

## Implementation of French Lessons

### What would we expect to see in a French lesson in our school?

- Children working on objectives in line with the National Curriculum and aligning with the 12 DFE KS2 Modern Foreign Languages Program of Study Attainment Targets.
- Lessons use the Primary Languages Network scheme of work, using additional teaching material selected to enhance children's retention of knowledge and progression of skills.
- Current lesson is placed within the sequence of learning following the medium-term plan, situated in the framework of the long-term plan.
- Lessons begin with recap of previous learning, revising knowledge of vocabulary and French phonics. Opportunities for recall and retrieval are available as explicit learning opportunities in every lesson.
- New vocabulary and structures are introduced, and repeated several times by class teacher or native speaker on video link; children are encouraged to be language detectives to identify and replicate sounds.
- Children read and repeat new vocabulary and structures, often in the form of interactive games, songs, rhymes and videos.
- Children have a chance to practise their speaking independently, in small groups and with the teacher.
- Writing, reading, speaking and listening tasks relate directly to one of the 12 DFE KS2 Modern Foreign Languages Program of Study Attainment Targets, and focus on retaining knowledge.
- Children regularly record written work in their French books, which are used as a way to revisit and revise vocabulary, grammar and phonics as children progress through KS2.
- Lesson sequences ensure that within each unit, speaking, listening, reading and writing are regularly practised develop and retain knowledge and language skills.
- Children are regularly introduced to and encouraged to explore ideas of French and francophone culture and geography.

### An outline of a St Charles French Lesson:

1. Recap of previous learning, opportunities for active recall and retrieval.
2. New vocabulary, sounds and structures are introduced, identified and replicated.
3. Group practise - children practise newly acquired knowledge using songs, games and speaking activities.
4. Independent tasks in Reading, Writing, Speaking or Listening that require independent production or identification of new knowledge (recorded in books if written).
5. Plenary - further speaking/listening recap activity for retention of vocabulary, structures and pronunciation.

