

## Statement of Intent for Languages – Villiers Primary School

The core language taught at Villiers Primary School is French. Our planning is based on the New Primary French Scheme, which covers all the components of the Programme of Study. It is our intention that all children in Key Stage 2 will access quality first teaching of French in order to lay the foundations for further language learning in future.

### Our aims in teaching a language:

- To develop an interest in learning other languages.
- To introduce young children to another language in a way that is enjoyable and stimulating.
- To encourage children's confidence and creative skills.
- To stimulate and encourage children's curiosity about language.
- To encourage children to be aware that language has a structure and that the structure differs from one language to another.
- To understand basic grammar points that link to another language.
- To help children develop their awareness of cultural differences in other countries.
- To develop listening, speaking, reading and writing skills.
- To lay the foundations for future language learning.

### Progression of skills throughout Key Stage 2

All children begin their language journey in school in Year 3. They begin by learning to read and write simple words and greetings and then move on to showing an understanding of simple classroom commands. The children are also encouraged to speak about themselves during the lesson and begin to engage in conversations by giving single words or phrases to answer a question. Children are also encouraged to answer the morning and afternoon register in French every day. Following New Primary French scheme, Year 3 children cover the following topics:

1. Moi (All about me)
2. Jeux et chansons (Games and songs)
3. On fait la fête (Celebrations)
4. Portraits (Portraits)
5. Les quatre amis (The four friends)
6. Ça pousse! (Growing things)

When the children move up to Year 4, they will then have the opportunity to read and write simple phrases and sentences, understand classroom commands and begin to write one or two short sentences. They will be given the opportunities to listen to a range of familiar statements and questions and be encouraged to sing songs and rhymes from memory. Following New Primary French scheme, Year 4 children cover the following topics:

1. On y va (All aboard)
2. L'argent de poche (Pocket money)
3. Raconte-moi une histoire! (Tell me a story)
4. Vive le sport! (Our sporting lives)
5. Le Carnaval des Animaux (The Carnival of Animals)
6. Quel temps fait-il? (What is the weather like?)

In Year 5, the children will be able to read simple sentences and write two or three sentences on a familiar topic. The children will also be able to understand classroom commands and respond appropriately. Children will be encouraged to talk using a wide range of vocabulary, pronouncing words accurately. Following New Primary French scheme, Year 5 children cover the following topics:

1. Bon appétite, bonne santé (Healthy eating)
2. Je suis le musicien (I am the music man)
3. En route pour l'école (On the way to school)
4. Scène de plage (Beach scene)
5. Le retour du printemps (The return of spring)
6. Les planètes (The planets)

As the children enter Year 6, they will be able to understand the majority of classroom commands and respond appropriately to them. They will also be able to read and write short passages on a familiar topic and will be able to label things that are masculine, feminine and plural. Following New Primary French scheme, Year 6 children cover the following topics:

1. Notre école (Our school)
2. Notre monde (The world around us)
3. Le passé et le présent (Then and now)
4. Ici et là (Out and about)
5. Monter un café (Setting up a café)
6. Quoi de neuf? (What's in the news?)

## Key Vocabulary

	Year 3	Year 4	Year 5	Year 6
Topic 1	<b>Bonjour!</b> Hello! <b>Salut!</b> Hi!/Bye! <b>Ça va?</b> How are you? <b>Ça va bien/mal.</b> I'm fine/not very well. <b>Et toi?</b> And you? <b>Au revoir!</b> Goodbye! <b>Monsieur/Madame</b> Mr/Mrs, Sir/Miss (to teacher) <b>oui, non</b> yes, no <b>Je m'appelle ...</b> My name is ... <b>Comment tu t'appelles?</b> What's your name? <b>voici ...</b> here is ... <b>1-10:</b> un, deux, trois, quatre, 1-10: one, two, three, four, cinq, six, sept, huit, neuf, five, six, seven, eight, nine, dix ten <b>J'ai ...</b> I have ... <b>Quel âge as-tu?</b> How old are you?	<b>Je vais à l'école.</b> I go/I'm going to school. <b>à pied</b> on foot <b>en voiture</b> by car <b>en vélo</b> by bike <b>en bus</b> by bus <b>en train</b> by train <b>Où vas-tu?</b> Where are you going? <b>Je vais ...</b> I'm going ... <b>en Belgique</b> to Belgium <b>en France</b> to France <b>Il fait chaud.</b> It's hot. <b>Il fait froid.</b> It's cold. <b>Il fait beau.</b> It's fine weather. <b>Il fait mauvais.</b> It's bad weather. <b>Il fait du soleil.</b> It's sunny. <b>Il fait du vent.</b> It's windy. <b>Il pleut.</b> It's raining. <b>lundi,</b> Monday, <b>mardi,</b> Tuesday, <b>mercredi,</b> Wednesday,	<b>Dans le sac, il y a ...</b> In the bag, there is ... <b>et</b> and <b>aussi</b> also <b>mais</b> but <b>Il est bon/mauvais.</b> It is good/bad. (m.) <b>Elle est bonne/mauvaise</b> It is good/bad <b>pour la santé.</b> for your health. (f.) <b>Ils sont bons/mauvais.</b> They are good/bad. (m. pl.) <b>Elles sont bonnes/mauvaises.</b> They are good/bad. (f. pl.) <b>un sandwich au jambon</b> a ham sandwich <b>un gâteau</b> a cake <b>une banane</b> a banana <b>une orange</b> an orange <b>du fromage</b> (m.) some cheese	<b>la salle de classe</b> the classroom <b>l'entrée principale</b> (f.) the main entrance <b>la cour</b> the playground <b>le terrain de sport</b> the sports field <b>Je cherche ...</b> I'm looking for ... <b>Je cours.</b> I run/I'm running. <b>Je travaille.</b> I work/I'm working. <b>ici</b> here <b>là</b> there <b>Voici</b> here it is <b>Voilà</b> there it is <b>il est deux heures et quart</b> it's quarter past two <b>il est deux heures moins le quart</b> it's quarter to two <b>il est deux heures cinq/dix/vingt/vingt-</b>

	<b>J'ai sept/huit ans.</b> I'm seven/eight years old.	<b>jeudi</b> , Thursday, <b>vendredi</b> , Friday, <b>samedi</b> , Saturday, <b>dimanche</b> Sunday et and	<b>de l'eau</b> (f.) some water <b>des chips</b> (f. pl.) some crisps	<b>cinq</b> it's five/ten/twenty/ twenty-five past two <b>il est deux heures moins cinq/dix/vingt/vingt-cinq</b> it's five/ten/twenty/ twenty-five to two <b>le déjeuner</b> lunch(time) <b>le professeur</b> the teacher (general term) <b>le maître, la maîtresse</b> primary school teacher <b>Il/Elle a ...</b> He/She has ...
<b>Topic 2</b>	11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt <b>Combien de ...?</b> How many ...? <b>Je préfère ...</b> I prefer ... <b>J'ai ...</b> I have ...	<b>J'adore ...</b> I love ... <b>Je déteste ...</b> I hate ... <b>ça that</b> 21–30: <b>vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente</b> <b>C'est combien?</b> How much is it? <b>un euro</b> one euro <b>C'est super/magnifique/fantastique.</b> It's great/magnificent/fantastic. <b>J'ai</b> I have <b>Je n'ai pas de ...</b> I don't have ...	<b>Tu joues ...?</b> Do you play ...? <b>Je joue du saxophone/piano/violon.</b> I play the saxophone/piano/violin. <b>Je joue de la guitare/clarinette/batterie.</b> I play the guitar/clarinet/drums. <b>Je ne joue pas de/d'</b> I don't play <b>Il/elle joue</b> He/she plays <b>C'est génial!</b> It's brilliant! <b>C'est nul!</b> It's rubbish!	<b>*l'Europe</b> (f.) Europe <b>*l'Afrique</b> (f.) Africa <b>Où est ...?</b> Where is ...? <b>des ...</b> some ... (indefinite plural) <b>le matin</b> the morning <b>l'après-midi (m. or f.)</b> the afternoon
<b>Topic 3</b>	<b>(très) bien</b> (very) well/good <b>Je joue bien au football.</b> I'm good at playing football. <b>Je nage bien.</b> I'm a good swimmer. <b>Je nage.</b> I swim/I'm swimming. <b>Je danse.</b> I dance/I'm dancing. <b>Je chante.</b> I sing/I'm singing. <b>Je lis.</b> I read/I'm reading. <b>Bravo!</b> Well done! <b>Super! Chouette!</b> Super! Cool! <b>Fantastique!</b> Fantastic! <b>Joyeux anniversaire!</b> Happy birthday! <b>Je peux .../Je peux ...?</b> I can .../Can I ...? <b>s'il te plaît</b> please (informal singular) <b>Les mois</b> The months	<b>Regardez.</b> Look. <b>Répétez.</b> Repeat. <b>Écoutez.</b> Listen. 40–90: <b>quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent</b> <b>Il/Elle est ..</b> He/She is ... <b>grand(e)</b> big <b>petit(e)</b> small <b>vrai, faux</b> true, false	<b>Quand je vais à l'école, ...</b> When I go to school, ... <b>Je passe devant ...</b> I pass in front of ... <b>Je traverse la rue</b> I cross the road <b>Je tourne</b> I turn <b>Je vais ...</b> I go <b>cinq minutes plus tard</b> five minutes later <b> finalement</b> finally <b>vrai, faux</b> true, false <b>il est une heure et demie,</b> it's half past one, etc. half past two, etc. <b>Je vais à l'école à huit heures et demie.</b> I go to school at half past eight. <b>à droite</b> to/on the right <b>à gauche</b> to/on the left <b>tout droit</b> straight ahead <b>Je ne comprends pas.</b> I don't understand. <b>Répétez, s'il vous plaît.</b> Repeat, please. (formal or plural)	<b>*un supermarché</b> a supermarket <b>*une boulangerie</b> a baker's (shop) <b>*une boucherie</b> a butcher's (shop) <b>*une épicerie</b> a grocer's (shop) <b>*une pâtisserie</b> a cake shop <b>Il y avait ...</b> There was/were ... <b>maintenant</b> now <b>Qu'est-ce que c'est?</b> What is it? <b>Il/Elle porte ...</b> He/She is wearing ... <b>Il/Elle s'appelle ...</b> His/Her name is ...
<b>Topic 4</b>	<b>Les couleurs:</b> The colours: <b>rouge</b> red <b>rose</b> pink <b>jaune</b> yellow <b>bleu(e)</b> blue <b>vert(e)</b> green <b>noir(e)</b> black	<b>Qu'est-ce que tu fais (lundi)?</b> What are you doing/do you do (on Monday(s))? <b>Je joue au tennis/basket.</b> I play tennis/basketball. <b>Je joue au cricket.</b> I play cricket.	<b>(Le chien) regarde (le chat).</b> (The dog) is watching/ looking at (the cat). <b>(Le bateau) glisse sur la mer.</b> (The boat) is gliding over the sea. <b>(La petite fille) dort.</b> (The little girl) is sleeping.	<b>soixante-et-onze, soixante-douze, soixante-treize, etc., soixante-dix-neuf</b> 71–79 <b>quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois,</b>

	<p><b>blanc(he)</b> white  <b>violet(te)</b> purple (Add -s to all the above if plural)  <b>marron</b> (invariable) brown  <b>orange</b> (invariable) orange  <b>J'ai ...</b> I have ...  <b>un nez</b> a nose  <b>une bouche</b> a mouth  <b>des yeux</b> the eyes  <b>un bras</b> an arm  <b>une jambe</b> a leg  <b>Il/Elle a ...</b> He/She has ...  <b>le nez bleu.</b> ... a blue nose. ...  <b>la bouche bleue.</b> ... a blue mouth. ...  <b>les yeux/cheveux bleus.</b> ... blue eyes/hair.  <b>Il/Elle est grand(e)/petit(e).</b> He/She is big/small.</p>	<p><b>Je fais du vélo.</b> I ride my bike/go cycling.  <b>Je fais du skate.</b> I go skateboarding.  <b>Je fais de la danse/natation.</b> I dance/swim.  <b>zéro</b> zero  <b>boire</b> to drink  <b>manger</b> to eat  <b>le jus d'orange</b> orange juice  <b>le yaourt</b> yogurt  <b>le poisson</b> fish  <b>une pomme</b> an apple  <b>les carottes</b> (f. pl.) carrots  <b>le chocolat</b> chocolate  <b>le coca</b> cola  <b>les pommes frites</b> (f. pl.) chips  <b>les bonbons</b> (m. pl.) sweets  <b>Oui, c'est bon pour la santé.</b> Yes, it's good for your health.  <b>Non, c'est mauvais pour la santé.</b> No, it's bad for your health.</p>	<p><b>(La dame) brosse (les cheveux de la petite fille).</b> (The lady) is brushing (the little girl's hair)  <b>Les gens marchent,</b> The people are walking,  <b>parlent et jouent.</b> talking and playing.  <b>C'est ...</b> It is .../It's ...  <b>Ce n'est pas ...</b> It isn't ...</p>	<p><b>etc., quatre-vingt-neuf</b> 81-89  <b>quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, etc., quatre-vingt-dix-neuf</b> 91-99</p> <p><b>un homme</b> a man  <b>une femme</b> a woman  <b>Qu'est-ce que tu aimes/détestes?</b> What do you like/hate?  <b>Tu veux jouer au rugby/netball/ping-pong?</b> Do you want to play rugby/ netball/table tennis?  <b>Oui, je veux jouer.</b> Yes, I want to play.  <b>Non, je ne veux pas jouer.</b> No, I don't want to play.</p>
<p><b>Topic 5</b></p>	<p><b>le cheval</b> the horse  <b>le mouton</b> the sheep  <b>le lapin</b> the rabbit  <b>la souris</b> the mouse  <b>Il galope.</b> He/It gallops.  <b>Elle court.</b> She/It runs.  <b>Il/Elle est ...</b> He/She/It is ...  <b>gris(e)</b> grey  <b>Non, le lapin ne galope pas.</b> No, the rabbit doesn't , etc.  gallop, etc</p>	<p><b>Où habites-tu?</b> Where do you live?  <b>J'habite dans ...</b> I live in ...  <b>je suis</b> I am  <b>petit(e)</b> small  <b>grand(e)</b> big  <b>lent(e)</b> slow  <b>rapide</b> fast  <b>fort(e)</b> strong  <b>faible</b> weak  <b>féroce</b> fierce  <b>timide</b> shy  <b>Quelle heure est-il?</b> What time is it?  <b>une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures</b>  <b>Il est midi.</b> It's midday.  <b>Il est minuit.</b> It's midnight.</p>	<p><b>au printemps</b> in the spring  <b>en été/automne/hiver</b> in the summer/autumn/winter  <b>clair</b> bright, light  <b>sombre</b> dark  <b>heureux</b> happy  <b>triste</b> sad  <b>Viens/Reste (chez moi).</b> Come/Stay (with me). (informal singular)  <b>Les couleurs sont ...</b> The colours are ...  <b>la fille</b> the girl  <b>trop</b> too  <b>très</b> very</p>	<p><b>une limonade</b> a lemonade  <b>une eau minérale</b> a mineral water  <b>un jus d'orange</b> an orange juice  <b>un verre de coca</b> a glass of cola  <b>un chocolat chaud</b> a hot chocolate  <b>un café</b> a (black) coffee  <b>un café au lait</b> a coffee with milk  <b>une tasse de thé</b> a cup of tea  <b>un paquet de chips</b> a packet of crisps  <b>une portion de frites</b> a portion of chips  <b>une glace au chocolat</b> a chocolate ice cream  <b>une glace à la fraise/ à la vanille</b> a strawberry/vanilla ice cream  <b>Vous désirez?</b> What would you like?  <b>C'est combien?</b> How much is it?  <b>Bon appétit!</b> Enjoy y</p>
<p><b>Topic 6</b></p>	<p><b>Tu aimes ...?</b> Do you like ...?  <b>J'aime ...</b> I like ...  <b>Je n'aime pas ...</b> I don't like ...  <b>beaucoup</b> a lot  <b>Je voudrais ...</b> I would like ...  <b>s'il vous plaît</b> please (formal or plural)  <b>Vous désirez?</b> What would you like? (formal or plural)</p>	<p><b>Il neige.</b> It's snowing.  <b>Il gèle.</b> It's freezing/icy  <b>Quand ..., il te faut</b> When ..., you need ...  <b>Il fait ... degrés</b> it's ... degrees ...  <b>moins.</b> minus  <b>lundi, le 5 juin, etc.</b> Monday 5th June, etc.  <b>le 5 juin, etc.</b> the 5th June, etc.</p>	<p><b>la Terre</b> the Earth  <b>la Lune</b> the Moon  <b>près de</b> near  <b>loin de</b> far  <b>près du Soleil</b> near the Sun  <b>loin du Soleil</b> far from the Sun  <b>un nom (propre)</b> a (proper) noun  <b>un adjectif</b> an adjective  <b>parce que</b> because  <b>elle</b> it (f.)  <b>assez</b> quite, fairly</p>	<p><b>la météo</b> the weather forecast  <b>la mode</b> fashion (fashion pages of a magazine)  <b>la cuisine</b> cookery (cookery pages of a magazine)  <b>C'est beau.</b> It's beautiful.  <b>C'est intéressant.</b> It's interesting.  <b>C'est ennuyeux.</b> It's boring.</p>

	<b>Voilà.</b> There you are. <b>Merci.</b> Thank you. <b>Au revoir.</b> Goodbye. <b>Dans mon panier</b> In my basket <b>il y a</b> there is/there are		<b>très</b> very	<b>C'est dégueulasse.</b> It's disgusting. <b>C'est trop long.</b> It's too long. <b>car</b> as, since, because <b>à mon/son avis</b> in my/his/her opinion
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New Primary French is an interactive scheme that provides flashcards, animations, songs and games for the children to use. It benefits all types of learners and guides teachers through each topic with notes and guidance. As a result, all children are able to receive quality teaching of a new language. Lower ability children receive extra support during the lessons either through a buddy system, use of the Teaching Assistant, visual aids and support from the Teacher.

The scheme also provides in depth planning with suggested activities, key vocabulary and clear objectives for each lesson. These objectives match with our target sheets and ensure that all of the components of the Programme of Study are covered. These objectives are used during the lesson and displayed in the children's workbooks on their Learning Ladder. The children self-assess against these objectives at the end of each lesson and teaching staff tick to show if the children have achieved their learning.

### British Values

At Villiers Primary School, we proudly celebrate different cultures and languages through all areas of the curriculum and as part of our British Values. We treat everyone equally and respect the cultures and beliefs of others. One of the main aspects of British Values is that all children have the right to learn and to grow in confidence. By taking part in a French lesson every week, they have the opportunity to learn new words and phrases, consolidate prior learning and discover other countries that speak other languages. We believe that by equipping the children with the skills and understanding needed to learn a new language, they can go on and apply these vital skills to their future learning and in to their life.