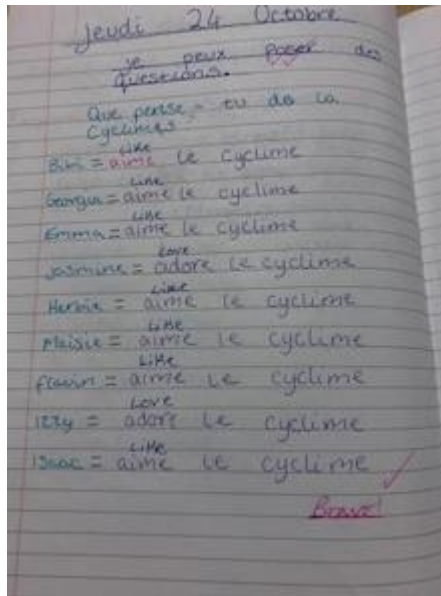
Standards in Year 4



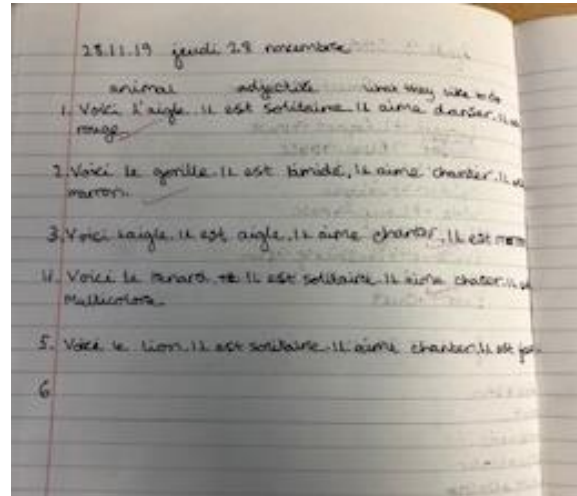
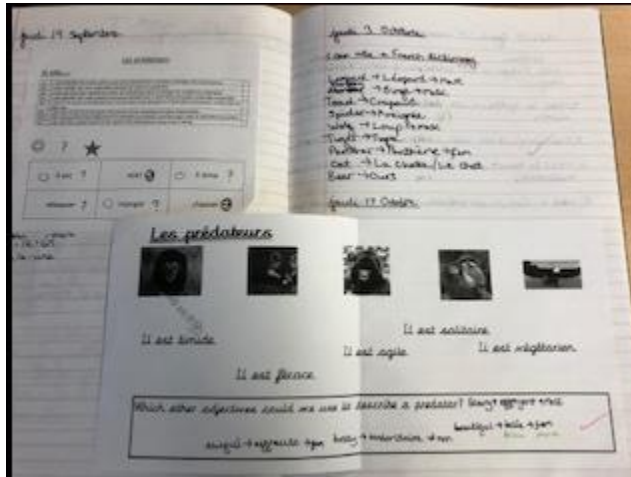
Standards in Year 5



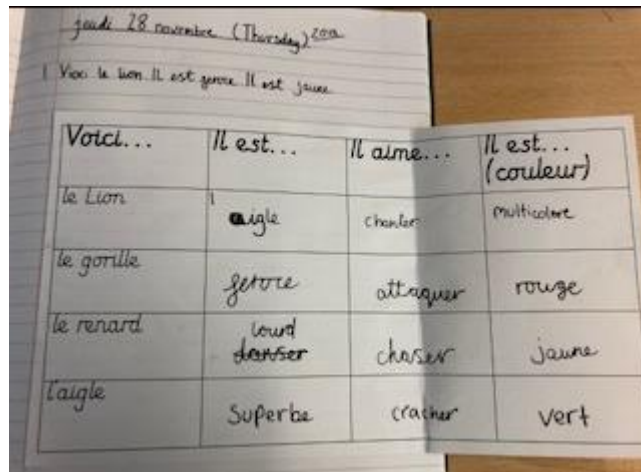
Year 5 are trialling using their books as jotters – making their own notes and recording helpful words and sentences in their own way.



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 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 23rd November 2018 at the British Academy.
How to cite this paper: Holmes, R. and Miles, F. (2019). White Paper: Primary Languages Policy in England – The Way Forward. RPL. www.rpl.ac.uk/

ALL-PARTY PARLIAMENTARY GROUP on MODERN LANGUAGES

Chair: Nia Griffith MP (Lab); Co-Chair: Baroness Cossins (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