

Collège Français Bilingue de Londres

("CFBL" or the "School")

Teaching and Learning Policy

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A bilingual and bicultural learning environment

CFBL's fundamental goal is the well-being of each and every pupil in our care. We provide a stimulating learning environment that allows pupils to not only make progress academically, but to develop into bilingual and bicultural citizens who are responsible, well rounded and thoughtful.

Bilingualism and biculturalism are at the heart of our establishment and learning is organised with this in mind. We enable pupils to acquire knowledge and skills in both French and English in all subject areas. This bilingual and bicultural dimension will serve them usefully in their future careers and lives.

Taking the best of both systems

CFBL aims to take the best qualities of both the English and French educational systems and teaching methodologies to create a unique environment. We recruit teachers whose profiles demonstrate a strong interest and background in languages and other cultures. Most teachers have a good working knowledge of both French and English even if they are not fluent in their non-teaching language. There is also the possibility for some teachers to benefit from free French lessons with the Institut Français to allow them to develop their language skills further.

Teachers are encouraged to continue to teach using their native teaching styles to allow pupils to benefit from seeing two culturally different approaches to learning. Pupils will therefore sometimes be shown two different strategies of how to arrive at the same answer for a particular calculation from their two class teachers. This allows pupils to experience two solutions and to choose the one that seems the most logical and efficient for their way of working.

Learning in a bilingual environment gives pupils greater mental flexibility, allowing them to adapt more quickly to new situations they encounter as they move into adulthood and beyond.

How the curriculum is divided between French and English

In Primary, each year group is composed of two parallel classes who share between them an English and a French class teacher. The French curriculum of Maths, French language, History, Geography and Science (or 'Questionner le monde' as these three subjects are known for Cycle 2) and Art are divided

as equally as possible by the two class teachers. English class teachers teach the parts of the French language programme, as well as CFBL's supplementary English programme described in Appendix 1. Music, singing, ICT, Sport and Library are taught by specialist teachers. (Please see below).

It may be decided that each subject is divided into topics, the French class teacher doing some of these and the English class teacher others. It may equally be decided that both class teachers will work on different elements of the same topic at the same time. In some classes, teachers have decided that the French teacher will teach more History since it relates to France and the English teacher will cover more Geography or Science. Freedom of choice is left to teachers to make the most of each teacher's strengths.

Our aim is to give pupils the best vocabulary base in all subjects in both languages by the end of Primary. Across Key Stages (or 'Cycles') therefore, teachers try to plan wherever possible that a particular topic seen in French in one year is seen in English in a subsequent year.

In Secondary, pupils can study for the international option of the Diplome National du Brevet by studying part of the history and geography curriculum in English rather than French.

Each year group in Secondary is divided in three non-streamed classes, depending on year groups. Pupils change rooms for each subject. Most of the learning sessions are organised for groups of 30 pupils, but Science, Foreign Languages, Art and ICT are taught in smaller groups. Foreign languages groups are non-streamed groups. Some of the subjects are taught in English only, others only in French and some are taught in both. All Secondary teachers are specialist teachers.

Primary English at CFBL

Although the French curriculum is followed, a supplementary English programme is also in place in Primary to address the fact that the majority of pupils at CFBL have a very high level of written and spoken English, which extends far beyond the level of a French child in France.

English class teachers teach content from all sections of the French language programme (reading, writing, oral, grammar, spelling and vocabulary) that is transferable. For example punctuation, word classification, literary genres and so on, plus a programme based on the English National Curriculum, focusing on key areas that set English apart from French (spelling, phonics and some areas of grammar in particular).

Cross-CFBL English Literature Learning

Throughout CFBL, pupils are exposed to a wide range of key cultural and literary texts, including traditional tales and Shakespeare.

Specialist teaching in Primary

At CFBL, we believe it is important that from a very early age, pupils should benefit from being taught by experts in their respective fields to offer the best quality education possible. At Primary level, this is organised as follows:

Subject taught by specialist teacher	Year group	Language in which subject is taught
Music	Nursery – 6	English and French
ICT	Yrs 3 – 6 (Yr 2 taught by class teachers) Nursery– 6	English
Library Sport	Yrs 1 - 6	French English and French

Language support

In Primary, we also benefit from 2 specialist EAL and FLE teachers (English as an additional language and French as an additional language) to support beginners of English (and in French for pupils entering Yr 1). The EAL/FLE teacher teaches basic, functional vocabulary and sentence structures for beginners to allow them to integrate as rapidly as possible into day-to-day life.

Once this stage is passed, the EAL/FLE teacher works in close collaboration with class teachers to pre-teach vocabulary on topics being seen in class or to follow up on class work with consolidation activities so the content is fully understood. Our aim is to integrate pupils as quickly as possible into being able to cope in the classroom full time.

In Secondary, all pupils must have a minimum level of French to enrol, nevertheless CFBL provides support lessons in years 7 and 8. The English programme is adapted to the levels and needs of the students within non-streamed groups. All students are following the International curriculum. In order to help the less-able, support classes are provided for each year group.

SEND support and challenge

Teachers are asked to provide differentiated tasks and outcomes for all students in all subjects as standard practice. In addition to this:

In Primary, pupils with special educational needs benefit from regular small group teaching to support Literacy and Numeracy. Such teaching is usually done during the time when a specialist teacher is taking half of the class. At other moments, the year group is streamed so that ability-grouped learning can take place. All Literacy and Numeracy work is differentiated and teachers always set and mark work based on their knowledge of the individual capabilities of the child.

In Secondary, provision is made for learning support in French, Maths and English. Sessions are conducted in small groups. Sessions take place during the school day and are taught by the subject teachers concerned.

For pupils with a PPRE, PAP or PPS in place (the equivalent of an IEP)

For Primary and Secondary, teachers set specific termly targets that are realistic for the pupil's capabilities, and conduct specific progress meetings to keep parents informed and to give suggestions of how they can support the pupil at home. Following professional diagnosis of a condition, it may be decided that the pupil receives one-to-one support in class (on a part-time or full-time basis), but this

can only be done on the recommendation of the teachers and at the expense of the parents. In very rare cases where the child has not reached the required level of learning across the curriculum, the decision may be taken for the child to repeat the year.

Gifted and talented pupils are offered differentiated work and also have a PPRE if appropriate to allow them to feel suitably stimulated.

APC - for Primary only (Activités Pédagogiques complémentaires)

Our French curriculum allows children to get 30 minutes to 1 hour teaching per week on top of the allocated 24 to 26 weekly hours. This time can be used to help some children acquire better learning strategies, to support some others with any difficulty they may encounter in their learning or to offer challenges to the most able. Most children would benefit from this extra time at some point or another in their learning journey.

Creating an effective learning and teaching environment

We have high expectations of our pupils and teachers to ensure a dynamic and productive classroom atmosphere. Behaviour is very good and pupils are motivated to learn and to work hard. Pupils are taught to be courteous to all and to respect the thoughts and beliefs of others. CFBL is a non-religious school, but we place a high level of importance on morality and choosing the right option. We encourage our pupils to be creative thinkers and to be inquisitive about the world around them.

In its recruitment process, CFBL strives to employ highly motivated teachers, who are encouraged to organise exciting and challenging programmes of study with trips and visitors. Staff and pupils devise and participate in cross-year group and cross-school projects to build our community of learners.

Homework

In Primary, homework is mainly focused on pupils improving their reading skills and learning spellings and key facts and researching topics being studied in class. In Secondary, homework is focused on the skills of memorising, researching and completing practice exercises and evaluations.

Use of ICT in Learning

CFBL strongly encourages all members of its teaching staff to include the regular use of ICT in lessons. Each classroom is fitted with an interactive board (SMART boards in Primary and Mimio Teach in Secondary). Pupils from CE1 and up have their ICT lesson with the school's specialist teacher in the ICT suite. In Secondary, pupils are encouraged to use computers in the self-study room to research projects and prepare for assemblies, etc. In Primary, there are two mobile racks of laptops that can be used during class time. Pupils are also learning about radio technology with our Radio Recré project.

Appendix 1 - CFBL's supplementary English programme (Primary section)

English Supplementary Programme 2022- 2023 Primary PS – CM2

CFBL is a French-English bilingual school based in London that follows the French National Curriculum. Since the vast majority of its pupils are bilingual, the French National Curriculum for the study of a foreign language is too basic. To address this, CFBL has designed its own language programme for teaching English that is a hybrid of the French and English National Curricula and which also allows teachers to concentrate on targeting certain issues commonly present in bilingual or multilingual young learners.

In each year group, pupils benefit from English and French class teachers and time is divided equally between them. First and foremost, it is the duty of each English class teacher to share the content of the French language syllabus wherever transfer is possible, for example: being able to use a dictionary competently, or use of a particular piece of punctuation. This transfer is more possible in some areas of the language programme than in others. In some parts of the language programme, it will be necessary for both teachers to work in their own language with pupils and to assess them in both languages. In the interests of time management and efficiency, teachers should be watchful that this occurs only when necessary.

In this supplementary programme, a summary of what is expected in primary schools following the National Curriculum in England is given from Nursery to Year 6. Teachers at CFBL are to deliver as much of the content for their corresponding year group as time practically allows, with priority being given to the phonics, spelling and grammar content.

Phonics and Reading

From September 2022, the primary school will follow the DfE approved Twinkl Phonics SSP (systematic synthetic phonics) programme. All teachers and teaching assistants have received training from the Twinkl Phonics training team to deliver high quality phonics lessons from levels 1 – 6. Children will read a range of decodable fiction and non-fiction books related to the level in which they are working. The school uses Rhino Readers which provides complete fidelity to Twinkl Phonics. In addition to reading their decodable book in line with the phonics level that they are working at, they will also be invited to choose a book from the school's Oxford Reading Tree library which will be their reading book for pleasure. See CFBL Spelling and Phonics programme 2022-2023.

Pupils joining CFBL in GSM, come from many different academic backgrounds from all over the world. All are at different stages; some come from Nursery (English, French or bilingual), some from Reception and a few from Year 1. Precedence in GSM therefore is given to homogenising the year group as much as possible. Assessment is ongoing throughout the year using the Twinkl Phonics assessment. Support interventions and booster groups are accordingly put in place.

On Wednesday morning, every pupil in the primary school takes part in "Silence, on Lit!" "Quiet please, we are reading!" where all members of the school; pupils and staff alike stop what they are doing and read for 15 minutes individually as part of a group.

Language Study: Vocabulary, Grammar and Punctuation (English Appendix 2)

With regard to Language Study, where transfers cannot be made from the French National Curriculum, teachers will use the following correspondences:

CP (Year 1-2 equivalent) follow the content of the Year 1 National Curriculum as a guide, CE1 (Year 2-3 equivalent) follow Year 2, CE2 (Year 3-4 equivalent) follow the Year 3-4 syllabus, CM1 (Year 4-5 equivalent) follow Year 5 – 6 and CM2 (Year 5-6 equivalent) follow Years 5-6. For each level, the two-year programme is condensed into one year and only the most salient material selected. The aim being that should a transfer to a monolingual British school be made, the child would be able to do so without difficulty from the end of CE2 onwards.

Spelling (English Appendix 1) See CFBL English Spelling and Phonics Programme 2022-2023

Each year group spends the first period (term) of the year reinforcing the spelling patterns that were taught in the previous year's programme. Pupils follow the same year groups spelling programme as they do for Language Study: Vocabulary, Grammar and Punctuation. Therefore, GSM will follow Reception, CP will follow Year 1, CE1 will follow Year 2, CE2 will follow Year 3-4, CM1 and CM2 will follow Years 5-6.

High Frequency Words Spelling Lists

CFBL has designed its own spelling programme for High Frequency Words, using belts to track children's progress across primary.

Handwriting

French cursive handwriting is taught from CP at CFBL and so the handwriting guidelines from the National Curriculum in England have been omitted from this supplementary programme.

Assessing and tracking pupil progress in English

- Beginning and end of year tests in reading comprehension and writing CE1 – CM2
- Reading fluency: assessed three times a year (September, January and June) CE1 – CM2
- Reading Age and Spelling Age are calculated twice a year at the beginning and end of each academic year CE1 - CM2
- CEF Common European Framework of Reference for Languages: PSM – CM2 for now once at the end of the year (June)
- Phonics PSM - CE1: assessed three times a year (September, January and June)

CFBL PSM ENGLISH LANGUAGE PROGRAMME

Communication and language

Listening and attention	Understanding	Speaking
<p>Children can :</p> <ul style="list-style-type: none"> ● listen and identify sounds from their environment <p>: recall sounds heard, discriminate between sounds, describe and name them...</p> <ul style="list-style-type: none"> ● listen and identify sounds from objects, instruments : start and stop at a signal, remember and repeat a rhythm, discriminate and reproduce quiet and loud sounds... ● listen and identify sounds from their body : breath, body percussion, vocal sounds... – Identify their own voice, including recorded ● listen to short stories ● listen to an adult or a peer talking during collective activities. 	<p>Children can :</p> <ul style="list-style-type: none"> ● understand and follow simple instructions given individually ● express general impressions about a story read ● question the meaning of unknown words ● recall main elements of a story (characters, events, beginning and end), with the support of illustrations <ul style="list-style-type: none"> ● answer basic questions about the story ● order pictures from familiar stories 	<p>Children can :</p> <ul style="list-style-type: none"> ● join in with simple rhymes and songs ● express their needs (physiological...) ● repeat simple words and sentences accurately ● take part in class discussions ● answer simple questions ● describe what they are doing ● participate in role play ● remember and start using vocabulary linked to topics studied

Literacy

Reading and Phonics

Children can :

- point out text and discuss what it may say in connection with illustrations
- recall the beginning, the main characters and events, the end of a story read/studied
- recognise own name in capital letters

Practice activities from Twinkl Phonics Level 1 (Aspect 1 to 7) daily.

- recite nursery rhymes
- repeat / create alliterative phrases (tongue / twisters)
- articulate speech sounds intelligibly
- identify initial / final sounds in words
- segment VC, CVC words into phonemes
- blend phonemes orally in simple VC words

Writing (Talk for Writing process)

Children can :

- Discriminate between writing and other marks (drawing, paintings, logos...)
- Give meaning to marks made (drawing, painting...) through dictation to adults
- Take part in writing collective texts related to topics/ stories studied (posters, letters, stories, recipes, documentaries...)
- Form some letters legibly with aid (capital letters)
- Copy their own name in capital letters

TRADITIONAL TALES TO BE READ IN PSM (2 sets)

The Gingerbread Man

Jack And The Beanstalk The Stone Soup

Tom Thumb

The Little Red Hen Little Red Riding Hood

The Three Little Pigs The Mitten

The Turnip (Grimm)

CFBL MSM ENGLISH LANGUAGE PROGRAMME

Communication and language

Listening and attention	Understanding	Speaking
<p>Children can :</p> <ul style="list-style-type: none"> listen and identify sounds from their environment : recall sounds heard, discriminate between sounds, describe and name them... listen and identify sounds from objects, instruments : start and stop at a signal, remember and repeat a rhythm, discriminate and reproduce quiet and loud sounds... listen and identify sounds from their body : breath, body percussion, vocal sounds... – Identify their own voice, including recorded listen to age adapted short then longer stories listen to an adult, a peer or a group of children talking during collective activities. 	<p>Children can :</p> <ul style="list-style-type: none"> understand and follow simple instructions given individually or collectively express general impressions about a story read question the meaning of unknown words respond to simple questions about a story (main characters "who?", main events "what?", beginning and end of the story), with the support of illustrations if needed <ul style="list-style-type: none"> answer basic <i>where</i> and <i>when</i> questions, if relevant recall some details of a simple story sequence pictures from familiar stories 	<p>Children can :</p> <ul style="list-style-type: none"> join in with simple rhymes and songs express their needs clearly (physiological, material...) start expressing their misunderstanding repeat simple words and short sentences accurately talk about their personal interests answer/ask simple questions describe what they are doing, recall what they did speak in role play situations and small group remember and use vocabulary linked to topics studied

TRADITIONAL TALES TO BE READ IN MSM (2 sets)

The Gingerbread Man

Jack And The Beanstalk The Stone Soup

Tom Thumb

The Little Red Hen Little Red Riding Hood

The Three Little Pigs The Mitten

The Turnip (Grimm)

Literacy

Reading and Phonics

Children can :

- recognise various types of texts related to topics studied (posters, letters, stories, recipes, documentaries...)
- point out text and discuss what it may say in connection with illustrations
- recall the beginning of a story, predict what happens next, imagine the end of a story
- segment oral phrases and identify words (clapping out, counting...)
- recognise own name in capital letters / in script
- recognise a few words from class bank

Practise activities from Twinkl Phonics Level 1 (Aspect 1 to 7) daily.

- recite nursery rhymes
- repeat / create alliterative phrases (tongue / twisters)
- articulate speech sounds intelligibly
- identify initial / final sounds in words
- segment words into phonemes, count phonemes in VC, CVC words
- blend phonemes in simple VC, CVC words

Practise activities from Twinkl Phonics Level 2 and Level 3 (set 6 + 7).

- recognise and recall letters from set 1, 2 and 3 and phonemes associated
- segment words into their constituent phonemes (chosen amongst suggested words from Twinkl Phonics levels 2 + 3 set 6 +7)
- blend phonemes in simple VC, CVC words (chosen amongst those suggested in Twinkl Phonics levels 2 + 3 set 6 +7)

Writing (Talk for Writing process)

Children can :

- Discriminate between writing and other marks (drawing, paintings, logos...)
- Discriminate between letters and other signs (figures, pictograms...)
- Give meaning to marks made (drawing, painting...) through dictation to adults
- Write story from sequence of pictures (3 to 5) through dictation to adults
- Take part in writing collective texts related to topics/ stories studied (posters, letters, stories, recipes, documentaries...)
- Write words, phrases and very short sentences following a pattern and using class word bank
- Form their letters legibly with / without aid
- Copy then write own name in capital letters
- Copy words from class word bank (capital letters)
- Start spelling some CVC words using studied phonemes (phase 2 letters and sounds and level 3 set 6 +7)

CFBL GSM ENGLISH LANGUAGE PROGRAMME

Communication and language

Listening and attention	Understanding	Speaking
<p>Children can :</p> <ul style="list-style-type: none"> listen and identify sounds from their environment : recall sounds heard, discriminate between sounds, describe and name them... listen and identify sounds from objects, instruments : start and stop at a signal, remember and repeat a rhythm, discriminate and reproduce quiet and loud sounds... listen and identify sounds from their body : breath, body percussion, vocal sounds... listen to age-adapted stories listen to an adult, a peer or a group of children talking during collective activities. identify their own and other's voices including recorded voices (Radio Récré) 	<p>Children can :</p> <ul style="list-style-type: none"> Understand and follow instructions given individually or collectively Follow instructions involving a two-part sequence Express general impressions about a story read Question their own understanding of a story Question the meaning of unknown words Respond to simple questions about a story (main and secondary characters, main events, beginning and end of the story) without using the illustrations Answer <i>where, when and how</i> questions, if relevant Recall details of a simple story Sequence pictures from familiar stories 	<p>Children can :</p> <ul style="list-style-type: none"> join in with rhymes and songs Express their needs clearly (physiological, material...) express their emotions and feelings tell an adult what they did not understand repeat longer sentences, more complex words rephrase what an adult said talk about topics studied in class / topics chosen individually answer/ask simple questions explain what they are doing, what they did, what they will do justify their opinion, their choices speak in role play situations and small group speak with confidence in front of an audience (classmates, children from upper levels...) remember and use vocabulary linked to topics studied

Literacy

Reading and Phonics

Children can :

- recognise various types of texts related to topics studied (posters, letters, stories, recipes, documentaries...)
- discuss what a text may say in connection with illustrations
- recall the beginning of a story, predict what happens next, imagine the end of a story
- identify similarities between stories studied or heard (characters, phrases...)
- segment oral phrases and identify words (clapping out, counting...)
- read own name, other children's names in capital letters and cursive
- recognise more words from class bank
- articulate phonemes intelligibly
- segment words into phonemes, count phonemes in words
- recognise letters from level 2 and 3 and phonemes associated
- segment words into their constituent phonemes (chosen amongst suggested words from Twinkl phonics levels 2, 3 and 4)
- blend phonemes in simple VC, CVC, CCVC, CVCC words (chosen amongst suggested words from Twinkl phonics levels 2, 3 and 4)

Writing (Talk for Writing process)

Children can :

- discriminate between letters and other signs (figures, pictograms...)
- identify similarities in familiar words
- interpret tracks made (drawing, painting...) and dictate to adults
- write story from sequence of pictures (5+) through dictation to adults
- take part in writing collective texts related to topics/ stories studied (posters, letters, stories, recipes, documentaries...)
- write independently simple sentences following a pattern and using class words bank
- form their letters legibly without aid
- write own name in French cursive
- copy words from class word bank (capital letters / French cursive)
- spell VC, CVC, CCVC, CVVC words using studied phonemes (Twinkl phonics levels 2, 3 and 4)
- spell first common words accurately (see HFW spelling belts)

TRADITIONAL TALES TO BE READ IN GSM

Cinderella

The Magic Porridge Pot

Three Billy Goats Gruff

The Ugly Duckling

Hansel and Gretel

CFBL CP ENGLISH LANGUAGE PROGRAMME

Spoken language	Reading, Understanding and Phonics
<p>Children can:</p> <ul style="list-style-type: none"> ● maintain their focus for a longer period of time ● identify and memorise relevant information in a story heard or in somebody's speech ● respond appropriately to simple class instructions ● recall longer stories and traditional tales read aloud by an adult ● listen to and understand peer presentations ● take part in class discussions, assuring they stay on topic ● present their point during class debates ● participate in role plays in link with books read ● express themselves smoothly during monthly presentation ● start organising their speech ● read out loud words and sentences more fluently (daily practice) ● memorise rhymes, poems or short texts ● speak to be heard (Radio Récré, presentations to peers or other class groups...) 	<p>Children can :</p> <ul style="list-style-type: none"> ● recognise and easily read graphemes from Twinkl phonics level 3 and 4 (revision) and level 5 ● blend CVC, CCVC and CVCC words using these graphemes ● use their knowledge to read two syllables words ● quickly read common exception words from Twinkl phonics levels 2 -5) ● read from texts read as a class ● read short texts independently (Rhino Readers and Oxford Reading Scheme) ● show their understanding of texts read collectively in various reading comprehension exercises (T/F, multiple choice, words, full sentences...). Differentiated comprehension activities to be practised at least once a week. ● read for various purposes (instructions, stories, non-fiction texts/books...)

TRADITIONAL TALES TO BE READ IN CP

The Elves and the shoemaker

The Snow Queen

The Enormous Turnip

The Hare and The Tortoise

Town Mouse and Country Mouse

Writing	Language study
<p>Children can :</p> <ul style="list-style-type: none"> • scribe all letters in French cursive handwriting • link letters to write words using French cursive handwriting • copy a word, a sentence without forgetting any letter or any word • respect presentation • produce sentences in link with texts studied or class events • produce a short text (up to 5 sentences) • Write for a variety of purposes (letter, invitation, short message, answers for comprehension questions, recount, story, poem, recipe...) 	<p>Year 1 statutory requirement</p> <p>Word Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing, untie the boat]</p> <p>Sentence How words can combine to make sentences Joining words and joining clauses using and</p> <p>Text Sequencing sentences to form short narratives</p> <p>Punctuation Separation of words with spaces Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the person pronoun I</p> <p>Terminology for pupils: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <ul style="list-style-type: none"> • spell studied common words (see Spelling programme attached and HFW belts)

CFBL CE1 ENGLISH LANGUAGE PROGRAMME

Spoken language	Reading, Understanding and Phonics
<p>Children can:</p> <ul style="list-style-type: none"> ● maintain their focus for a longer period of time ● identify and memorise relevant information in a story heard or in somebody's speech ● answer questions regarding to a text heard (listening exercises) ● respond to and rephrase simple class instructions ● recall stories and traditional tales read aloud by an adult or a peer ● listen to and understand peer presentations ● take part in class discussions, ensuring they stay on topic ● present and argue their point during class debates ● give their opinion on a story heard, a book read, a topic discussed... ● participate in role plays in link with books read ● express themselves smoothly during monthly presentation (book reviews...) ● start organising their speech ● read texts for others to understand them ● memorise rhymes, poems or short texts ● adapt their speech to their audience (Radio récré, presentations...) 	<p>Children can :</p> <ul style="list-style-type: none"> ● recognise and easily read graphemes from level 5 (revision) and level 6 ● blend CVC, CCVC and CVCC words using these graphemes ● use their knowledge to read longer words ● quickly read common words from level 6 and from texts read as a class ● read short texts independently (Rhino Readers + Oxford Reading Scheme) ● show their understanding of texts read collectively through various reading activities (T/F, multiple choice, word answers, full sentences answers...). Differentiated comprehension activities to be practised at least once a week. ● start identifying specific elements to prove understanding in the text ● read for various purposes (instructions, stories, non-fiction texts/books...) ● read out loud more and more fluently (daily practice, guided reading, class readers...)

TRADITIONAL TALES TO BE READ IN CE1

Sleeping Beauty

The Crow and the Jug

The Emperor's New Clothes

Little Red Riding Hood

Rapunzel

Writing	Language study
<p>Children can :</p> <ul style="list-style-type: none"> ● scribe capital letters in French cursive handwriting ● link letters to write longer words using French cursive handwriting ● copy sentences without forgetting any letter or any word ● copy a short text (up to 10 sentences) respecting presentation ● sequence sentences to form short narratives ● practice different types of writing (● write for a variety of purposes (answers for comprehension questions, letter, diary, story, poem, ...) ● produce creative writing pieces regularly, linking with texts or grammar studied ● start planning a piece of writing with support ● check their written production for meaning ● start using a check list to proof-read their work ● produce a short text (up to 5 sentences) 	<p>Year 2 statutory requirement</p> <p>Word Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -fulm -less Use of the suffixes -er -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Sentence Subordination (using when, if, that, because) and coordination (using or, and but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the main in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Punctuation Use of capital letters, full stops, question marks, exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Terminology for pupils: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p> <ul style="list-style-type: none"> ● spell studied common words (see Spelling programme attached and HFW belts) ● understand the concept of single and plural (for nouns) and use in simple cases ● identify the difference between a common and a proper noun ● understand and apply subject-verb agreement (3rd person singular for present + to be) ● use simple past (regular verbs)

CFBL CE2 ENGLISH LANGUAGE PROGRAMME

Spoken language	Reading and Understanding
<p>Children can:</p> <ul style="list-style-type: none"> ● maintain their focus for a longer period of time according to the purpose ● identify and memorise relevant information in a story heard or in somebody's speech, linking them together to make sense ● start questioning what they misunderstood ● answer questions relating to a text heard, rephrase, recount, summarise, change the end... (listening exercises) ● respond to and explain simple class instructions ● listen to and understand peer presentations ● take part in class discussions, ensuring they wait for their turn to speak and stay on topic ● present and argue their point during class debates ● give their opinion on a story heard, a book read, a topic discussed... ● express themselves coherently during monthly presentation (book review...) ● start organising their speech in a structured way ● read texts for others to understand them, including personal texts ● memorise and recite poems or short texts ● adapt their speech to their audience (Radio récré, performance...) ● perform in front of a larger audience (short sketches or skits...) 	<p>Children can :</p> <ul style="list-style-type: none"> ● use their knowledge of phonics to decipher new words ● quickly read common words from texts read as a class ● fluently read adapted texts (90 words per minute) ● read stories independently (Oxford Reading Scheme) ● show their understanding of texts read collectively and individually. Differentiated comprehension activities to be practised at least once a week (questionnaire with full sentence answers, recount, summary, rewriting, book review...). ● justify their understanding in support of the text read (highlighting specific elements - explicit) ● start linking cultural knowledge to elements of text to further their understanding (implicit) ● start identifying parts of the texts they did not understand (vocabulary, complex sentences, missing information...) ● read for various purposes (fiction and non-fiction texts of all genres – read to make something, to learn something new, to recount, to enhance vocabulary, for pleasure...) ● read out loud smoothly, taking care of punctuation and starting to convey meaning through expressive reading (daily practice, guided reading, class readers...)

TRADITIONAL TALES TO BE READ IN CE2

Cinderella

The Lion And The Mouse

Midas And the Golden Touch

The Steadfast Tin Soldier

Writing	Language study
<p>Children can :</p> <ul style="list-style-type: none"> ● scribe neatly using French cursive handwriting ● use strategies to copy faster and without mistakes ● copy longer texts (up to 10 lines) respecting presentation ● type a short text (up to 5 lines) using adapted word processing software ● produce a longer text (up to 10 sentences) ● write texts of various genres, in link with texts read and grammar studied in class ● write for a variety of purposes and audiences, including personal objectives (Writer's Notebook) ● start using a constructive writing process with support (brainstorming ideas, organising them, planning, building up and writing sentences...) ● introduce paragraphs to group related sentences ● choose appropriate noun phrases and pronouns within and across sentences to aid cohesion and avoid repetition ● start using a success criteria list to check their written production relates to the particular writing genre. ● start identifying mistakes with teacher support (inconsistencies, omissions, repetitions...) ● use a check list to proof-read their work 	<p>Year 3/4 statutory requirement</p> <p>Word</p> <p>Y4: The grammatical difference between plural and possessive -s</p> <p>Y3: Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Y3: Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Y3: Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Sentence</p> <p>Y3: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Y4: Fronted adverbials [for example, <u>Later that day</u>, I heard the bad news]</p> <p>Y4: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Text</p> <p>Y3: Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Y3: Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Punctuation</p> <p>Y3: Introduction of inverted commas to punctuate direct speech</p> <p>Y4: Use of the comma after fronted adverbials</p> <p>Y4: Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <ul style="list-style-type: none"> ● understand and apply subject-verb agreement (3rd person singular for present + to be) ● use full stop and question mark, exclamation mark at the end of a sentence ● use simple past (regular and irregular verbs) ● spell studied common words (see Spelling programme attached and HFW belts) + words from studied vocabulary ● use a dictionary with ease to understand the meaning of a word

CFBL CM1 ENGLISH LANGUAGE PROGRAMME

Spoken language	Reading and Understanding
<p>Children can:</p> <ul style="list-style-type: none"> ● stay focused for more than 10 minutes and recall speech / story / information heard ● identify and memorise relevant information in speeches and various texts read aloud (fortnightly listening exercises) ● understand and explain class instructions ● accurately identify elements they didn't understand in speeches/texts heard ● accurately report group discussions and outcomes ● use their personal notes/plan (mind map...) to organise their speech ● memorise and recite poems or short texts ● perform in front of a variety of audiences ● take part in verbal exchanges, waiting for their turn, adding new points to the topic ● make use of new words learnt in class in their speech ● adapt their speech to their audience ● recall rules during verbal exchanges ● improve their speech after listening to the recording (Radio Récré, poems...) 	<p>Children can :</p> <ul style="list-style-type: none"> ● read aloud short texts after preparation, without any mistakes ● easily read more common and irregular words ● independently read long texts ● take punctuation into account when reading aloud ● read fluently (110words/min +) ● identify explicit information and point out missing information when reading ● show their understanding of texts read collectively and individually through full sentence answers. Differentiated comprehension activities to be practised at least once a week ● justify their understanding, quoting from the text read (highlighting specific elements) ● discriminate between different types of text, using page layout (play, poem, narrative...) ● link a new text to others previously studied ● provide the nature and the source of the document ● identify various types of documents (text, image, table, graph, photo...) and use them to find relevant information ● read for various purposes (fiction and non-fiction texts of all genre)

TRADITIONAL TALES TO BE READ IN CM1

Beauty and The Beast

The Legend of King Arthur

The Hare and The Tortoise

Theseus and the Minotaur

The Little Mermaid

Writing	Language study
<p>Children can :</p> <ul style="list-style-type: none"> ● scribe neatly using French cursive handwriting ● efficiently copy texts (up to half a page) respecting presentation ● use strategies to copy without mistakes ● type and layout short texts (up to 5 lines) using a keyboard ● use their notes/drafts to rephrase, write their procedures and outcomes in an individual or group research ● write a summary and express their opinion about a book, choose and copy short passages ● summarise relevant information in a sentence, write a short lesson using their notes ● use a draft to brainstorm ideas and plan. ● write a variety of texts' genres, respecting paragraphing and presentation ● write for a variety of purposes and audiences, including personal objectives (Writer's Notebook) ● use given success criteria to ensure relevance of their text ● follow learnt steps to write texts, using support provided ● use a check list to proof-read their work 	<p>Year 4/5 statutory requirement</p> <p>Word Y4: The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Sentence Y4:Fronted adverbials [for example, <u>Later that day</u>, I heard the bad news] Y5: Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify] Y5:Indicating degrees or possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will must] Y5:Relative clauses beginning with who, which, where, when whose, that, or an omitted relative pronoun</p> <p>Text Y4:Use of paragraphs to organise ideas around a theme Y4:Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuation Y4: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Y4: Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Y4: Use of the comma after fronted adverbials</p> <ul style="list-style-type: none"> ● spell studied common words (see Spelling programme attached and HFW belts) ● use a dictionary with ease to understand the meaning of a word ● use past tenses (simple past, progressive past, present perfect, past perfect) ● use full stop and question mark, exclamation mark at the end of a sentence ● enhance written texts using metaphor, simile, analogy, imagery...

CFBL CM2 ENGLISH LANGUAGE PROGRAMME

Spoken language	Reading and Understanding
<p>Children can:</p> <ul style="list-style-type: none"> ● stay focused for more than 15 minutes and recall speech / story / information heard ● identify and memorise explicit information in various speech genres, link them chronologically and deduce implicit information (weekly listening activities) ● accurately identify elements they didn't understand in speech/texts listened to and use a second listening to find answers ● use their voice and body (gestures) to maintain the attention of the audience and assist with understanding ● use their personal notes/plan to organise their speech in various situations ● memorise and recite poems and longer texts ● perform in front of a variety of audiences ● take part in verbal exchanges, reacting to others' words, acknowledging or giving a different opinion ● when making an argument, make use of new expressions learnt in class in their speech <ul style="list-style-type: none"> ● adapt their speech to suit their audience ● improve their speech after listening to the recording (Radio récré, poems...), using peers' or teacher's advice ● differentiate between a verbal and written message and transpose from one code to the other 	<p>Children can :</p> <ul style="list-style-type: none"> ● read aloud long texts after preparation, without any mistakes ● take punctuation into account when reading aloud ● read fluently (120words/min +) ● independently read long texts and books they chose ● identify explicit and implicit information when reading ● show their understanding of texts read collectively and individually through full sentence answers. Differentiated comprehension activities to be practiced at least once a week ● justify their understanding, quoting from the text read (highlighting specific elements) ● discriminate between different types of text, identifying specific criteria for each ● link a new text to others previously studied and to collective or individual cultural elements ● provide the nature and the source of the document ● identify various types of documents (text, image, table, graph, photo...) and use them to find relevant information ● use their personal knowledge to make inferences and understand implicit information in documents ● read for various purposes (fiction and non-fiction texts of all genres)

TRADITIONAL TALES TO BE READ IN CM2

The Trojan Horse

Narcissus

Sir Gaiwin and The Green Night

Writing	Language study
<p>Children can :</p> <ul style="list-style-type: none"> • scribe neatly using French cursive handwriting • efficiently copy texts (15 lines+), respecting presentation • use strategies to copy without mistakes • type and layout short texts (up to 10 lines) using a keyboard • use a word processing software to correct and improve their text • take notes during oral presentations, visits, class meetings... • use their notes/drafts to write lessons, summarise a text heard... • write a summary and express their opinion about a book • choose and copy short passages • use a draft to brainstorm ideas, plan... • write a variety of texts' genres, respecting paragraphing and presentation, using headings and sub-headings when necessary • write for a variety of purposes and audiences, including personal objectives • use given success criteria to ensure relevance of their text • follow learnt steps to write texts, using provided support • use a check list to proof-read their work 	<p>Year 5/6 statutory requirement</p> <p>Word</p> <p>Y5: Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify]</p> <p>Y5: Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Y6: The difference between vocabulary typical or informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>Y6: How words are related by meaning as synonyms and antonyms [for example, big, large, little] – link to work using a Thesaurus</p> <p>Sentence</p> <p>Y5: Relative clauses beginning with who, which, where, when whose, that, or an omitted relative pronoun</p> <p>Y5: Indicating degrees or possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will must]</p> <p>Y6: The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <u>If I were</u> or <u>Were they to</u> come in some very formal writing and speech]</p> <p>Y6: Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</p> <p>Text</p> <p>Y5: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Y5: Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he has seen her before]</p> <p>Punctuation</p> <p>Y5: Brackets, dashes or commas to indicate parenthesis</p> <p>Y5: Use of commas to clarify meaning or avoid ambiguity</p> <p>Y6: Use of the colon to introduce a list and use of the semi-colons within lists</p> <ul style="list-style-type: none"> • enhance written texts using metaphor, simile, analogy, imagery.. • spell studied common words (see Spelling programme attached and HFW belts) • use a dictionary with ease to understand the meaning of a word