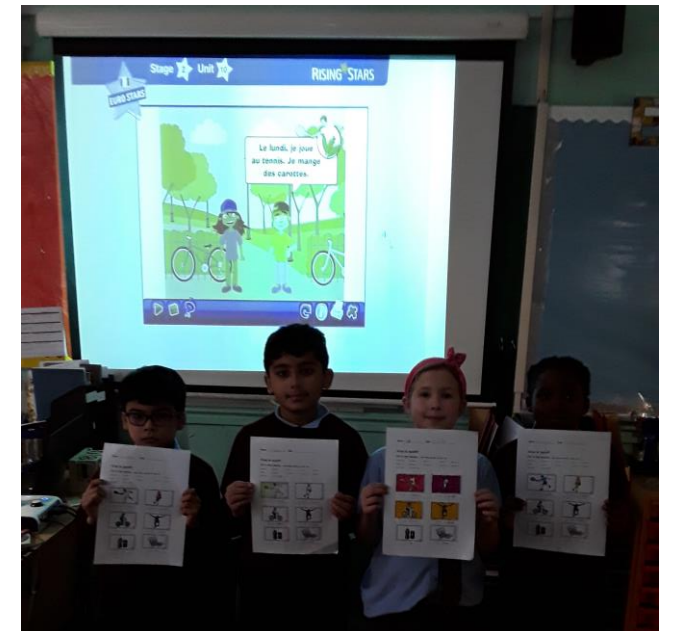




Strategy Statement for French



French Lead

Rachida Bousbaa



Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships



Statement of Intent

Rationale

Plan It French offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum.

Our chosen themes - Time Travelling, Let's Visit a French Town and This Is France - provide an introduction to the culture of French-speaking countries and communities.

It aims to foster children's curiosity and help deepen their understanding of the world.

A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. Enough time is allowed to deepen knowledge and to retain knowledge.

Plan It French enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing.

At the heart of **Plan It French** is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

Children acquire basic skills and understanding of French with a strong emphasis placed on developing their Listening skills.

Through our **Plan It French** scheme, we intend to inspire pupils to develop a love of languages and to explore other countries, cultures and people.

We aim to help children grow into curious, confident and reflective language learners and to provide them with the skills that will equip them for further language studies.



Promoting Personal, Spiritual, Moral, Social and Cultural Development and Fundamental British Values

Speaking French focusses on people and their relationships and has a strong impact on our children's spiritual, moral, social and cultural education.

In every lesson, children are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes.

We encourage children to enquire, consider and question in lessons and beyond.

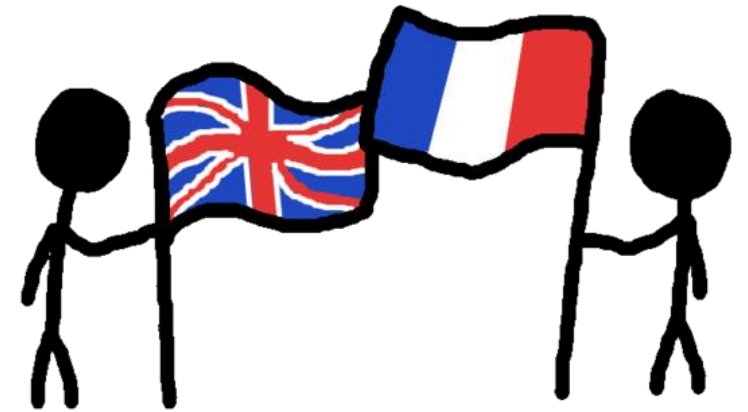


Why is French important to children at Becontree School?

- Learning a language enables children to express their ideas and thoughts in different ways and deepens understanding of other countries and cultures.
- French is widely spoken throughout the world and studying French gives learners an opportunity to make links between other languages and their own.
- People who speak more than one language often have improved memory, problem-solving and critical-thinking skills, and better listening skills.

Our Key Learning Intentions

- We want children to develop an interest in and thirst for learning other languages.
- We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways.
- We aim to improve children's self-efficacy by giving them an environment they are able to succeed in.



What does a linguist do?	How do we encourage children to become linguists?
• They learn to understand, speak and write in a language that is different from their first language. • They study the grammatical rules of a different language. • A linguist can translate and/or interpret one language to another.	• We provide quality lessons with appropriate resources to engage the children. • We explore the patterns and sounds of language through songs, rhymes and stories. • We help children to develop accurate pronunciation so that others understand when they are reading aloud or using familiar words and phrases.



As children at Becontree Primary School love learning French , as they become...

Effective Communicators through:	Responsible and caring citizens through:	Active Contributors through:	Successful and independent learners through:	Confident and ambitious individuals through:
encouragement to participate in conversations, listen to others, respond appropriately and take turns to speak during lessons feeling that their contributions are valued and being taught to respond thoughtfully to others encouragement to debate issues respectfully modelling subject specific language clearly and effectively by teachers with expectation for pupils to include it in their responses 	enabling children to compare their own lives and culture to those of people in France teaching children to celebrate difference and diversity and to learn from others to be mindful of the feelings of others and to always support peers while they are learning and practising a new language. 	working collaboratively on projects engaging in discussions during lessons answering and asking questions 	engaging in self-assessment and evaluation of their work encouragement to practise new language and self-improve teaching children that learning a new language gives a sense of achievement 	exposure to a wide range of knowledge to build understanding and confidence in their own thoughts and opinions exposure to French roles-models and who inspire and influence 



Equality Mission Statement (Equality Act 2010)

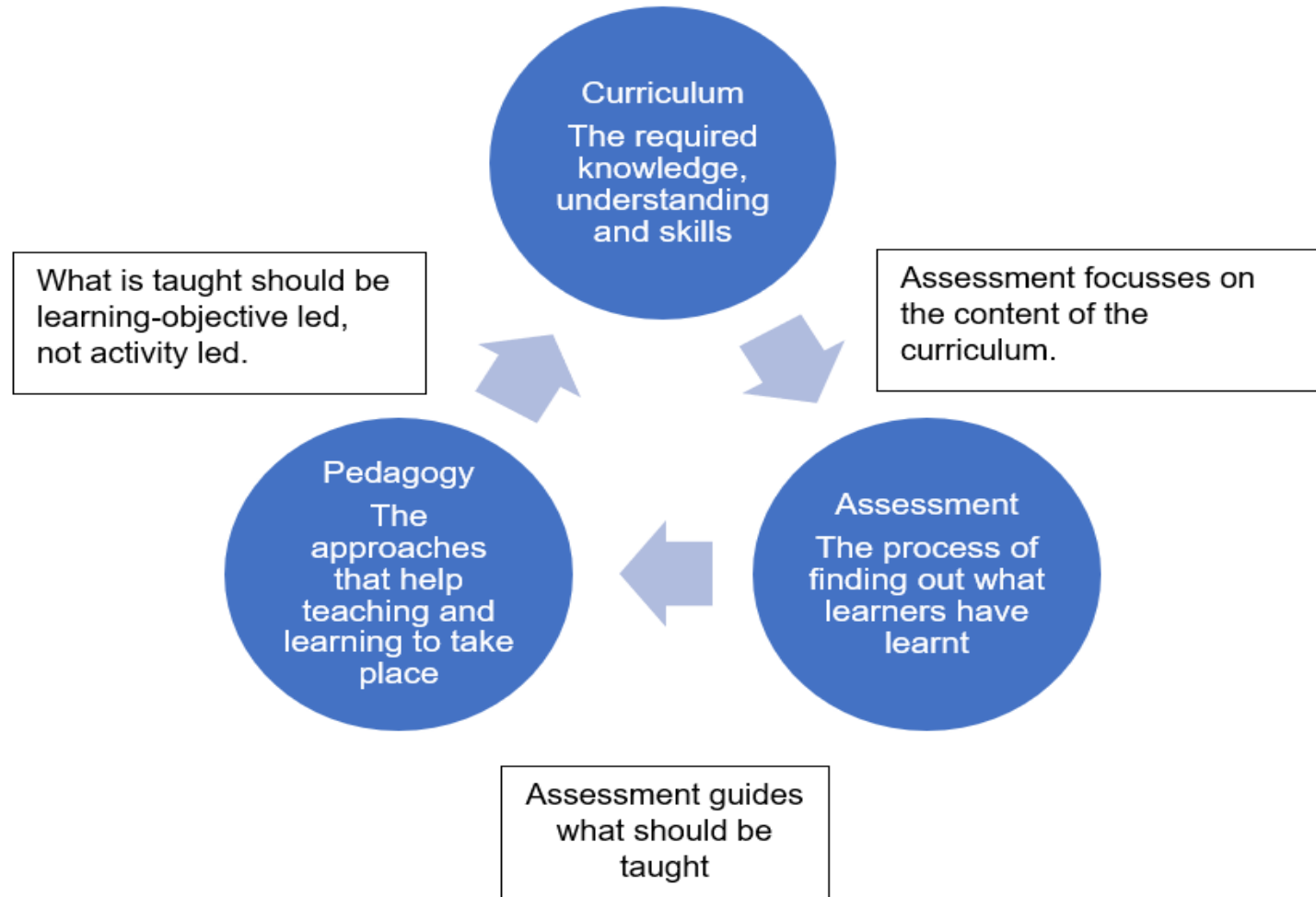
We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'



Implementation

Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



The following are our key beliefs about when and how children learn best.
We believe children learn best when...



...they are taught by well-trained staff who are passionate about teaching and learning.	...they are valued and treated fairly and respectfully.	they have a growth mindset.
...they are given the right level of support and challenge.	...they are interested and engaged.	...new learning makes links with and builds on prior learning.
...they understand the learning objectives and know what success looks like.	...they have opportunities to learn with and from others (collaborative learning).	...they receive regular and timely feedback (from both teachers and peers).
...they are given enough time to practise, consolidate and apply new learning.	...they are taught in a physical space that is conducive to and supports effective learning.	...there is a strong partnership between home and school.

Teaching and Learning Approach (Pedagogy)

Planning and delivery of learning to meet the needs of all children

- French is taught as it is the language taught in most feeder schools.
- **Plan It French** has chosen so that teachers feel confident and supported. All lesson packs contain adult guidance, accurate language subject knowledge and accompanying audio materials.
- Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.
- Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills.
- A series of lessons provide structure and context as well as offering an insight into the culture of French-speaking countries and communities.
- The introduction and revision of key vocabulary and grammatical structures is built into each lesson. Children have opportunities to repeat and revise their learning.
- French is taught for a half an hour weekly in Key Stage 2. (approximately 20 hours over the year)
- Schemes of work are provided for teachers. It is an expectation that these are followed precisely and that any changes are discussed with the subject lead.
- Key vocabulary cards are used to support SEN and LA children.

Developing Long-term knowledge retention

- We allow enough time for teachers to embed new knowledge and vocabulary.
- We use a range of teaching approaches to engage children and help them to remember what they have learnt.
- Children are involved in the compilation of Learning Journeys and have that as a reference to previous learning.
- Teachers have easy access to information about prior learning through the Curriculum Folders and are able to check and re-cap regularly.

Curriculum

Developing Teacher Subject Knowledge

- In school, and external, training and development opportunities
- Shared practice
- The scheme is developed to support teachers with different levels of experience.
- Teaching and Learning Reviews are used to identify areas for further development.
- Links with the French lead at Robert Clack who is helping us establish the new scheme and who will be doing a project in the Summer term with year 6.

Enrichment opportunities

- Children have the opportunity to learn to speak and write in another language.

Finding out what Learners Know

Evidencing Learning Outcomes

- Ongoing Formative Assessment.
- Checking Prior Learning.
- Exit tasks to check End points.
- Learning Journeys are used to evidence learning in lessons.
- Display boards in corridors reflect a selection of topics.

How do we measure IMPACT?

- Looking at work produced
- Interviews with teachers
- Interviews with children
- Lesson observations

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 3	Getting to Know You - To Greet People in different ways. - To exchange names in French. - To discuss how I am feeling.	Getting to Know You - To choose appropriate phrases for the situation. - To recognise and repeat sounds and words accurately. - To use songs to support my learning. - To listen and respond to someone's question. - To apply number word knowledge to make sentences. - Using a French Dictionary. (Extra Session built in)	All About Me - To listen and Respond to Instructions. - To read, listen and respond to vocabulary. - To demonstrate my understanding with actions. - To understand and respond to action words.	All About Me - To listen to and copy pronunciation of colour words accurately. - To ask and answer what is 'there'. - To recognise masculine and feminine clothing nouns. - To use simple conjunctions to link vocabulary for clothes and accessories. - To have a simple conversation about clothes.	Food Glorious Food - To follow a familiar story in French. - To use determiners for identifying quantities in making polite requests. - To use the definite article when generalising. - To give a preference for or against things.	Food Glorious Food - To describe the colour(s) of an object by modifying adjectives. - To begin to place adjectives appropriately before or after the noun they modify. - To begin to understand that adjective spelling depends on number and gender. - To use a range of grammar structures to practise a set of vocabulary groups.
Yr 4	Family and Friends - To present a picture of family members using possessive adjectives. - To develop strategies for remembering new language. - To match subject and verb correctly when talking about pets. - To recognise and repeat sounds and words with increasing accuracy. - To use songs or rhymes to help me remember new language.	Family and Friends - To make links between known and new structures. - To use a range of vocabulary to create different sentences. - To use French pronunciation of the alphabet to spell words. - To make new sentences about homes by substituting different vocabulary. - Using a French Dictionary. (Extra Session built in)	Our School - To ask and explain where things are in the classroom. - To describe the contents of my pencil case. - To express opinions about school subjects.	Our School - To listen to commands and follow instructions. - To ask and answer questions about places in school. - To construct simple sentences to say what I like to do at school.	Time - I can recognise and repeat sounds and words with increasing accuracy. - I can make links between known and new vocabulary using sound and spelling. - I can recognise, say and respond to a set of vocabulary. - I can listen, read and respond to a set of vocabulary.	Time - I can speak in sentences using known vocabulary and grammar. - I can use known language to present information about French festival dates. - I can begin to conjugate the verb 'to be' for past and future tense.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 5	All Around Town - To listen carefully and pronounce unfamiliar words with increasing accuracy. - To listen carefully, repeating and responding to key words and phrases. - To use familiar sounds and spellings to help me recognise and learn new language.	All Around Town - To apply my knowledge to help me predict, say and spell new language. - To select and present information to other people. - To use a bilingual dictionary to develop my vocabulary around a given topic.	On the Move - To tell other people about types of transport. - To use the verb 'to go' in a simple sentence. - To recognise and pronounce a familiar spelling pattern in different words.	On the Move - To use my knowledge of actions and directions to give instructions. - To combine familiar language to create a new set of sentences. - To give a sentence subject-verb agreement.	Gone Shopping - I can express an opinion in French. - I can write sentence answers to a question, using quantifiers. - I can change the French word for 'the' to the French word for 'some'. - I can use adjectives to describe nouns. - I can answer questions in a complete sentence.	Gone Shopping - I can answer questions in a complete sentence. - I can ask and answer questions in French. - I can take part in role play, speaking in French.
Yr 6	Where in the World - I can speak in a sentence to answer a question. - I can write a sentence to answer a question. - I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition. - I can use an English/French dictionary to translate from English to French.	Where in the World - I understand that because a continent is always feminine the preposition 'en' is always used for 'in'. - I can speak in a complete sentence. - I can use the past tense in a sentence. - I can write a sentence and adapt it to create a new sentence. - I can use pronouns.	What's the Time? - I can say and write a sentence to tell the time. - I can say/write at what time I do things. - I can answer and ask a question about a TV schedule.	What's the Time? - I can say and write a sentence to tell the time. - I can read and interpret a school timetable. - I can take part in a Maths lesson on counting and time, in French.	Holiday and Hobbies - I can write answers to a question in a sentence. - I can use the third person plural of a verb in sentences. - I can speak a sentence describing the weather. - I can present the weather forecast to a range of audiences. - I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition.	Holiday and Hobbies - I can speak a sentence about going on holiday. - I can use the correct form for the possessive 'my.' - I can engage in conversations, ask and answer questions, express opinions and respond to those of others. - I can answer a question about hobbies, orally and in writing. Language Ambassador's Project with Robert Clack Secondary School

French Vocabulary Booklets (Classroom Use)

Purpose of the Vocabulary Booklet

Each pupil has access to a dedicated French vocabulary booklet, designed specifically for use within the classroom. The primary purpose of this booklet is to support pupils' memory and retention of key French vocabulary, enabling them to recall words and phrases confidently. It also promotes consistency across lessons, ensuring that all pupils are exposed to the same terminology and spelling. By providing a central reference point, the booklet reinforces learning and helps pupils make connections between topics, enhancing both short-term recall and long-term retention.



Organisation of the Booklet

The vocabulary booklet is carefully organised into clear topic-based sections to reflect the progression of the curriculum. Each section lists the French word alongside its English meaning, often accompanied by visual prompts or symbols to aid understanding and support pupils with different learning styles.

Autumn Term - Getting to Know You			
French	English	French	English
Male		Counting 0-10	
Bonjour	Hello	Zéro	0
Bonjour	Good evening	Un	1
Bonne nuit	Good night	Deux	2
Salut	Hi	Trois	3
What's Your Name			
Je s'appelle	My name is...	Quatre	4
Comment ça va?	What's your name?	Cinq	5
Monsieur	Mr	Six	6
Madame	Mrs	Sept	7
Monsieur/Madame	Miss	Huit	8
How Are You			
Comment ça va?	How are you doing?	Dix	10
Bien	Goodbye	How many is this?	
Très bien	Very well	Plus	more
Comme ci, comme ça	Not too badly	Moins	Take away / less
Ça va un peu très bien	Not very well	Moins	Take away / less
Ça va pas très bien	Not very well	How old are you?	
Merci	Thank you	Quel âge as-tu?	How old are you?
Salut	And you?	Combien ans?	How many years old?
Goodbye!		Years!	
Adieu!	Bye!	Année	Happy Birthday
À la revoir	Goodbye - You'll be back soon	Bon 2 ^e anniversaire	
A bientôt	See you soon		
À tout à l'heure	See you tomorrow		
A demain	See you tomorrow		
Bonne fin de semaine / Bon week-end			

[illegible][illegible]

Active Classroom Use

The vocabulary booklet is not a passive resource but an active learning tool. Teachers regularly refer to it during lessons for retrieval practice, sentence-building exercises, oral rehearsal, and reinforcement activities. Pupils are encouraged to use the booklet to check spellings, recall words for writing tasks, and practise pronunciation. By integrating the booklet into daily teaching, vocabulary becomes a living part of classroom learning rather than a static reference sheet, fostering engagement and ensuring that pupils use French actively and confidently.

Supporting Independence

A key aim of the vocabulary booklet is to develop pupils' independence as language learners. Pupils are encouraged to self-check their spelling, revise vocabulary regularly, and self-correct during speaking and writing activities. The booklet serves as a scaffold, enabling learners to take ownership of their progress, practise new language confidently, and develop strategies for remembering and applying vocabulary without constant teacher intervention. Over time, pupils become more self-reliant and confident in using French in both structured lessons and informal classroom situations.



French Club (Extracurricular Enrichment)



Purpose of the French Club

The French Club is designed to provide pupils with an informal and enjoyable environment in which to explore the French language beyond the structure of regular classroom lessons. Its purpose is to encourage curiosity, creativity, and a love of languages by offering engaging activities that complement the formal curriculum. The club supports pupils in consolidating and extending their classroom learning, provides additional speaking and listening opportunities, and allows pupils to experiment with language in a fun, low-pressure setting. By participating in the club, pupils develop cultural awareness, broaden their vocabulary, and gain confidence in using French in authentic and practical contexts. The club also fosters social skills and teamwork, as pupils collaborate in games, role-play, and group activities.

Structure and Focus

The French Club follows a structured yet flexible programme, with weekly themed sessions that align closely with classroom topics to reinforce and extend learning. Each session incorporates a variety of engaging methods to maintain pupil interest and promote active participation:

Games: Interactive games such as memory cards, vocabulary challenges, and language-based quizzes encourage pupils to practise French vocabulary and phrases in a playful and memorable way.

Crafts and Creative Activities: Hands-on activities, such as drawing, colouring, or making posters related to French vocabulary or cultural celebrations, provide multisensory learning experiences. These activities also enable pupils to apply their language knowledge in a creative context.

Speaking and Listening Opportunities: The club places strong emphasis on oral communication, providing safe and supportive opportunities for pupils to practise speaking and listening in French. Role-play scenarios, conversational exercises, and partner activities build fluency and confidence.

Impact

The French Club has a significant positive impact on pupils' language learning and overall development:

Confidence Building: Pupils gain confidence in using French spontaneously, practising both familiar and newly introduced language without fear of mistakes.

Reinforcement of Classroom Learning: The club revisits key vocabulary, phrases, and grammar introduced in lessons, providing additional repetition and consolidation in an enjoyable setting.

Development of Enthusiasm for Languages: By making language learning fun and interactive, the French Club nurtures a lifelong interest in languages and intercultural understanding.

Social and Collaborative Skills: Pupils work together in group games, role-play, and creative activities, enhancing teamwork, cooperation, and communication skills.

Inclusive Access: The club is open to all pupils, ensuring that every child has the opportunity to benefit from extra-curricular language enrichment, regardless of their proficiency level.

Overall, the French Club is a vibrant extension of the school's French curriculum, providing pupils with enjoyable, immersive experiences that complement classroom teaching while fostering enthusiasm, independence, and practical language skills.

Labelling the School Environment in French

Purpose of Environmental Print

Labelling areas and resources throughout the school in French creates a natural, immersive language environment where pupils encounter French vocabulary repeatedly in real-life contexts. This approach encourages incidental learning, as pupils begin to recognise and internalise words simply through exposure during their daily routines.

Reinforcing Vocabulary Daily

Repeated exposure to French words in authentic contexts allows pupils to internalise vocabulary naturally, without the need for formal instruction every time. For example, pupils learn to associate the written word “la bibliothèque” with the library simply by seeing the label whenever they enter the space. Teachers can reinforce these labels by referring to them during lessons, transitions, or daily routines, providing additional retrieval practice in context. This daily reinforcement supports long-term retention and helps pupils develop confidence in recognising and using French in meaningful ways.

Overall Impact

A well-labelled, bilingual school environment supports language acquisition, promotes independence, and enhances engagement with French in both structured lessons and informal interactions. Pupils develop a stronger sense of confidence and familiarity with the language, contributing to the school’s overarching goal of creating enthusiastic, competent young language learners.

La salle de classe

Classroom



Le bureau principal d'accueil

Main reception office



Le bureau de la directrice

The Headteacher's office



La salle d'informatique

The ICT room



La salle polyvalente

Hall



La cour de récréation

The playground



Le couloir

The corridor



La cantine

The canteen



Les toilettes

(garçons)
Toilets

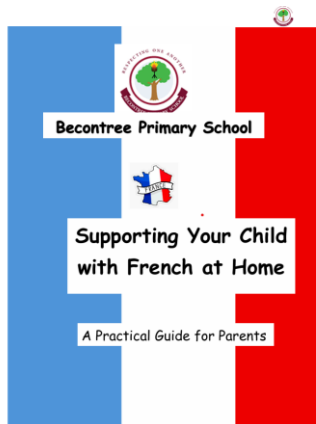


La bibliothèque

The library



Home–School Support



Parent Engagement

Engaging parents in their child’s French learning is a key component of the school’s strategy to reinforce language acquisition beyond the classroom. To facilitate this, parents are provided with a comprehensive “**Support Your Child with French at Home**” **booklet**, designed to be accessible, practical, and easy to use. The booklet serves as a bridge between school learning and home practice, enabling parents to actively support their child’s progress regardless of their own language knowledge.

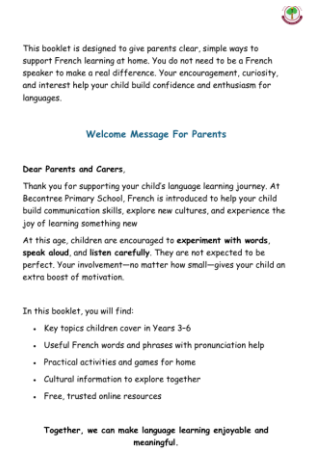
The booklet includes:

Simple Phrases to Practise Together: Core greetings, numbers, and useful words and phrases are provided so parents and pupils can practise speaking and listening together in short, manageable sessions. This promotes confidence, fluency, and repetition in a supportive home environment.

Games and Activities to Reinforce Learning: Engaging, low-preparation games such as matching cards, memory challenges, and interactive activities are included to make language practice fun and motivating. These activities provide opportunities for pupils to consolidate vocabulary and sentence structures learned in class.

Free Online Resources and Child-Friendly Websites: The booklet directs parents to high-quality, safe, and age-appropriate online resources that support independent practice. These include websites with interactive games, songs, stories, and quizzes, allowing pupils to explore French in a playful and engaging way at home.

By providing structured, practical guidance, the booklet empowers parents to take an active role in their child’s language development, reinforces classroom learning, and encourages regular exposure to French outside of school hours.



This booklet is designed to give parents clear, simple ways to support French learning at home. You do not need to be a French speaker to make a real difference. Your encouragement, curiosity, and interest help your child build confidence and enthusiasm for languages.

Welcome Message For Parents

Dear Parents and Carers,

Thank you for supporting your child's language learning journey. At Becontree Primary School, French is introduced to help your child build communication skills, explore new cultures, and experience the joy of learning something new.

At this age, children are encouraged to experiment with words, speak aloud, and listen carefully. They are not expected to be perfect. Your involvement—no matter how small—gives your child an extra boost of motivation.

In this booklet, you will find:

- Key topics children cover in Years 3-6
- Useful French words and phrases with pronunciation help
- Practical activities and games for home
- Cultural information to explore together
- Free, trusted online resources

Together, we can make language learning enjoyable and meaningful.

Duolingo Support for Upper KS2

For Year 5 and 6 pupils, the strategy extends support into digital learning through **Duolingo**, an interactive language-learning app. Pupils receive clear guidance and information on how to use the platform effectively to practise vocabulary, phrases, and sentence structures at their own pace. Duolingo provides a fun, gamified environment that encourages independent learning, allows pupils to track their progress, and reinforces classroom instruction through repeated practice.

Impact

This structured home–school approach strengthens pupils’ exposure to French, supports skill consolidation, and nurtures independent, confident learners. It ensures that language learning is not confined to the classroom but becomes an integrated, enjoyable part of everyday life, building a strong foundation for future language study and intercultural understanding.