



In-School French with LCF

Following the LCF Scheme of Work, the teaching of languages at KS2 offers opportunities for children to:

- become increasingly familiar with the sounds and written form of a new language
- develop linguistic skills, knowledge about language and language-learning skills
- understand and communicate in a new language
- make comparisons between a foreign language and English or another language
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities
- develop positive attitudes towards language learning
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing
- form a sound basis for further study at key stage 3 and beyond.

The course is based around the following principles:

Oracy (O)

In the early stages of language learning (Year 3 and Year 4), children spend much of their time listening and speaking. It is particularly important that they have regular and frequent opportunities to listen to a good model of pronunciation because most do not hear the language outside the classroom. Children listen to the teacher, native speakers and recordings, and they learn to recognise familiar and unfamiliar sounds. They reproduce these sounds, create phrases and sentences, and engage in simple conversations.

Literacy (L)

Reading and writing skills are supported by, and reinforce, the development of oracy. Children become familiar with the relationship between phonemes and graphemes. They apply this knowledge in their reading and spelling. Children understand, read and enjoy different forms of paper and electronic texts, such as stories, poems and messages. They write simple sentences and short texts, often using a frame or model. They develop a basic knowledge of the writing system, spelling and structure of the language.

Intercultural understanding (IU)

Language learning brings children into contact with the people and culture of other countries. This may be real contact through links with other schools through local associations, trips abroad and email. It enables them to explore the lives of others and provides them with a context for understanding their own lives. They become aware of the similarities and differences between peoples, and discuss the danger of stereotyping. Intercultural understanding objectives can be integrated into language lessons and taught through other subjects.

Knowledge about language (KAL)

Children increase their understanding of how language works, and this reinforces their understanding of their own language. They become aware of the rules or patterns in language and apply this knowledge when generating new language. They learn about the importance of pronunciation and intonation, and formal and informal use of language.

Language-learning skills (LLS)

Children have regular opportunities to think about the best way for them to learn a new language, and they employ a range of strategies to help them do this. These can be applied to any language that they might learn later.

LCF's course meets all requirements of the National Curriculum which states **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, adapt these to create new sentences, and to express ideas clearly
- describe people, places, things and actions orally and in writing Languages
- 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.

Also, as children follow the progress of the course, they are able to:

1. Understand and respond to spoken and written language from a variety of authentic sources

Units 1- 6

rhymes, traditional songs, listening to and reading a story, performing a traditional story in French, expressing an opinion

Units 7-12

Looking at maps, rhymes, traditional songs, creating weather forecasts, telling the time, retelling a well-known story in French, expressing likes, dislikes and **giving** a preference

Units 13-18

Following recipes, writing poems, listening to rhymes and songs, preparing interviews, **explaining** opinions and preferences

Units 19-24

Looking at newspapers, writing short news reports, reading menus, ordering in a restaurant, reading timetables and cinema programmes, requesting information.

2. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

The phonic focus which runs throughout the LCF Course allows children to develop accurate pronunciation and intonation from the outset. Learning from native or fluent speakers adds to the accuracy of pronunciation.

Each unit provides group and individual performance opportunities: retelling stories, engaging in role play, paired talk, interviews.

3. Can write at varying length, for different purposes and audiences, using the variety of Grammatical structures that they have learnt.

Introducing Grammar boxes to the student workbooks gives a reminder of the range of grammatical structures learnt throughout the course.

The workbook activities become more challenging as the course progresses:

Units 1-6

Writing out single words and short statements

Units 7-12

Writing develops to include adjectives, agreements, common regular verbs and introduces adverbs. These units cover writing simple instructions, diaries and weather forecasts

Units 13-18

Writing longer sentences, using more than one adjective, writing in the plural, writing short poems and short dialogues

Units 19-24

Writing compound sentences, explaining opinions and preferences, give more detailed descriptions, compare past and present, write email messages and postcards, newspaper reports.

4. discover and develop an appreciation of a range of writing in the language studied.

LCF's Course introduces children to poems, songs, traditional stories, factual writing, news headlines, practical sources of information such as timetables, diaries, schedules and menus in addition to online sources through LCF's website Babelzone.