Mixed Age : YA/YB Rolling Programme
Long term overview

FRENCH

FRENCH EARLY START [www.earlystart.co.uk](http://www.earlystart.co.uk) (with Espresso as a supplementary resource)
Introduction to the Mixed Age: YA/YB Rolling Programme (Early Start)

Mixed age methodology:
- Learning a new language is not easy! All pupils benefit from frequent revisiting of familiar vocabulary and skills.
- New pupils to learning French (NP) will be expected to focus on using sounds, words and short phrases (Y3/4 objectives).
- Returning pupils (RP), revisiting language structures and skills for a second year, will be expected to work towards Y4/5/6 objectives showing greater understanding, confidence, complexity and accuracy eg:
  - asking as well as answering questions
  - stretching phrases into sentences
  - applying grammatical knowledge (KAL) with increasing accuracy (eg gender, adjectival position)
  - applying previously learned LLS (language learning strategies) with greater confidence
- IU, KAL and LLS foci can be different each year but ensure a broad coverage of Y3/4/5 objectives over the two years.

Framework Objectives:
- The Early Start resource gives complete coverage of Y3/4 Oracy, IU, KAL and LLS framework objectives but has limited Literacy examples.
- To give greater coverage of the Literacy strand, a half term ‘book based’ unit is given as the first half of the summer term (but could be moved into any half term) See Appendix 1

Rolling Programme notes:
- Pupils may start in either YA or YB and cover many of the Norfolk Transition structures (long term overview: bold italic) after 2 years.
- Where content/questions structures are the same in both years: Espresso /QCA units are recommended to give variety of input
- This year A/B plan could be used to cover any two years of a four year rolling programme eg:
  - as an introduction to French in Y3/4
  - as an introduction to French in Y5/6 (but care should be taken to make reference to the Framework’s T and L objectives for Y5/6 eg. longer phrases/sentences)
  - as 2 yrs of French for the whole of KS2 (eg Y3/4/5/6 class)

Customising the rolling programme!
- This mixed age rolling programme can be adapted to link with other curriculum areas by interchanging YA/YB plans within any terms (eg to tie-in YB summer ‘Leisure’ with Olympics/World Cup)
- The new QCA units refer to using ‘video clips’ of native speaker children. Teachers with more confident language skills might choose to use QCA units to replace some of the YA/YB half term units. See Appendix 2

Recommended resources:
- Early Start 1:: Salut ça va ?: Teacher’s manual + DVD
- Early Start 1: Interactive CD -Rom
- Early Start 2: Où habites-tu?: Teacher’s manual + DVD
- Talking Big Books: www.earlystart.co.uk
- Espresso 1 ‘Allez’

Additional resources (also see: short term planning)
- Chantez Plus Fort : www.brilliantpublications.co.uk
- Singing French : www.acblack.com/developingfrench
- QCA French SOW (2007)
- Pilote 1: www.ketv.co.uk (an alternative to Espresso?)
- Traditional songs : Comptines a Chanter www.editionsmilan.com
- Christmas resources : LJR : Joyeux Noel : www.lajolieronde.co.uk
- InvestigatingLanguageswww.petlanguages.co.uk
### Early Start 1 & 2: French Long Term Planning for Mixed Age Classes

#### Autumn Sections

<table>
<thead>
<tr>
<th>Year A: Main Resource: Early Start French 1: Salut ça va?</th>
<th>Year B: Main Resources: Espresso: Allez! or Pilote or QCA Units 1-2</th>
<th>Notes: Mixed Age Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salut</td>
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<td>The Autumn content needs to be repeated in both Year A and B. In year B use a different resource (see introduction) eg: Expect RP (returning pupils) to: work at a higher framework level. RP should show increased confidence, understanding and or complexity eg: knowing numbers out of sequence Using alphabet more independently Using question structures Using whole phrases eg c'est un crayon rouge</td>
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<tr>
<td>2. Au revoir</td>
<td>2. Au revoir</td>
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<td>3. ça va?</td>
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<td>4ª L'alphabet</td>
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<tr>
<td>5. Les couleurs</td>
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<td><strong>Assessment 1: P 123</strong></td>
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<tr>
<td>7. Quel âge as-tu?</td>
<td>RP reuse: compare to last year</td>
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#### Christmas? [www.primarylanguages.org.uk](http://www.primarylanguages.org.uk) [www.lajolieronde.co.uk](http://www.lajolieronde.co.uk) / Joyeux Noël

#### Spring Sections

<table>
<thead>
<tr>
<th>Year B: Main Resources: Espresso: Allez! or Pilote or QCA Units 1-2</th>
<th>Spring Content: Year B</th>
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<tbody>
<tr>
<td>8. Les mois de l'année</td>
<td>New units for all pupils</td>
</tr>
<tr>
<td>9. Les nombres 13-31</td>
<td>Unit 5 returns 'As-tu…’ RP can be challenged at higher level eg:</td>
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<tr>
<td>10. Quelle est la date de ton anniversaire?</td>
<td>• ask and answer questions</td>
</tr>
<tr>
<td>11. Les jours de la semaine</td>
<td>• use gender correctly</td>
</tr>
<tr>
<td>12. Quelle est la date aujourd'hui ?</td>
<td>Watch and discuss the IU content of some units but only study 3-4 units to the recall/real use level</td>
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<td><strong>Assessment 2: P 124</strong></td>
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#### Summer Sections

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<th>Summer Content: Year B</th>
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<tbody>
<tr>
<td>Teacher to choose:</td>
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<tr>
<td>2/3 sections to watch and discuss 2/3 to reach recall/real use level</td>
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#### Extra Literacy Module:

**Talking Big Book:** Petit chien cherche un ami. OR QCA Unit 2,4 or 5

**Assessment 3: P 125**

**Assessment 4 p 167**

**Extra Literacy Module:**

**Talking Big Book:** Je veux ma banane OR QCA Unit: 9,11 or 12

### Summer Content: Year B

To extend literacy objective: Use a different Big Book or QCA unit to extend literacy work each year (can be in any half term)
**Mixed Age Planning Guidelines for Primary Languages**

**Date:** Autumn  
**Class**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Total Lesson time = 60 mins</th>
<th>Medium term planning</th>
<th>Main Resources</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Main lesson: 30 mins</td>
<td>Sections: 1,2,3,4,5,6</td>
<td>Essential:</td>
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<td></td>
<td>Follow up lesson: 15 mins</td>
<td>Salut ça va?</td>
<td>▪ Early Start 1 teachers’ book and DVD</td>
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<td></td>
<td>Daily Practice: 15 mins</td>
<td>Key sound patterns:</td>
<td>Recommended:</td>
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**Framework coverage:**

**First 2 years of language learning:**  
**Oracy/Literacy:** Y3/4: Objectives (RP stretched to higher objectives) **IU:** Age appropriate objectives

**Medium term planning**

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<th>Follow up lesson: 15 mins</th>
<th>Daily Practice: 15 mins</th>
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**Framework coverage:**

**Oracy/Literacy:** Y3/4: Objectives (RP stretched to higher objectives) **IU:** Age appropriate objectives

**Framework coverage:**

**Third, Fourth years of language learning after another language:**  
**Oracy/Literacy:** Stretch all pupils through Y3/4 objs to reach Y5 objs for NP and Y6 objs for RP  
**IU:** Age appropriate objectives

<table>
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<th>Key sound patterns:</th>
<th>Core Q &amp; A structures + vocabulary:</th>
<th>Links with other subjects:</th>
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<td>Salut ça va?</td>
<td>1. Salut</td>
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<td>On (bonjour)</td>
<td>2. Au revoir</td>
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<td>J (bonjour)</td>
<td>3. ça va?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In/Ain (demain)</td>
<td>4. Comment t’appelles-tu?</td>
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**KAL: Knowledge about Language**  
NP to learn about  
RP to apply

- identify specific sounds, phonemes, words, rhymes
- link sounds to meaning; imitate pronunciation
- notice spellings/writing systems; compare with English
- recognise/use question forms/negatives
- recognise gender

**LLS: Language Learning Strategies**  
NP to begin to use  
RP to apply independently

- listen & repeat aloud
- look at speaker’s face
- use gesture/physical response
- use context for understanding
- play games to aid memory
- record selves
- practise/take turns with friends
- ask someone to clarify/repeat with gesture
- compare to English

**Reinforcement during week:**

- Use greeting conventions correctly  
- Register in French  
- Play Circle time/PE warm up games

**Main Resources**

**Essential:**  
▪ Early Start 1 teachers’ book and DVD

**Recommended:**  
▪ Early Start 1 interactive CD Rom  
Chantez Plus Fort songbook + CD  
(www.brilliantpublications.co.uk)

**Expectations For New Pupils (NP) and Returning Pupils (RP):**

At the end of this unit:

**Most NP all RP (Breakthrough 1)** will join in with a song by making a physical response or showing a flashcard; respond independently to questions or instructions with support from visual clues; begin to recognise written words with help.

**Some NP, Most RP (Breakthrough 2)** will be able to answer questions accurately; ask questions with prompting; read phrases with help; experiment with writing words/phrases; sing songs accurately; work well in small groups using mostly target language; pronounce sounds accurately.

**A few RP (Breakthrough 3)** will be able to ask and answer several questions in both oral and written form (with a model)

**Assessment Possibilities:**

1. Early Start ‘Can do’ assessment. P123
2. Choose CD Rom activity for a listening assessment
3. Assess question and answer structures with ‘fortune tellers’.
4. Create short greeting, ‘How are you?’ and naming role plays with selves or puppets (possibly film with digiblu cameras)
### Lesson: 8

**SECTION 5**

<table>
<thead>
<tr>
<th>Core Language Content:</th>
<th>Quelle couleur? bleu, blanc, rouge, noir, jaune, vert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcome: ORACY, KAL, IU, NP: learn to recognise 6 or more colours and recall 3 or more</td>
<td></td>
</tr>
<tr>
<td>RP: Begin to recall Q &amp; phrase: ‘Quelle couleur... C’est bleu...’</td>
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#### Teaching sequences for: language structures/vocabulary/skills

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<tr>
<th>Recognition/Repetition:</th>
<th>Mainly whole class activities: pupils listen to, practise and revisit</th>
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<td>Recall:</td>
<td>Whole class or group activities: pupils recall new learning more independently</td>
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<tr>
<td>Real use:</td>
<td>Class/group/pair/individual activities: pupils use language/skills creatively eg role play</td>
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RP will move more quickly to recall and real use in structures encountered in a previous year.

#### MAIN LESSON: 30 mins

**Starter or revisiting prior learning**

- **TG p 40:** Use your puppet to ask some questions around the class: Recall how class is feeling so far about their French learning. Y5/6: discuss links with past language(s) Will they see links with colours?

**Activities**

- **Note to teacher:** read TG p 45’s comments on ‘How French works’ KAL
- **1.** TG p45. Watch DVD up until end of first 6 colours. Re-watch and pause to repeat after native speaker voices
- **2.** TG p 47 Play a recognition/repetition game (only using 6 colours) eg Jump to the colour.
- **3.** TG p47 Play ‘swap colours’, ‘fruit salad’ or colour loto

#### Plenary

- Ask children to select their favourite colour (limited recall) from the six learnt and say them around the class in Mexican wave.

#### Follow up lesson 15 MINS

**Activities**

- **CD Rom** Magic Flags game: recognition also repetition
  - Teacher might imitate this game themselves with colour cubes etc.
- **CD Rom** : phoneme game. Practise the key sounds suggested

#### Daily practice 15 MINS

**Register:** Children can use their ‘favourite colour’ to register with. T: Jack (NP)? P: oui... rouge.

**T:** Sarah (RP)? P: oui... C’est vert/ un crayon vert

**PE.** Play a ‘run to the colour’ game: RP could be callers

**Music:** Sing a colour song! (Good phrase/sentence example to stretch RP is Foot Foot from Chantez plus fort)

**Website** [http://www.earlystart.co.uk/french1/05colours.htm](http://www.earlystart.co.uk/french1/05colours.htm)

**RP extension notes**

- Opportunities for increased confidence, understanding, complexity

**Resources**

- CD Rom
- Colour cards for 6 colours
- DVD
- Puppet
**Lesson : 9**  
**SECTION 5**  

**Core Language Content:**  
*C'est de quelle couleur?*  
*Marron, violet, rose, orange, gris.*

**Learning outcome :** ORACY, KAL, IU. LLS  
NP: to recognise 11 colours. To be able to recall 6 or more colours.  
RP: extension: Learn longer question: *C’est de quelle couleur?*

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### Teaching sequences for: language structures/vocabulary/skills

**Recognition/Repetition:** Mainly whole class activities: pupils listen to, practise and revisit  
**Recall:** Whole class or group activities: pupils recall new learning more independently  
**Real use:** Class/group/pair/individual activities: pupils use language/skills creatively eg role play  
**RP** will move more quickly to recall and real use in structures encountered in a previous year

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<tr>
<th>Starter or revisiting prior learning</th>
<th><strong>TG p 47,48</strong> Replay any game to revise first 6 colours or re-sing colour song</th>
<th><strong>RP extension notes</strong></th>
<th><strong>Resources</strong></th>
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<td><strong>Starter</strong></td>
<td><strong>TG p 47,48</strong> Replay any game to revise first 6 colours or re-sing colour song</td>
<td>Opportunities for increased confidence, understanding, complexity</td>
<td>CD Colour cards</td>
</tr>
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</table>
| **Activities** | **1.** Watch whole DVD. Discuss escargot and/or pétanque game ..see **TG p49** Notice and repeat small boy’s phrase: *Bleu..c’est ma couleur!*  
**2.** Pause and practise repeating all colours especially the 5 colours you didn’t focus on last week. Concentrate on accurate pronunciation. Discuss links with English /other languages…Marron, violet, rose, orange, gris.  
**3.** **TG p47/48.** Practise any recognition/repetition game : all 11 colours | NP will find repeating difficult French sounds easier than teachers will!  
RP could explain Fr phonics to NP | Coloured cards for all 11 colours |
| **Plenary** | **LLS:** Which colours are the hardest to remember? Talk about strategies to remember  
**Soft and Loud:** Teacher chooses a colour pupils have difficulty recalling. Pupil X goes out. Hide an animal/card of that colour. X enters. Class repeat e.g. ‘c’est jaune’, softly or loudly to indicate how close X is to finding animal (Y5/6 : *c’est de quelle couleur..c’est jaune’ | RP lead discussion of some ways to remember difficult words : memory hooks? Eg Blanc and blank | Coloured objects eg: toy animals cards bean bags |

### Follow up lesson

**Activities**  
**TG p47/48:** Choose from recognition and repetition games: 11 colours  
**CD Rom** Loto with all 11 colours (or teacher run own Loto game)  
Or **CD Rom** Magic flags: 11 colours.  
**TG p 47** Which colour? * or Hide the colour games 1 & 2. or O & X  
**RP could become callers in Loto**

### Daily practice

**15 MINS**  
**Class routine** X-Curr. opps  
**ICT opps**  
**Circle time**  

**Register** Pupils can use a new ‘chosen colour’ to register with.  
**RP could give several**  
**PE:** Use a fruit salad type game with colours in next circle time/parachute session (see www.primarylanguages.org) for parachute game model .  
**RP could be callers**

**Game:** Prepare own versions of escargot boards to play game next week
### Lesson: 10

#### SECTION 5

**Core Language Content:**
- All 11 colours...
- C’est de quelle couleur?
- C’est MA couleur!

**Learning outcome: Oracy & Literacy**
- **NP:** to recognise all 11 colours in written form and write some colours from a model
- **NP /RP:** to play a game for 5 minutes only in French...
- **RP:** to lead game showing good use of spoken/written French

<table>
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<tr>
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<th>RP extension notes</th>
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<td>CD Rom</td>
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<tr>
<td><strong>Recall:</strong> Whole class or group activities: pupils recall new learning more independently</td>
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<td>CD Rom download game cards</td>
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<tr>
<td><strong>Real use:</strong> Class/group/pair/individual activities: pupils use language/skills creatively eg role play</td>
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<td>Game sheets from TG or CD Rom</td>
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<th><strong>Activities</strong></th>
<th><strong>Plenary</strong></th>
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<tr>
<td>Play ‘colour tennis’: pretend to bat any colours and pupils bat back firstly with the same colour: repetition. Then bat back with a different colour: recall</td>
<td>1. Watch DVD 5 again, paying particular attention to written words. Discuss which ones are similar to English KAL 2 TG 42,43 or CD Rom: play Word/Picture match in small groups</td>
<td>Play escargot game (re-watch DVD to practise language) Write up phrases you want pupils to use: Bleu c’est ma couleur…j’ai gagné! A moi/toi!</td>
</tr>
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<tr>
<th><strong>Follow up lesson 15 MINS</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Literacy</strong></th>
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</table>
| Choose from:  
NP: Wall poster: Write and draw a colour poster in small groups  
RP: PowerPoint or Photostory: Writing plus photo and sound recording  
Eg Un éléphant c’est de quelle couleur? Un éléphant est GRIS! |  | These could be kept as evidence of writing.  
RP write Q & A,  
NP: write single word |

| **Daily practice 15 MINS** | **Class routine X-Curr. opps**  
ICT opps  
Circle time | **Literacy:** CD Rom: Use the dictionary activity to emphasise the links between language and literacy skills  
RP: use Collins dictionary activities  
PE: Play colour hopscotch (see QCA teachers guide p 29) Model to whole class and then split into small groups.  
RP Say whole phrase as ‘hop’: C’est de quelle couleur…c’est bleu, c’est rouge, c’est jaune etc  
NP: Say single word or short phrase: ‘bleu’ or ‘C’est bleu’. |

**Resources**
- **MAIN LESSON:** 30 mins
- **Starter or revisiting prior learning**
- **Activities**
- **Plenary**
<table>
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<tr>
<th>Lesson</th>
<th>Core Language Content:</th>
<th>Learning outcome:</th>
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<tr>
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<td>NP:</td>
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