



Embedding > CLIL

Water Theme – Water Use, French

Context

These children are developing aspects of the national curriculum through the medium of French. They are considering the use of water in Africa, deciding how they would make use of a water allowance of just 20 litres of water per day. They use French to create sentences, supported by models on the whiteboard.

Exploration

The teacher presents the task clearly using pictures for support. The sentences from which children will select their answers, are shown in text with accompanying illustrations on the whiteboard. Children can refer to the text if necessary to support their speaking and writing.

This task enables children to empathise with children in Africa who have a limited water allowance and to consider the quantities of water necessary for everyday life.

By conducting the activity in French, the teacher is using the language in a real context, providing children with a mature and interesting task in which to use the language. In addition, she is drawing attention to sound spelling links, by making a collection of words containing one particular sound.

Learning Outcomes

The children:

- memorise and present a short spoken text
- listen for specific words and phrases
- listen attentively and understand more complex phrases and sentences
- understand longer and more complex phrases and sentences
- follow a short familiar text, listening and reading at the same time
- read some familiar words and phrases aloud and pronounce them accurately
- re-read frequently a variety of short texts
- read and understand the main points and some detail from a short written passage



- hear main word classes
- notice different text types and deal with authentic texts
- recognise how sounds are represented in written form
- notice the spelling of familiar words
- apply phonic knowledge to support reading and writing
- use context and previous knowledge to help understanding
- plan and prepare – analyse what needs to be done in order to carry out a task
- look and listen for visual and aural clues
- use language known in one context or topic in another context or topic
- listen for clues to meaning e.g. tone of voice, key words

Next steps

The teacher can go on to develop further work using the topic of water as a context. Children can go on to use more of the language, previously used by the teacher, as they grow in confidence.

- ask and answer questions on several topics
- use spoken language confidently to initiate and sustain conversations and to tell stories

Children could go on to use the verbs in a different context.

- prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts

Children can also practise reading aloud, with correct pronunciation, using some of rules of sound - spelling links.

- read some familiar words and phrases aloud and pronounce them accurately

Development

- What has the teacher done in order to prepare for this lesson? How does she ensure that the children have sufficient support for the task?
- Work with a colleague to develop an aspect of the curriculum in a similar way.