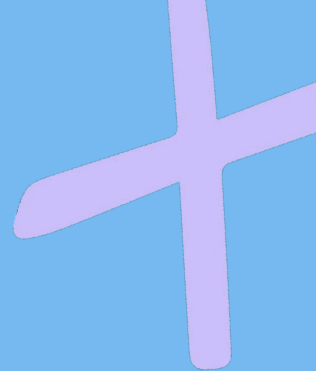


East Renfrewshire



FRENCH at OLM



Daniella Margiotta





SETTING THE
SCENE

Why languages? Why now?

Cognitive Skills

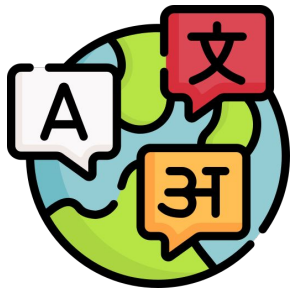
Equity

Changing Political Landscape

Life opportunities

Diversity – Celebrating Multilingual Identities

Developing the 4 capacities

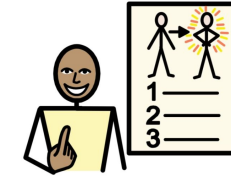


Global Citizenship and Children's Rights

developing political literacy international education ethos
 embedded in the curriculum understanding interdependence protecting biodiversity
 values-based resilience addressing discrimination and prejudice
outdoor learning local to global human rights
 sustainable energy and water use skills for work
 fair trade eradicating poverty and inequity children's rights contact with nature
 links between environment, society and economy creativity

learning for sustainability

peace and conflict learning for a better world critical thinking
 respect ethical issues identity and heritage waste reduction and recycling
 social justice sustainable buildings and grounds school linking
sustainable development education discussing controversial issues
 tackling climate change growing food learners as leaders
 community partnerships systems thinking **global citizenship**
 social and cultural diversity cooperative, collaborative and active learning play
health and wellbeing culture engaging with democracy
 equality and fairness improving attainment and achievement
 problem solving responsible use of our planet's resources



@ UNCRF Article 29

I have the right to an education which develops my personality, respect for others' rights and the environment



@ UNCRF Article 17

I have the right to get information in lots of ways, so long as it's safe



@ UNCRF Article 13

I have the right to find out and share information



@ UNCRF Article 8

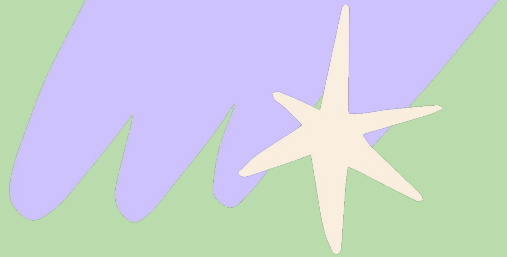
I have a right to an identity

Key features of the national 1+2 policy

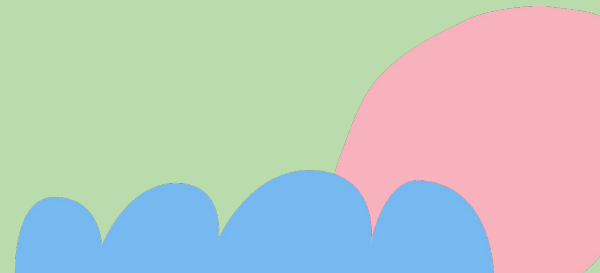
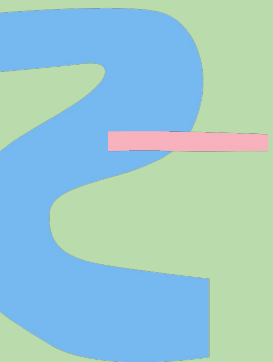
- First additional foreign language (L2) from Primary 1. In ERC this language in all schools is **French**.
- Second additional foreign language (L3) from Primary 5. In ERC this language varies by cluster and will be **Mandarin, Spanish or Urdu**.

Emphasis on:

- Depth and continuity
- Regular, planned exposure
- Progression
- Embedding L2 in daily routines and experiences –
all practitioners using L2
- Holistic view of languages within the school's development of the curriculum, no longer an 'add on'



FINDING OPPORTUNITIES



School priorities, practice and strengths

Literacy and English

Interdisciplinary learning

We are OLM – celebrating multilingual identities and cultures

Collaborative working

Leaders of learning

How can we develop excellent learning experiences?



Active learning through play and enquiry



Child-led, responsive planning



Bonjour, Musa.
Ca va?

Making languages visible and audible



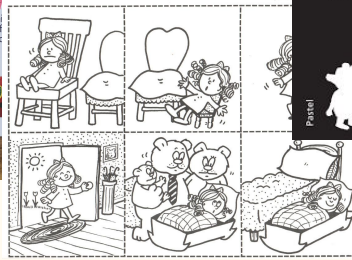
How can we develop excellent learning experiences?



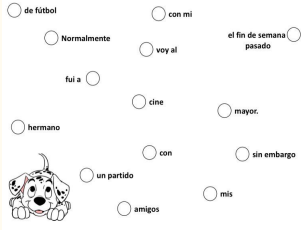
Texting Story



Making use of digital technologies



DOT THE DOT SENTENCES



19. My rabbit is three years old.

20. My dogs are four years old.

17. My birds

18. My guinea pig is two old.

16. My mice are called Ali and Rex.

two rabbits.

12. three birds

toise is called

1. Number the order of the words (put them in order).

2. Write out the sentence correctly in Spanish and English.

3. Translate into English.

ingis:

7. I don't have a dog.

8. I don't have a guinea pig.

5. I have one cat

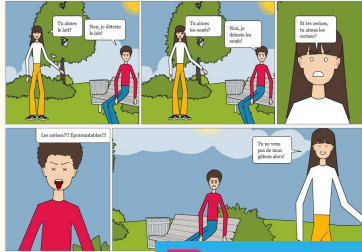
6. I have a tortoise.

3. a guinea pig

4. one tortoise

1. a cat

2. one dog



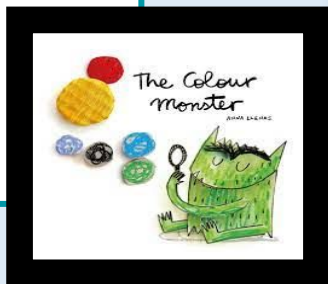
Developing wider literacy skills



How can we develop excellent learning experiences?

The Colour Monster

- ✓ COLOURS
- ✓ NUMBERS
- ✓ OWN NAME
- ✓ GREETINGS (FEELINGS)
- ✓ LINKS TO WIDER LITERACY / HWB



P1

- Match French colours to feelings in English (or French)
- Create own monster puppet and give it a name – children then greet and ask/answer 'What's your name?/My name is...' with monsters
- Sequence the story with coloured monster images
- Listen to the story in French (https://youtu.be/ZPnP048_UIY) and children signal when a familiar word appears or call out colours in French as they appear



P3

Daily Life Around the World

- ✓ NAME / AGE
- ✓ WHERE WE LIVE
- ✓ FAMILY MEMBERS
- ✓ WEATHER
- ✓ FRANCOPHONE COUNTRY
- ✓ TRADITIONS
- ✓ LINKS TO SOCIAL STUDIES / RME / HWB

- Create profile / book of self / family / Scotland
- Research French speaking countries and find similarities – look at 'The Everyday Projects' for photo stimulus
- Role play, speaking as child from another country, describing family / traditions / weather
- Make a film to share findings and practise target language – consider the style of High 5 French
- Role play area to support exploration of domestic life / weather
- Make links to SDGs (or ODD in French)
- Use Global Storybooks Portal/ books to access stories about life elsewhere and listen for key vocabulary

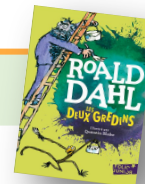
P5



Roald Dahl

- ✓ DESCRIPTIONS
- ✓ LIKES/PREFERENCES
- ✓ VERBS
- ✓ DICTIONARY SKILLS
- ✓ ALL FOUR LANGUAGE SKILLS
- ✓ LINKS TO WIDER LITERACY

- Guess the title
- Conduct a class survey on favourite Roald Dahl books/characters - Num+Maths
- Draw and describe the characters / where they live, using bilingual dictionaries to extend vocabulary
- Try to match excerpts in French/English
- Spot the Difference when reading two similar excerpts in French
- Write a recipe / potion
- Create own blurb / comic / animation with core vocab
- Explore 'les Droits de l'enfant' - Children's rights





DAILY FRENCH
FOR EVERYONE

Why embed French?



Daily French normalises language learning and shows that we value multilingualism.

How else do you recognise and celebrate your class and school's linguistic diversity?



'Low stakes' experiences can encourage reluctant learners to have a go and build confidence.

This applies to teachers and parents too! Are we 'talent scouts' or 'deficit detectives' when we reflect on our own skills and practice?



Frequent practice leads to improved vocabulary retention and pronunciation.

We all need opportunities to recall and rehearse language, even in our mother tongue.



PRACTICAL
TASKS



STARTING THE DAY



GREETINGS

Bonjour!

Salut!

Bonjour, Jamie.

Bonjour la classe.

BONJOUR



LUNCH OPTIONS

On va commander le déjeuner. – Let's order lunch.

Je prends... – I'll have...

Je voudrais... – I would like...

HAVE A GO AT NAMING ITEM OR EVEN JUST SAY

COLOUR IN FRENCH

J'ai apporté mon déjeuner. – I have a packed lunch.

REGISTER

On va faire l'appel. – Let's do the register.

- présent(e) – present
- ici- here
- absent(e) – absent



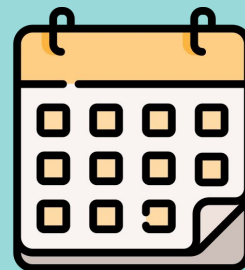
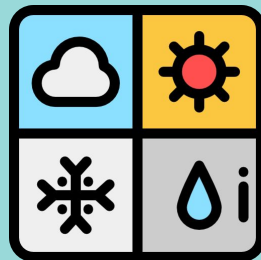
WHAT'S THE DAY / DATE / WEATHER TODAY?

Quel jour sommes-nous? – What day is it?

Quelle est la date aujourd'hui? – What is today's date?

Quel temps fait-il? – What's the weather like

Caution against overuse in 2nd Level



EMOTIONAL CHECK-IN

Ça va? – How are you?

Ça va bien/mal/très bien – I am well/not well/ great

Je suis... – I am...

Je me sens... – I feel...

[Inspired by Emotionworks.docx](#)



OTHER
OPPORTUNITIES

Individual language learning opportunities

DuoLingo – Free app – 5 mins per day

Coffee Break French – YouTube podcasts – 15 mins

Coffee Break French to Go – YouTube videos – 5 mins

BBC Bitesize French – Videos, explanations and other materials





Thank you for attending
French!

