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|------------------------------|---|
| Long Term Learning | <p>It is vital that children can transfer new knowledge into their long-term memory so that their learning becomes secure and meaningful. In French, this is especially important, as pupils need to retain key vocabulary, grammar structures, and phonics to build increasing confidence and fluency in the language.</p> <p>Our French curriculum is carefully sequenced so that previous learning is continually recapped, revisited, and embedded. Knowledge is revisited in new contexts so that children strengthen their recall and deepen their understanding over time. As pupils move through the school, each year builds on what has come before, ensuring strong progression and long-term mastery of the French language.</p> |
| Co-operative Learning | <p>In French, co-operative learning enables pupils to practise and develop their language skills through meaningful interaction with others. Working in pairs and groups encourages children to use spoken French for real communication—asking questions, sharing ideas, and supporting each other’s understanding of vocabulary and grammar. Collaborative activities such as role-plays, dialogues, games, and problem-solving tasks help pupils build confidence in speaking and listening. By working together, children learn to respect different perspectives, support peers of varying abilities, and develop a stronger sense of enjoyment and motivation in language learning.</p> |
| Real-life Relevance | <p>Real-life relevance underpins our primary school French curriculum by connecting language learning to situations children may encounter in everyday life. We ensure that topics are rooted in familiar contexts—such as greetings, family, food, school routines, hobbies, and local community life—before broadening to wider cultural experiences across the French-speaking world. Pupils learn how French is used in authentic scenarios, including ordering food, asking for directions, shopping, or describing daily activities.</p> <p>Digital tools, songs, stories, and real-world resources—such as French menus, maps, timetables, and videos—help pupils see how their developing language skills apply beyond the classroom. By linking vocabulary and grammar to practical contexts, we make French meaningful and purposeful, empowering children to communicate with confidence and develop an appreciation of the diverse cultures within the Francophone world.</p> |

Rationale

At Clover Hill Primary School, we recognise the entitlement of all pupils to learn a modern foreign language as part of a broad and balanced curriculum. The study of French supports pupils’ linguistic development, cultural understanding and confidence in communication, while also preparing them for further language study at Key Stage 3 and beyond.

French is taught as a statutory subject in Key Stage 2 and contributes to pupils’ wider personal development by fostering curiosity, resilience and respect for other cultures.

Aims and Purposes

The main aim of teaching French at Clover Hill is to develop children's **linguistic competence and confidence**. Through our French curriculum, pupils are supported to:

- Become increasingly familiar with the **sounds, patterns and written forms** of the French language
- Develop key **language-learning skills**, including listening, speaking, reading and writing
- Communicate meaning and ideas in French through structured and creative contexts
- Make links and comparisons between **French and English**, supporting grammatical understanding
- Develop **cultural awareness** by learning about France and French-speaking cultures
- Foster **positive attitudes** towards learning languages
- Apply their knowledge with growing confidence to understand spoken and written French and to express themselves accurately
- Embed French knowledge into **long-term memory**, forming a secure foundation for future language learning at Key Stage 3

French Scheme of Work

Clover Hill Primary School has adopted the **Grammarsaurus French scheme of work** to ensure high-quality, progressive provision.

The scheme has been selected because:

- It provides a **balanced approach**, integrating grammar, phonics and vocabulary rather than focusing on vocabulary alone
- It covers all four strands of language learning: **listening, speaking, reading and writing**
- Cultural elements are embedded throughout units of learning
- Lessons are supported by **step-by-step PowerPoint resources with audio**, enabling confident delivery by non-specialist teachers
- Progression is clearly mapped across Key Stage 2, ensuring knowledge is built systematically

Methodology and Delivery

French is taught by class teachers and delivered through engaging, practical and interactive lessons.

Teaching includes:

- Explicit teaching of **French phonics** to support accurate pronunciation
- Progressive teaching of **French grammar** and sentence structures
- Development of a growing bank of **French vocabulary**
- Opportunities for pupils to **listen to and converse in French**, both as a class and in pairs or groups
- Structured opportunities to **read and write in French**, appropriate to pupils' stage of learning
- Use of **games, songs and rhymes** to support enjoyment, memory and engagement
- Exploration of **French culture**, traditions and daily life

Lessons are designed to be active, inclusive and supportive of long-term memory through regular retrieval and revisiting of prior learning.

Time Allocation

Modern Foreign Languages is a **statutory requirement in Key Stage 2**.

At Clover Hill, French is taught through a **weekly lesson in KS2**, ensuring regular exposure and progression over time. One lesson per term has a French cultural capital focus.

Inclusion and Adaptive Teaching

At Clover Hill, inclusion in French means ensuring that all pupils can access and engage meaningfully with language learning, regardless of ability or need.

Adaptive teaching strategies include:

- Use of **visual supports** such as vocabulary mats, phonics charts, gestures and illustrated word banks

- Chunking instructions into manageable steps, supported by **modelled examples and guided practice**
- Scaffolded speaking activities, including sentence starters and paired rehearsal before independent use
- Flexible outcomes allowing pupils to demonstrate learning in different ways, such as:
 - oral responses
 - role play
 - labelled diagrams
 - short written phrases

Levels of challenge are adapted within lessons, and understanding is checked regularly to ensure that French remains **accessible, enjoyable and meaningful for all learners**.

Equal Opportunities

All pupils have an entitlement to participate fully in French lessons. Our teaching is designed to ensure that every child—regardless of background, ability, or need—can access and enjoy language learning. We use high-quality resources that reflect diverse cultures and positive representations of race, gender, and disability, helping pupils recognise themselves in the curriculum and promoting respect for others. Adaptive strategies, such as visual scaffolds, vocabulary mats, chunked instructions, and supported speaking activities, ensure that all learners can make meaningful progress. Through an inclusive and culturally rich French curriculum, we aim to nurture confidence, curiosity, and a strong sense of belonging for every pupil.

Planning for French

Planning for French is supported by the **Grammarsaurus scheme**, which provides:

- A clear **long-term overview** of units and progression
- **Lesson-by-lesson PowerPoint resources** for consistent delivery
- Built-in progression in phonics, grammar and vocabulary

Teachers use these resources to ensure consistency while adapting lessons where necessary to meet the needs of their class.

Assessment

Assessment in French is planned and purposeful. At Clover Hill:

- **Grammarsaurus unit assessments** are used to check pupil understanding and retention
- Assessment focuses on listening, speaking, reading and writing skills
- Outcomes inform future teaching and support retrieval of key language and structures

Assessment is used to support learning rather than to create unnecessary workload.

Impact

Through our French curriculum, pupils leave Clover Hill with:

- A positive attitude towards learning languages
- Secure foundations in basic French phonics, grammar and sentence structure
- Confidence to listen, speak and respond in another language
- An appreciation of other cultures and ways of life
- Readiness for further language learning at Key Stage 3

French Cultural Capital Overview

Children will learn

| | Autumn | Spring | Summer |
|--------|--|--|---|
| Year 3 | The geographical position of France, know surrounding countries, seas and oceans. | That the capital is Paris and what the famous landmarks of the city are. | That France is divided into regions and each region is further divided into départements. Compare 2 regions e.g., Normandy in the north with Provence-Alpes- Cotes D'Azur in the south. |
| Year 4 | Christmas traditions in France | Easter (Pâques) traditions in France | The structure of formal education in France (école maternelle; école élémentaire; collège; lycée) |
| Year 5 | The French economy/ currency – tourist areas, main manufacturing / exports – cars, cheese, wine. | The importance of food and wine in French culture; the names of some of the most celebrated dishes in French cuisine; names of key wine producing areas of France. | Famous French people Alain St Maximin (footballer playing for Newcastle), Coco Chanel, Claude Monet |
| Year 6 | French politics compared to the UK - France is a republic with a president and a prime minister, but no ruling monarchy. | Famous French people – Napoleon Bonaparte and the battle of Waterloo | Why Bastille Day is celebrated on 14th July (The French revolution) |

Curriculum Map

| Y3 | Y4 | Y5 | Y6 | Y4/Y5/Y6 Beginners |
|---|---|---|---|--|
| France and its culture (1 session) * | Review Y3 (2 sessions) | Review Y3 → Y4 (2-3 sessions) | Review Y3 → Y5 (3 sessions) | France and its culture (1 session) * |
| Greetings and name (3 sessions) * | Pets (3 sessions) * | Emotions (3 sessions) | The time (3 sessions) * | Greetings and name (3 sessions) * |
| Classroom instructions (3 sessions) | At home (4 sessions) * | Body parts (4 sessions) | Daily routine (3 sessions) * | Numbers 0-20 and age (4 sessions) * |
| Numbers 0-20 and age (5 sessions) * | Going to school (2 sessions) | At the doctor's (3 sessions) | Physical description (4 sessions) * | Colours (3 sessions) * |
| The French alphabet (3 sessions) | In the classroom (4 sessions) | Countries & cities (3 sessions) * | Personality (3 sessions) * | Numbers 20-50 (3 sessions) * |
| Colours (3 sessions) * | Lunch at school (3 sessions) | Travel around the world (3 sessions) | Clothes and colours (5 sessions) * | The date and birthdays (3 sessions) * |
| Numbers 20-50 (3 sessions) * | School subjects (3 sessions) * | French speaking countries (2 sessions) | Going shopping for clothes (3 sessions) | My family (3 sessions) * |
| The date and birthdays (3 sessions) | Sports and hobbies (4 sessions) * | Nationality and languages (3 sessions) * | In the city and directions (5 sessions) * | Pets (3 sessions) * |
| The Very Hungry Caterpillar (3 sessions) | Play an instrument (3 sessions) * | Numbers 50-100 (3 sessions) * | Snacks and drinks at the café (4 sessions) * | School subjects (3 sessions) |
| My family (3 sessions) * | The weather and seasons (3 sessions) * | Euros (3 sessions) * | Occupations/professions (3 sessions) * | Sports and hobbies (4 sessions) * |
| At the farm (3 sessions) | Fruits and at the market (3 sessions) | At the supermarket (4 sessions) | A letter from France (3 sessions) | The weather and seasons (3 sessions) |

Progression Map

FRENCH CURRICULUM PROGRESSION MAP

Y6

(Speaking/Listening/Reading/Writing)

- Talk about myself (Review of previous years)
- Tell the time
- Talk about my daily routine
- Describe myself/others physically
- Describe my personality/others' personality
- Describe the clothes that I/others wear
- Shopping for clothes
- Name places in a city and ask for directions
- Order food and drinks at a cafe
- Professions/occupations
- Write a letter to a French penpal

Y5

(Speaking/Listening/Reading/Writing)

- Talk about myself (Review of Y3 and Y4)
- Say how I feel (according to gender)
- Name all the body parts
- Say where it hurts/Name illnesses
- Say where I live (cities and countries)
- Say how I travel to continents/countries
- Discover French speaking countries
- Say my nationality
- Say which language(s) I speak
- Count up to 100
- Use and count euros
- Name food at the supermarket

Y4

(Speaking/Listening/Reading/Writing)

- Talk about myself (Review of Y3)
- Talk about my pets
- Say where I live (housing)
- Say where people are in the house
- Say how I go to school
- Name things in my classroom/pencil case
- Talk about lunch at school
- Talk about school subjects
- Talk about sports and hobbies
- Say if I play an instrument
- Describe the weather conditions
- Talk about fruits and ask for them at the market

Y3

(Speaking/Listening/Reading/Writing)


- Talk about France and French culture
- Greet others and introduce yourself
- Understand classroom instructions
- Say the French alphabet and spell your name
- Count up to 20 and say your age
- Talk about colours
- Count up to 50
- Say the date and your birthday
- Talk about my family
- Name food items and tell a story
- Talk about farm animals



Year 3 Progress Ladder

| Some children will not have made so much progress. | Most children will be able to: | A few children will have progressed further. They will be able to: |
|--|--|--|
| <p>LISTENING</p> <p>They are working towards LL - Grade 1 (see right)</p> | <p>LISTENING LL - GRADE 1</p> <p>understand a few familiar spoken words and phrases - e.g.</p> <ul style="list-style-type: none"> - greetings - classroom instructions - a few words and phrases in a song or a rhyme - numbers 0-50 - months and days - family members | <p>LISTENING LL - GRADE 2</p> <p>understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> - questions about: greetings, name, age, the date, favourite colour, birthday, brothers and sisters, - family description - someone's age - letters of the French alphabet - classroom instructions |
| <p>SPEAKING</p> <p>They are working towards LL - Grade 1 (see right)</p> | <p>SPEAKING LL - GRADE 1</p> <p>say and repeat single words and short simple phrases - e.g.</p> <ul style="list-style-type: none"> - greeting someone - saying: oui, non, s'il vous plait, merci - days of the week - numbers - months - colours | <p>SPEAKING LL - GRADE 2</p> <p>Answer simple questions and give basic information - e.g.</p> <ul style="list-style-type: none"> - saying what my name is - saying how I am feeling - spell my name - how old I am - favourite colour - saying the date - when my birthday is - whether I have siblings |
| <p>READING</p> <p>They are working towards LL - Grade 1 (see right)</p> | <p>READING LL - GRADE 1</p> <p>can recognise and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"> - from songs - labels on familiar objects | <p>READING LL - GRADE 2</p> <p>can understand and read out familiar written phrases - e.g.</p> <ul style="list-style-type: none"> - simple phrases - questions - someone writing about their family - the date |
| <p>WRITING</p> <p>They are working towards LL - Grade 1 (see right)</p> | <p>WRITING LL - GRADE 1</p> <p>can write or copy simple words or symbols correctly - e.g.</p> <ul style="list-style-type: none"> - greetings - numbers - days of the week - colours | <p>WRITING LL - GRADE 2</p> <p>can write one short sentence to a model and fill in the words on a simple form- e.g.</p> <ul style="list-style-type: none"> -personal information: name, age, birthday, brothers and sisters, favourite colour, -greetings |


Year 4 Progress ladder

| Some children will not have made so much progress. | Most children will be able to: | A few children will have progressed further. They will be able to: |
|--|--|--|
| <p>LISTENING LL - GRADE 1</p> <p>understand a few familiar spoken words and phrases - e.g.</p> <ul style="list-style-type: none"> - greetings - classroom instructions - a few words and phrases in a song or a rhyme - numbers 0-50 - months and days - family members | <p>LISTENING LL - GRADE 2</p> <p>understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> - questions about: greetings, name, age, the date, favourite colour, birthday, brothers and sisters, - family description - someone's age - letters of the French alphabet - classroom instructions | <p>LISTENING LL - GRADE 3</p> <p>understand the main points from a short spoken passage made up of familiar language - e.g.</p> <ul style="list-style-type: none"> - a short rhyme or song - the weather forecast - where people are in the house - someone's hobbies |
| <p>SPEAKING LL - GRADE 1</p> <p>say and repeat single words and short simple phrases - e.g.</p> <ul style="list-style-type: none"> - greeting someone - saying: oui, non, s'il vous plait, merci - days of the week - numbers - months - colours | <p>SPEAKING LL - GRADE 2</p> <p>Answer simple questions and give basic information - e.g.</p> <ul style="list-style-type: none"> - saying what my name is - saying how I am feeling - spell my name - how old I am - favourite colour - saying the date - when my birthday is - whether I have siblings | <p>SPEAKING LL - GRADE 3</p> <p>ask and answer simple questions and talk about my interests - e.g.</p> <ul style="list-style-type: none"> - taking part in a dialogue about my hobbies, favourite school subjects and sports; - taking part in a survey about modes of transport to go to school - say if I have pets at home - taking part in a dialogue at the market to buy fruits and vegetables  |
| <p>READING LL - GRADE 1</p> <p>can recognise and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"> - from songs - labels on familiar objects | <p>READING LL - GRADE 2</p> <p>can understand and read out familiar written phrases - e.g.</p> <ul style="list-style-type: none"> - simple phrases - questions - someone writing about their family - the date | <p>READING LL - GRADE 3</p> <p>understand the questions and main point(s) from a short written passage in clear printed script - e.g.</p> <ul style="list-style-type: none"> - very simple part of a dialogue |
| <p>WRITING LL - GRADE 1</p> <p>can write or copy simple words or symbols correctly - e.g.</p> <ul style="list-style-type: none"> - greetings - numbers - days of the week - colours | <p>WRITING LL - GRADE 2</p> <p>can write one short sentence to a model and fill in the words on a simple form- e.g.</p> <p>personal information: name, age, birthday, brothers and sisters, favourite colour</p> | <p>WRITING LL - GRADE 3</p> <p>write a few short sentences with support using expressions which they have already learnt</p> <p>write short sentences using reference materials - e.g.</p> <ul style="list-style-type: none"> - describe where people/animals are in the house - describe things in the classroom - write how I go to school - describe the weather conditions - write about hobbies, favourite sports and school subjects |

Year 5 Progress ladder

| Some children will not have made so much progress. | Most children will be able to: | A few children will have progressed further. They will be able to: |
|--|--|--|
| <p>LISTENING LL - GRADE 2</p> <p>understand a range of familiar spoken phrases – e.g.</p> <ul style="list-style-type: none"> - questions about: greetings, name, age, the date, favourite colour, birthday, brothers and sisters, - family description - someone's age - letters of the French alphabet - classroom instructions | <p>LISTENING LL - GRADE 3</p> <p>understand the main points from a short spoken passage made up of familiar language. – e.g.</p> <ul style="list-style-type: none"> - a short rhyme or song - the weather forecast - where people are in the house - someone's hobbies | <p>LISTENING LL - GRADE 4</p> <p>Understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences – e.g.</p> <ul style="list-style-type: none"> - sentences about people's feelings - sentences describing people's nationality and where they live - sentences describing what transport I am using to travel |
| <p>SPEAKING LL - GRADE 2</p> <p>Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> - saying what my name is - saying how I am feeling - spell my name - how old I am - favourite colour - saying the date - when my birthday is - whether I have siblings | <p>SPEAKING LL - GRADE 3</p> <p>ask and answer simple questions and talk about my interests – e.g.</p> <ul style="list-style-type: none"> - taking part in a dialogue about my hobbies, favourite school subjects and sports; - taking part in a survey about modes of transport to go to school - say if I have pets at home - taking part in a dialogue at the market to buy fruits and vegetables | <p>SPEAKING LL - GRADE 4</p> <p>take part in a simple conversation and express opinions – e.g.</p> <ul style="list-style-type: none"> - say my nationality and where I live - take part in a dialogue at a supermarket - count euros and buy things |
| <p>READING LL - GRADE 2</p> <p>can understand and read out familiar written phrases – e.g.</p> <ul style="list-style-type: none"> - simple phrases - questions - someone writing about their family - the date | <p>READING LL - GRADE 3</p> <p>understand the questions and main point(s) from a short written passage in clear printed script – e.g.</p> <ul style="list-style-type: none"> - very simple part of a dialogue | <p>READING LL - GRADE 4</p> <p>understand the main points and some of the detail from short written texts in familiar contexts – e.g.</p> <ul style="list-style-type: none"> - Two to three sentences of information about someone, directions to go somewhere... |
| <p>WRITING LL - GRADE 2</p> <p>can write one short sentence to a model and fill in the words on a simple form– e.g.</p> <p>personal information: name, age, birthday, brothers and sisters, favourite colour</p> | <p>WRITING LL - GRADE 3</p> <p>write a few short sentences with support using expressions which they have already learnt</p> <p>write short sentences using reference materials – e.g.</p> <ul style="list-style-type: none"> - describe where people/animals are in the house - describe things in the classroom - write how I travel to school - describe the weather conditions - write about hobbies, favourite sports and school subjects | <p>WRITING LL - GRADE 4</p> <p>write a short text on a familiar topic, adapting language which they have already learnt– e.g.</p> <ul style="list-style-type: none"> - two to three sentences describing my nationality, the country I live in and what mode of transport I use when I travel to different countries |

Year 6 Progress ladder

| Some children will not have made so much progress. | Most children will be able to: | A few children will have progressed further. They will be able to: |
|--|--|--|
| <p>LISTENING LL - GRADE 3</p> <p>understand the main points from a short spoken passage made up of familiar language. - e.g.</p> <ul style="list-style-type: none"> - a short rhyme or song - the weather forecast - where people are in the house - someone's hobbies | <p>LISTENING LL - GRADE 4</p> <p>Understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences - e.g.</p> <ul style="list-style-type: none"> - sentences about people's feelings - sentences describing people's nationality and where they live - sentences describing what transport I am using to travel | <p>LISTENING LL - GRADE 5</p> <p>Understand the main points and opinions in spoken passages made up of familiar material from various contexts - e.g.</p> <ul style="list-style-type: none"> - children talking about their likes and dislikes - descriptions of people and what they are wearing - the time - directions - dialogue in a shop/café |
| <p>SPEAKING LL - GRADE 3</p> <p>ask and answer simple questions and talk about my interests - e.g.</p> <ul style="list-style-type: none"> - taking part in a dialogue about my hobbies, favourite school subjects and sports; - taking part in a survey about modes of transport to go to school - say if I have pets at home - taking part in a dialogue at the market to buy fruits and vegetables | <p>SPEAKING LL - GRADE 4</p> <p>take part in a simple conversation and express opinions - e.g.</p> <ul style="list-style-type: none"> - say my nationality and where I live - take part in a dialogue at a supermarket - counting euros and buying things | <p>SPEAKING LL - GRADE 5</p> <p>give a short prepared talk to the class, on a topic of choice, including expressing opinions - e.g.</p> <ul style="list-style-type: none"> - describing myself and what I wear - asking for and giving directions - describing my hobbies, favourite school subject and favourite sports - food I like or dislike - describing my family, where I live and my pets  |
| <p>READING LL - GRADE 3</p> <p>understand the questions and main point(s) from a short written passage in clear printed script - e.g.</p> <ul style="list-style-type: none"> - very simple part of a dialogue | <p>READING LL - GRADE 4</p> <p>understand the main points and some of the detail from short written texts in familiar contexts - e.g.</p> <ul style="list-style-type: none"> - Two to three sentences of information about someone | <p>READING LL - GRADE 5</p> <p>Understand the main points and opinions in written texts from various contexts - e.g.</p> <ul style="list-style-type: none"> - a letter from a French penpal - a description of someone and what they are wearing - a description of the way to go somewhere - a dialogue in a shop/café |
| <p>WRITING LL - GRADE 3</p> <p>write a few short sentences with support using expressions which they have already learnt</p> <p>write short sentences using reference materials - e.g.</p> <ul style="list-style-type: none"> - describe where people/animals are in the house - describe things in the classroom - write how I go to school - describe the weather conditions - write about hobbies, favourite sports and school subjects | <p>WRITING LL - GRADE 4</p> <p>write a short text on a familiar topic, adapting language which they have already learnt- e.g.</p> <ul style="list-style-type: none"> - two to three sentences describing myself, my nationality, the country I live in and what transport I use when I travel to different countries | <p>WRITING LL - GRADE 5</p> <p>Write a short text on a range of familiar topics, using simple sentences - e.g.</p> <ul style="list-style-type: none"> - write paragraphs of three to four sentences about myself, about a picture - write a letter to French penpals - a dialogue in a shop/café |