

# French Training

Tuesday 18<sup>th</sup> October

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# Programme for the Day

|               |  |
|---------------|--|
| 9.15 – 11.00  | KS2 Framework for Languages<br>Oracy<br>Number Games<br>Literacy |
| 11.00 – 11.15 | Coffee   |
| 11.15 – 12.30 | Brown Bear Unit<br>Lunch   |
| 1.15 – 2.15   | Tout le Monde<br>Planning  |
| 2.15 – 2.30   | Coffee   |
| 2.30 – 3.15   | Cross-curricular links<br>Classroom Language<br>VLE<br>Resources |

# Objectives

- to have an overview of the 5 strands of the KS2 Framework for Languages
- to explore how to teach French effectively and well as a non-specialist French teacher
- to plan for learning using TLM
- to practise some basic language with an emphasis on French sounds and pronunciation
- to flag up some useful resources

# Ice-breaker

- Write down three statements about you and your experience in foreign languages. One of the facts must be false. The rest of the group is going to try to guess the false statement.

# Catherine Tate!

- Lauren - French exam - The Catherine Tate Show - BBC comedy.wmv

# Key Stage 2 Framework for Languages

- For children to make progress in language learning over time they need to experience and interact with languages on a regular basis. (part 2, page 33)
- The Framework encourages schools to integrate language learning into the existing curriculum as much as possible ... and use language for real purposes in daily classroom routines. (part 2, page 25)

# KS2 Framework

## Learning Objectives

### 3 core strands:

- Oracy
- Literacy
- I.U (Intercultural Understanding)

### 2 cross-cutting strands

- KAL (Knowledge about Languages)
- LLS (Language Learning Skills)

# Y3 Oracy

- O3.1 Listen and respond to simple rhymes, stories and songs
- O3.2 Recognise and respond to sound patterns and words
- O3.3 Perform simple communicative tasks using single words, phrases and short sentences
- O3.4 Listen attentively and understand everyday instructions, classroom language and praise words



# Y4 Oracy

- O4.1 Memorise and present a short spoken text
- O4.2 Listen for specific words and phrases
- O4.3 Listen for sounds rhyme and rhythm
- O4.4 Ask and answer questions on several topics

# Video clip – The Hokey Cokey

- [HokeyCokey-512.wmv](#)



# Pause

for thought

# What are the children doing?

- O3.1 Listen and respond to simple rhymes, stories and songs
- O3.3 Perform simple communicative tasks using single words, phrases and short sentences
- O4.1 Memorise and present a short, spoken text
- O4.3 Listen for sounds, rhyme and rhythm

# What are the children doing?

LLS Look at the face of the person speaking & listen attentively

LLS Use actions and rhymes and play games to aid memorisation

LLS Use mental associations to help remember words

LLS Repeat words rhythmically

# Ideas for practising vocab/phrases

- Recognition
- Repetition
- Re-call
- Real Use

# Number games

- silly voices/actions
- counting (getting bigger/louder)
- hot/cold
- ping-pong
- make the shape
- onze
- Kim's game
- Guessing game – Heads Down, Thumbs Up
- Bingo!
- language detectives

# Yr 3 Literacy objectives

- L 3.1 Recognise some familiar written words.
- L 3.2 Make links between some phonemes, rhymes and spellings and read aloud familiar words.
- L 3.3 Experiment with the writing of simple words.



# Yr 4 Literacy objectives

- L 4.1 Read and understand a range of familiar written words.
- L4.2 Follow a short familiar text listening and reading at the same time.
- L 4.3 Read some familiar words and phrases aloud and pronounce accurately.
- L 4.4 Write simple words and phrases using a model and some words from memory.

# Activities

- Writing in the air/writing on white boards
- Bubble writing with colours
- Phonic wall/sound clouds  
eg ère - père, mère  
oi - poisson, oiseau  
(phoneme-grapheme running game to reinforce sound-spelling links)

- Speech/thought bubbles
- Language creativity eg. Shape poems, calligram, acrostic



[illegible]



- Colour mixing eg bleu + jaune =
- sentence-making (pass the parcel)

- Make books for younger children
  - using a stimulus/writing frame  
eg. 'Jacques le Gourmand' or  
'Je m'habille et je te croque'
  - and possibly using dual language dictionaries



- Read a selection of simple French texts eg *Va t'en*, *Grand Monstre Vert* and produce own labelled monsters
- draw round hand and write details about self
- 'Un Petit Bonhomme' comptine (links to Arcimboldo)

# Un petit bonhomme comptine

(a simplified version of the original)

*C'est un petit bonhomme  
petit, petit, petit,  
Sa tête est une pomme  
Son nez est un raisin  
Son corps est une orange  
Ses deux bras sont des poires  
Sa jambe est une banane  
Son autre jambe aussi  
C'est un petit bonhomme  
petit, petit, petit  
C'est un petit bonhomme  
tout fait avec des fruits*



# Coffee



# Brown Bear



# Lunch

# Tout le Monde



# Classroom Language

- Try to use as much of the target language (in this case French) when giving everyday instructions to the children
- Encourage other staff in the school to use the language e.g. staff covering for PPA, lunchtime supervisors, headteachers



# Using languages for real purposes

- Greetings
- Instructions
- Date + weather
- Register
- Using the school environment

[illegible]



# Colours (Les Couleurs)

from:  
French on Display by Belair



# Links with other curriculum areas - Music

- Put words to familiar tunes
- eg colours to Frère Jacques
- Other useful simple melodies for songs:
  - Happy Birthday
  - Three Blind Mice
  - Wheels on the Bus
  - Twinkle Twinkle
- Take 10 en français
- Mon Ane
- Singing French
- VLE

# Links with other curriculum areas - PE and Music

- Tête, épaules, genoux, pieds

(Take 10 en français)

# Links with other curriculum areas

## P.E. and Circle time

- Chinese ladders - numbers
- Colours – hoops, traffic lights
- Group sizes - numbers
- Animals – movement
- ‘I like’ ... (J’aime... )
- Dance – Take 10

# VLE PMFL

- <https://www.klp.rm.com/establishments/87411111/Schools/MFLSubjectLeaders/Pages/default.aspx>

# Resources

- Tout le Monde
- Take 10!
- Singing French
- BBC primary languages website – games, pronunciation practice



# Parting thoughts....

Bulgarian: The more languages you know, the more you are a person

German: Those who know no foreign language knows nothing of their mother tongue.  
(Johann Wolfgang von Goethe)

Spanish: For every language that becomes extinct, an image of man disappears.  
(Octavio Paz)

French:

Un homme qui parle trois langues est trilingue.

Un homme qui parle deux langues est bilingue.

Un homme qui ne parle qu'une langue est anglais.

(Claude Gagnière)

Not only does the English Language borrow words from other languages, it sometimes chases them down dark alleys, hits them over the head, and goes through their pockets.

(Eddy Peters)