

Introduction

Following in-depth research into successful language teaching, both within the UK and abroad, it is important to note the positive impact of introducing pupils to another language at a young age. The content outlined in this document has been specifically selected to enhance pupils' motivation and love for language learning in Key Stage 2, whilst also exposing them to all of the French phonemes. By the end of key stage one, all pupils will have a foundation of listening and saying all French phonemes in the context of simple high frequency words. This language will be practised regularly and used alongside English within the classroom to build confidence and retain learning, committing it to long term memory. The French language will be represented within the classroom environment. This will ensure that all pupils have a basic foundation to build upon in key stage 2, where they will begin to read and write phonemes, broaden their vocabulary and begin applying grammar more precisely. There will not be a timetabled lesson for languages and this content will be taught through exposure during opportunistic times.

Classroom Expectations

Reception	French flag to be on display. Salutations to be on display with both English and French. Numbers in French next to numbers in English on normal maths display.
Year 1	Numbers in French next to numbers in English on normal maths display Colours displayed
Year 2	Days of the week and months of the year displayed next to English Animals with French and English on display. Numbers in French next to numbers in English on normal maths display.

Early Group	Coverage Expectation	How we deliver it
Reception	<p style="background-color: yellow;">Autumn 2 – ongoing:</p> <p><u>Salutations:</u> Bonjour (Good morning/Good Afternoon), Salut (Hi), Madame (Mrs), Monsieur (Mr), au revoir (goodbye)</p> <p>s'il vous plait (please), merci (thank you).</p>	<ul style="list-style-type: none"> When welcoming children into the classroom at different points of the day. When acknowledging children in the classroom. Encouraging pupils during adult intervention. During the register. When children are leaving the room. Use songs – see Powerpoint for links.

	<p>Spring 1 to Summer 2: Numbers to 5 – un (one), deux (two), trois (three), quatre (four), cinq (five).</p>	<ul style="list-style-type: none"> • Practice counting to cinq using a PowerPoint with visual representation. • When lining up, count children gradually up to 5. • Countdown to get classroom tidy or sit down on the carpet. • Use songs – see Powerpoint for links.
Year 1	<p>Must continue to reinforce learning from Reception. Autumn 1: review numbers to 5; then move onto numbers 5-10 un (one), deux (two), trois (three), quatre (four), cinq (five), six (six), sept (seven), huit (eight), neuf (nine), dix (ten).</p> <p>From spring onwards: Colours introduce primary colours first: jaune (yellow), bleu (blue), rouge (red) Secondary colours next: orange (orange), vert (green), violet (purple).</p> <p>N.B. only introduce colour name, do not link to adjectives yet as it is too complex.</p>	<ul style="list-style-type: none"> • Practice counting to dix using a PowerPoint with visual representation. • When lining up, count children gradually up to 10 • Countdown to get classroom tidy or sit down on the carpet. • Use songs – see Powerpoint for links • Have a counting song to 10 in Maths • Introduce using PPT and songs • Link to primary and secondary colours in art lessons • Use when getting exercise books/colouring pencils • Use colour by number (by summer term) • Les couleurs d’Elmer (French book).
Year 2	<p>Must continue to reinforce learning from Reception and Year 1.</p> <p>Autumn 1 ongoing: Days of the week and months of the year</p> <p>Animals – introduce one a term.</p>	<ul style="list-style-type: none"> • Introduce days of the week and months of the year gradually alongside daily date in English (mention August in September as

	<p>Autumn introduce chien (dog) and link to counting: un chien; deux chiens, trois chiens...</p> <p>Spring: panthère (panther) and link to counting.</p> <p>Summer: araignée (spider) and link to counting: une araignée, deux araignées...</p> <p>From Spring onwards Colours: brun /marron (brown), blanc (white), noir (black), gris (grey) N.B. only introduce colour name, do not link to adjectives yet as it is too complex.</p>	<p>this will be the only month not covered)</p> <ul style="list-style-type: none"> • The Very Hungry Caterpillar (La Chenille qui fait des trous). • Use PPT and songs to introduce animals and counting. • Link to colours in art lessons • Use when getting exercise books/colouring pencils • Use colour by number (by summer term) • Les couleurs d'Elmer (French book).
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