

## Oracy: prioritising the spoken word

*Petit Pont* prioritises the development of skills relating to the spoken word, listening and speaking. The high quantity of recorded audio material which supports everything within the CD-ROM activity base – from the talking dictionary to the longer stories – bears witness to this emphasis.

<b>Oracy strand: Learning Objectives</b>		
<b>Children should be taught to:</b>	<b>Learning opportunities in <i>Petit Pont</i></b>	<b>Example activity in <i>Petit Pont</i></b>
O3.1 Listen and respond to simple rhymes, stories and songs	<p>There are poems in nearly every unit of <i>PP1</i>.</p> <p>There is a story at the end of every unit.</p> <p>There is a song in every unit.</p>	<p>Pupil's Book 1 p15 2; Teacher's guide 1 p28</p> <p>Pupil's Book 1 p19; Teacher's guide 1 p30</p> <p>Pupil's Book 1 p23; Teacher's guide 1 p34</p>
O3.2 Recognise and respond to sound patterns and words	<p>Tasks require children to recognise sounds within words, as well as whole words.</p>	<p>Pupil's Book 1 p9; Teacher's guide 1 p18, CD track 1</p>
O3.3 Perform simple communicative tasks using single words, phrases and short sentences	<p>Children are required to practise simple dialogues.</p> <p>Children learn to ask and answer questions.</p>	<p>Pupil's Book 1 p3, 3; Teacher's guide 1 p12, CD track 5</p> <p>Pupil's Book 1 p8, 1; Teacher's guide 1 p18 <i>Où habites-tu?</i></p>
O3.4 Listen attentively and understand instructions, everyday classroom language and praise words	<p>Children repeat words and phrases modelled by the teacher, and by the recorded audio material.</p> <p>Children recognise everyday classroom instructions and equipment</p> <p>Children are familiarised with phrases relating to teacher feedback</p>	<p>Pupil's Book 1 p16, 1; Teacher's Guide 1, p28, 1</p> <p>Pupil's Book 1 pp16-17; Teacher's Guide 1, pp28-30</p> <p>CD-ROM activities reinforce correct or incorrect pupil response with phrases such as "<i>Super!</i>" or "<i>Non, c'est pas ça.</i>"</p>

O4.1 Memorise and present a short spoken text	Learning by heart is advocated.	Pupil's Book 1 p20, 1, Teacher's Guide 1 p32, <i>Contre la montre</i>
O4.2 Listen for specific words and phrases	Children listen for detail relating to meaning. Children show recognition and understanding by physical response/ clicking the PC mouse.	Pupil's Book 1 p33, 2, Teacher's Guide 1 p45, 2 CD track 45 All CD-ROM activities
O4.3 Listen for sounds, rhyme and rhythm	Children listen to study French intonation. Children listen to study French pronunciation.	Pupil's Book 1 p37; Teacher's guide 1 p49, CD track 48 Pupil's Book 1 p42; Teacher's guide 1 p52, CD track 52
O4.4 Ask and answer questions on several topics	Children practise asking and answering questions. Children perform and record topical dialogues at the end of each unit with a 'virtual' partner.	Pupil's Book 1 p33, 3; Teacher's guide 1 p45, 3 CD-ROM, Oral activities; Teacher's guide 1 p50, CD-ROM summary unit 7
O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts	Children practise dialogues, using combinations of new and recycled vocabulary in new question and answer formats. Focus on correct pronunciation and intonation maintained in the teaching of new vocabulary. Children are encouraged to use their tone of voice and gesture to help to convey meaning.	Pupils' Book 2 p3; Teacher's Guide 2 p17, 3 Pupils' Book 2 p2; Teacher's Guide 2 p15 Pupils' Book 2 p6; Teacher's Guide 2 p22
O5.2 Understand and express simple opinions	Children learn to use simple forms of agreement and disagreement. Children learn to understand and express likes and dislikes.	Pupils' Book 2 p21, 6; Teacher's Guide 2 p42, 6 Pupils' Book 2 p21, 4; Teacher's Guide 2 p41, 4
O5.3 Listen attentively and understand more complex phrases and sentences	Children are asked to understand the main points of spoken texts that include new or unfamiliar language.	Pupils' Book 2 p26, Poème; Teacher's Guide 2 p48, CD track 32
O5.4 Prepare a short presentation on a familiar topic	Children are challenged to memorise and perform a text.	Pupils' Book 2 p5, Poème; Teacher's guide 1 p20, CD track 7

O6.1 Understand the main points and simple opinions in a spoken story, song or passage	Having listened attentively, children can demonstrate comprehension of the main points.	Pupils' Book 2 p41; Teacher's Guide 2 p70, 3, CD track 50
O6.2 Perform to an audience	Children are encouraged to read text aloud. Children are encouraged to develop and perform spoken texts publicly.	Pupils' Book 2 p26, <i>Poème</i> ; Teacher's Guide 2 p48, CD track 32 Pupils' Book 2 p38; Teacher's Guide 2 p65, CD track 46
O6.3 Understand longer and more complex phrases or sentences	Children are challenged to listen to and understand longer spoken texts.	Pupils' Book 2 p39; Teacher's Guide 2 p67, CD track 49
O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories	Children participate in simple, sustained conversations on familiar topics, in pairs, in an audible voice.	Pupils' Book 2 p32, 2; Teacher's Guide 2 p56, 2

## Literacy: underpinning the spoken word

Whilst *Petit Pont* prioritises the development of skills relating to the spoken word, skills relating to the written word are seen as essential support for this focus on oracy. The resource design recognises that it is a fundamental literacy skill to learn to build up an understanding of the relationship between French sounds and spelling, and that the written word is an indispensable aid in the memorisation of new knowledge. The activities acknowledge that primary school children also enjoy being able to understand forms of written language, and that this enjoyment will be enhanced by copying, and communicating in, the new written 'code' that French represents.

<b>Literacy strand: Learning Objectives</b>		
<b>Children should be taught to:</b>	<b>Learning opportunities in <i>Petit Pont</i></b>	<b>Example activity in <i>Petit Pont</i></b>
L3.1 Recognise some familiar words in written form	Children identify words and are able to show they know their meaning by matching them to images	Pupil's Book 1 p7, 1; Teacher's guide 1 p16, 1 CM3 CD-ROM unit 4 activity 4
L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words	Children learn to pronounce accurately letters and letter strings.  They are asked to read aloud familiar words.	Pupil's Book 1 p4; Teacher's guide 1 p14, CD track 9  CD-ROM, unit 2 activity 1
L3.3 Experiment with the writing of simple words	Children are required to copy correctly simple, familiar words.  They are asked to write some single words from memory.	Teacher's guide 1 p29, CM8  CD-ROM unit 6 activity 6
L4.1 Read and understand a range of familiar written phrases	Children match phrases and short sentences to pictures.  They identify non-fiction texts by their style and layout, e.g. glossary, crossword, board game, contents list	Pupil's Book 1 p16, 1; Teacher's guide 1 p28, 1  Pupil's Book 1 p42, 1 Pupil's Book 1 pp44-47

L4.2 Follow a short familiar text, listening and reading at the same time	Children make links between the spoken and written words.  They identify common spelling patterns in letter strings.	Pupil's Book 1 p29, 3; Teacher's guide 1 p42, 3, CD track 41  Pupil's Book 1 p32, Pronunciation; Teacher's guide 1 p42, CD track 43
L4.3 Read some familiar words and phrases aloud and pronounce them accurately	Children are asked to read aloud familiar combinations of words.	CD-ROM, all speaking activities
L4.4 Write simple words and phrases using a model and some words from memory	Children can complete messages or sequences with a given set of words.  Children can complete messages or sequences with a set of words from memory.	Pupil's Book 1 p13, 4; Teacher's guide 1 p24, 4  Pupil's Book 1 p22, 1; Teacher's Guide 1 p34, 1
L5.1 Re-read frequently a variety of short texts	They get the chance to read and re-read short texts.	Pupils' Book 2 all the songs and poems
L5.2 Make simple sentences and short texts	They do tasks that help them understand relationships between word order and meaning.  They use devices to build words and phrases into sentences, or into dialogue scripts.	Pupils' Book 2 p30, 2; Teacher's Guide 2 p55, 2  Pupils' Book 2 p9, 3; Teacher's Guide 2 p27, 2
L5.3 Write words, phrases and short sentences, using a reference	They can choose words, phrases and sentences and write them into a gapped text, or as picture captions.  They use a bilingual dictionary or glossary to check the spelling of familiar words.	Pupils' Book 2 p8, 1; Teacher's Guide 2 p26, 1  Pupils' Book 2 p9, 2; Teacher's Guide 2 p27, 2
L6.1 Read and understand the main points and some detail from a short written passage	Children can read and respond to a short written passage to show both gist understanding and understanding of some detail.	Pupils' Book 2 p26, 1, Teacher's Guide 2 p49, 1
L6.2 Identify different text types and read short, authentic texts for enjoyment or information	Children get to read for enjoyment.  They can scan a text and retrieve information.	Teacher's Guide 2 all end-of-unit story texts  Pupils' Book 2 p41, 2; Teacher's Guide 2 p70, 2
L6.3 Match sound to sentences and paragraphs	They listen carefully to a model, and complete a task that demonstrates they can match the spoken sentences to written sentences.	Pupils' Book 2 p22, 1; Teacher's Guide 2 p43, 1, CD track 27

L6.4 Write sentences on a range of topics using a model	They construct a short text, e.g. a short story or description.	Pupils' Book 2 p37, <i>Poème</i> ; Teacher's Guide 2 p64, CD track 44
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## Intercultural understanding: languages and 'otherness'

Whilst *Petit Pont* prioritises the study of the French language, aspects of culture are so deeply embedded in the words and grammar of, and in the ways of communicating in, ANY language, it follows that the learning of French cannot avoid a study of the cultural context in which they exist. Through its physical setting, which looks and feels French, as well as through its regular stories, *Petit Pont* develops from the outset an appreciation of this cultural context. Opportunities to consider aspects of cultural awareness are systematically flagged up in the Teacher's Guides as they occur in the linguistic progression, in order that teachers might explicitly help children develop a tolerance and an appreciation of what is different in another culture.

Intercultural Understanding strand: Learning Objectives		
Children should be taught to:	Learning opportunities in <i>Petit Pont</i>	Example activity in <i>Petit Pont</i>
IU3.1 Learn about the different languages spoken by children in the school	Children can increase their awareness of linguistic diversity in their own community as part of studying French.	No specific tasks
IU3.2 Locate country/countries where the language is spoken	Children learn about countries where French is spoken. They learn some facts about France.	All activities are set in the carefully authenticated setting of Petit Pont, an imaginary village in France. Pupils' Book 1 p24, <i>Trois dates</i> ; Teacher's Guide 1 p35
IU3.3 Identify social conventions at home and in other cultures	Children learn about typical names of children in France/ French-speaking countries. They learn how to greet native speakers of French of their own age, and adults.	Pupils' Book 1 p4, 1; Teacher's Guide 1 p13, 1, CD track 7 Pupils' Book 1 p1; Teacher's guide 1 pp 10-11
IU3.4 Make indirect or direct contact with the country/countries where the language is spoken	Children have a chance to make contact with a native speaker of French-speaking peers. They get to view a media resource about France.	Teacher's guide 1 Introduction: Reading and writing, pp5-6 All activities are set in the carefully authenticated setting of Petit Pont, an imaginary village in France.

<p>IU4.1 Learn about festivals and celebrations in different cultures</p>	<p>Children learn how peers in French-speaking cultures celebrate special days, and compare them with English-speaking equivalents.</p> <p>They learn simple words and phrases in French related to special days.</p>	<p>Teacher's Guide 1 p35-36, <i>Trois dates</i> Pupils' Book 1 <i>unité 5</i></p> <p>Pupils' Book 1 p25, <i>Chanson</i>; Teacher's Guide 1 p36, CD track 35</p>
<p>IU4.2 Know about some aspects of everyday life and compare them to their own</p>	<p>Children have a chance to compare pastimes of children of French-speaking cultures with their own.</p>	<p>Pupils' Book 1 p29, 3, <i>Tu as an animal?</i> Teacher's Guide 1 p40, 3, CD track 38</p>
<p>IU4.3 Compare traditional stories</p>	<p>Children have a chance to compare characteristics of simple stories from French-speaking cultures with their own.</p>	<p><i>Petit Pont</i> has its own stories written specifically to reinforce vocabulary topic areas; however, familiarising children with story-telling in the foreign language opens up the opportunity to present authentic stories in class as the children will have the necessary confidence.</p>
<p>IU4.4 Learn about ways of travelling to the country/countries</p>	<p>Children study the location of places in a country where the French language is spoken: France.</p> <p>They have a chance to plan/ remember a journey from their own home to a French-speaking location.</p>	<p>Pupils' Book 2 p7, 3 &amp; 4; Teacher's Guide 2 p24, 3 &amp; 4</p> <p>No specific tasks</p>
<p>IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p>	<p>They have a chance to consider and compare ANY aspect of everyday life of children in their own, and in a French-speaking country.</p> <p>They have a chance to imagine what it would be like to be the person in the French-speaking country.</p>	<p>Pupils' Book 2 <i>unité 4</i>, topic of Free Time</p> <p>All activities are set in the carefully authenticated virtual reality setting of Petit Pont, an imaginary village in France; the CD-ROM game activities allow children to 'explore' an authentic environment.</p>
<p>IU5.2 Recognise similarities and differences between places</p>	<p>Children can identify geographical features of a French-speaking locality.</p> <p>They learn about the types of buildings and places in a French-speaking country.</p>	<p>Pupils' Book 2 p8; Teacher's Guide 2 p24</p> <p>Pupils' Book 2 and Teacher's Guide 2 <i>unité 1</i> All activities are set in the carefully authenticated virtual reality setting of Petit Pont, an imaginary village in France; the CD-ROM game activities allow children to 'explore' an authentic environment.</p>

<p>IU5.3 Compare symbols, objects or products which represent their own culture with those of another country</p>	<p>Children have the chance to identify and compare things representing their own country and a French-speaking country.</p>	<p>Pupils' Book 2 and Teacher's Guide 2 <i>unité 8</i> The concept of the traditional annual village fête is explored.</p>
<p>IU6.1 Compare attitudes towards aspects of everyday life</p>	<p>Children get to recognise similarities and differences in attitudes amongst children in their own and French-speaking cultures.</p>	<p>Pupils' Book 2 p21, 4 &amp; 5; Teacher's Guide 2 p41, 4 &amp; 5</p>
<p>IU6.2 Recognise and understand some of the differences between people</p>	<p>Children are encouraged to discuss similarities and differences between their own and French-speaking cultures.</p>	<p>Teacher's Guide 2 p39, Sports in France Pupils' Book 2 pp46-47; Teacher's Guide 2 p75</p>
<p>IU6.3 Present information about an aspect of culture</p>	<p>They can perform songs or other recognised performing arts acts.  They can use ICT to present some information about France or French-speaking cultures.</p>	<p>Pupils' Book 2 and Teacher's Guide 2 all songs Pupils' Book 2 p39, story; Teacher's Guide 2 p67, CD track 49  Pupils' Book 2 p41, 6; Teacher's Guide 2 p71, 6</p>

## Knowledge about language: laying the foundations

Whilst *Petit Pont* focuses primarily on the study of the French language, it is important that children learn about the phenomenon of language, how its sounds and words combine together, and how they might eventually use this knowledge to construct their own thoughts in French, and in any other foreign language they choose to study in the future. *Petit Pont* systematically covers the relationship between the spoken and written word, and does not shy away from the study of grammar in traditional terms. Thus the resource can be seen to provide input on structural aspects of French that will facilitate future study of this and other foreign languages. Teachers should not underestimate to what extent such opportunities might reinforce and extend children’s learning about the English language, in conjunction with national literacy initiatives.

<b>Knowledge about Language (KAL): Learning Objectives OVERVIEW, years 3-6</b>	
<b>Children should have opportunities to:</b>	<b>Example activities in <i>Petit Pont 1</i> and <i>2</i></b>
Identify phonemes, letters and words which are similar to and different from English in spoken and written forms	Pupils’ Book 1 p12, Chanson; Teacher’s Guide 1 p23, CD track 19  Pupils’ Book 2 p2; Teacher’s Guide 2 p15 (box)
Recognise commonly used rhyming sounds and learn how they are written	Pupils’ Book 1 p14, Pronunciation; Teacher’s Guide 1 p26, CD track 21  Pupils’ Book 2 p10, Pronunciation; Teacher’s Guide 2 p28, CD track 11
Understand and use a range of common words from all word classes, especially verbs	Pupils’ Book 1 pp20-21, 6; Teacher’s Guide 1 p33, 6  Pupils’ Book 2 p18, 1; Teacher’s Guide 2 p38, 1

<p>Recognise that languages ... have different ways of: expressing social relationships (politeness); borrow words from other languages, and describe concepts and ideas differently</p>	<p>Pupils' Book 1 p1; Teacher's Guide 1, CD track 2, Greetings  Teacher's Guide 2 p53, Borrowings from English  Pupils' Book 2 p38; Teacher's Guide 2 p65, CD track 2 (numbers)</p>
<p>Apply their knowledge of language rules and conventions when building short sentences and texts, spoken and written</p>	<p>Pupils' Book 1 p35, 3; Teacher's Guide 1 p47, 3  Pupils' Book 2 p21, 6; Teacher's Guide 2 p42, 6</p>
<p>Understand and use question forms and negatives in spoken and written language</p>	<p>CD-ROM 1, unit 8, activity 2; Teacher's Guide 1 p55, CD-ROM unit 8 summary  Pupils' Book 2 p5, <i>Poème</i>; Teacher's Guide 2 p20, CD track 7</p>
<p>Understand that rules and conventions are respected by native speakers and are important for learners</p>	<p>Pupils' Book 1 and Pupils' Book 2, <i>Attention!</i> feature</p>
<p>Recognise some basic aspects of agreement where relevant, e.g. gender, singular/plural, pronoun/verb, adjectives</p>	<p>Pupils' Book 1 p35, <i>Attention!</i>; Teacher's Guide 1 p46, 1, 2 &amp; 3  Pupils' Book 2 p8, 1; Teacher's Guide 2 p38, 1</p>
<p>Recognise the importance and significance of intonation and punctuation</p>	<p>Pupils' Book 1 p2, 1; Teacher's Guide 1 p11, A note on the names  Pupils' Book 2 p3, 4; Teacher's Guide 2 p18, 4</p>

## Language Learning Strategies: enabling independent learning

Whilst *Petit Pont* focuses evidently and primarily on the study of the French language, it is important that children explicitly consider HOW they learn it, and in so doing, enhance their capacity as independent thinkers and learners across the curriculum and within their language-learning experience. Opportunities for this kind of development are flagged up in the Teacher's Guides; teachers are encouraged to exercise their own skill and judgement in supplementing these.

### Language Learning Strategies (LLS): Learning Objectives OVERVIEW, years 3-6

Children should have opportunities to:	Example activities in <i>Petit Pont 1 and 2</i>
Discuss their language learning and try out different learning strategies	Because the <i>Petit Pont</i> CD-ROMs offer children a unique opportunity to work independently, children can decide for themselves which units of work they wish to work on in advance of, or after, their work in class.
Plan and prepare for language learning activities, analysing what they need in order to carry out a task	
Use gesture and mime to show they understand and to help make themselves understood	Pupils' Book 1 p16; TG1 p28 Classroom instructions  Pupils' Book 2 p4; Teacher's guide 2 p18 ' <i>Domino dit</i> ' game
Identify techniques to develop pronunciation, e.g. observing native speakers, speaking aloud, making recordings	CD-ROM 1 Speaking activities  CD-ROM 2 Speaking activities

<p>Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualisation</p>	<p>Pupils' Book 1 p3, 3; Teacher's Guide 1 p12, 3, CD track 5</p> <p>Pupils' Book 2 p26 <i>Poème</i>; Teacher's guide 2 p48, CD track 32</p>
<p>Identify techniques which assist understanding, e.g. looking at the face of the speaker, asking for repetition or clarification, listening for key words</p>	<p>Teacher's Guide 1 p7, Introduction, Classroom language: Children to teacher</p> <p>Teacher's guide 2 p4 (foot), Introduction</p>
<p>Sort and categorise known words and investigate the characteristics of new language</p>	<p>CD-ROM 1, unit 2 activity 7; Teacher's Guide 1 p19, CD-ROM summary unit 2</p> <p>CD-ROM 2, unit 8 activity 3; Teacher's guide 2 p69, CD-ROM summary unit 2</p>
<p>Apply prior knowledge of language structure(s) when attempting to understand unknown language or to create new language</p>	<p>Pupils' Book 1 p19, <i>Le visiteur</i>; Teacher's Guide 1 p30, Story, CD track 27</p> <p>Pupils' Book 2 p41, 1; Teacher's guide 2 p70, 1</p>
<p>Use monolingual and bilingual dictionaries</p>	<p>CD-ROM 1 Wordlist (audio) Pupils' Book 1 <i>Chercher les mots</i> pp20-21</p> <p>CD-ROM 2 Wordlist (audio) Pupils' Book 2 Wordlist p48&gt;</p>