



The Three Pillars of Language Learning

This document highlights how Hartford Junior School caters for the three pillars of learning ensuring substantial progress in French by the end of primary phase. The three pillars of language being:

- Phonics
- Vocabulary
- Grammar

There are no prescribed lists or recommendations in the Programmes of Study [PoS] attainment targets for which phonemes, vocabulary or grammar structures to cover. At Hartford, we weave all phonics, vocabulary and grammar into lessons and build in plenty of retrieval opportunities to ensure substantial progress and build solid foundations in language learning.

Phonics

We structure our lessons around a list of phonemes that all students should be able to recognise and recall accurately by the end of their 4-year language learning journey. The list consists of the most frequent and useful sounds in the foreign language appropriate to this stage of learning. The phonemes are taught explicitly in lessons and then revisited multiple times through lessons, songs, and interactive games. They will also be seen and heard implicitly. There are also four sequential and progressive phonics lessons which are taught at the start of each year. These four lessons build up pupils' phonetic knowledge, moving from the phoneme on its own, to seeing it in high frequency words and then finally incorporated in context in a longer piece of text. Each year group / teaching type has a particular group of phonemes to focus on. As pupils move through the three teaching types (Early/Intermediate/Progressive) they are expected to remember and recall previously learnt phonemes as well as learn the new ones added on.

Vocabulary

Essential vocabulary to be covered by the end of Year 6 is summarised on a 'Core Vocabulary Mat'. This is the most useful age-appropriate language we believe should be taught at this stage of learning to be covered in Key Stage 2. In addition, every unit of work has a 'Unit Glossary' and 'Picture Vocabulary Sheet' which is available to pupils. Each unit recaps and consolidates the core vocabulary and then layers on more language so that pupils gradually expand their range of vocabulary. This enables them to understand more and start to say and write more complex and sophisticated phrases and sentences as their range of vocabulary expands.

Grammar

Grammar is weaved into every unit in across all three teaching types. It is introduced both implicitly and explicitly. Implicitly in the Early Learning units (Y3 - Y4) then moving towards a more explicit approach in our Intermediate and then Progressive units (Y5 - Y6). The grammar taught is that which we consider to be most useful for pupils at this stage of their language learning journey. Once introduced, any grammar is constantly revisited and recycled in the units that follow.