

## French Intent

### **What French looks like in our school:**

- ▷ Throughout Key Stage 2, our range of topics in French and variety of teaching methods aim to inspire a love of language, both foreign and native
- ▷ We ensure teaching provides opportunities for enjoyment and exploration, and incorporate environmental links wherever possible, to deliver excellence
- ▷ We want our children to have a knowledge of their place within the world, linking with other subjects such as Geography to provide an understanding of the variety of cultures that shape our global society
- ▷ Children work alone, with partners and in groups to develop key language skills focussing on reading and writing, speaking and listening, dictionary skills and grammar. See our French Curriculum Progressions Grids and our Knowledge maps for this broken down by area and year group
- ▷ Knowledge and skills progression across year groups ensures that children know more and remember more as they progress through our school

### **By the end of KS2 pupils will:**

- ▷ Be able to listen attentively to spoken language and show understanding by joining in and responding. They will broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- ▷ Engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- ▷ Learn to speak in sentences, using familiar vocabulary, phrases and basic language structures as well as write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- ▷ Be developing accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.
- ▷ Describe people, places, things and actions orally and in their own writing. Children read carefully and show understanding of words, phrases and simple writing.
- ▷ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- ▷ Appreciate stories, songs, poems and rhymes in the language
- ▷ Be able to understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



## French Implementation

### **How French is taught in our school:**

- ▷ French is taught in a variety of ways across our school to maximise pupil learning. We allow teachers the flexibility to block or spread lessons as they choose.
- ▷ We aim for our lessons to be as practical and engaging as possible.
- ▷ Curriculum Progression Grids and Knowledge maps are used by each year group to plan lesson and series of lessons. This ensures full coverage of our curriculum over the academic year.
- ▷ By the time children leave our school they will begun to develop a base knowledge of languages, using all of the skills and knowledge set out by the national curriculum.

### **Adults' roles:**

- ▷ Plan lessons based on the Curriculum Progression Grids and Knowledge maps for their year groups.
- ▷ Create a learning environment that stimulates children's interest in the language studied, using song, rhyme, familiar stories and topics as well as varied media.
- ▷ Biannual review of our French curriculum by the co-ordinator to include: lesson observations, work scrutiny, staff and pupil interviews.
- ▷ Opportunities for stakeholders to come into the classroom to share in the learning of French with pupils. Open door tours are a key way we do this each term

### **How we support pupils and ensure they can access the curriculum:**

- ▷ Teachers use our assessment grids before they start a new topic to identify pupils previous competence in the subject/area, for those pupils requiring support the as-sessment grids will give a clear indication of why they had not previously met the expected standard and this will allow their current class teacher to provide appropriate support
- ▷ Work maybe differentiated to allow children to meet the learning objective. This could take the form of additional adult support, the use of resources, peer support or the differentiation of the work to be completed
- ▷ We use live teacher-assessment and self-assessment to quickly identify those who may need more help in specific areas
- ▷ For pupils with specific SEN or EAL needs a variety of approaches maybe used includ-ing: pre-teaching of specific vocabulary, seating children alongside role-models, providing visual practical prompts, adult support and adaptation of activities to en-ensure engagement

### **How we provide challenge:**

- ▷ Teachers use our assessment grids before they start a new topic to identify pupils' previous competence in the subject/area, for those pupils exceeding the expected level the assessment grids will give a clear indication of why exceeded the expected standard and this will allow their current class teacher to provide challenge
- ▷ Work maybe differentiated to allow children to go beyond the year group's objective. This could take the form of additional independent work, the use of resources, peer mentoring or the differentiation of the work to be completed
- ▷ We use live teacher-assessment and self-assessment to quickly identify those who may need more challenge in a specific areas



## French Impact

### ***This is what you might see:***

- ▷ A recap of learning from previous year groups
- ▷ A 'hook' to inspire and capture the children's imagination
- ▷ Engaged learners
- ▷ Children develop knowledge and skills across the curriculum
- ▷ Children will develop knowledge and skills they need for the next stages in education
- ▷ Children work across the curriculum is of good quality
- ▷ Children posing questions for research
- ▷ Children focusing on a range of topics relating to both the language and culture of French speaking countries
- ▷ Deepen their reading and writing skills in the target language, recognising similarities and differences between it and English, using dictionaries to work independently on broadening their vocabulary and applying those skills in their own writing
- ▷ Pupils conversing with adults and each other, using their listening skills to pick out key vocabulary and determine meaning, and their speaking skills to respond accordingly as well as join in with and appreciate songs and other media

### ***This is how we know our pupils are doing well***

- ▷ Lessons are planned using our Curriculum Progressions Grids and our Knowledge maps
- ▷ Teachers assess progress using our Assessment Grids recording who has achieved each key area, those who have exceeded it and those who are working towards it. For those exceeding the objective and those (20%) working below the expected level evidence will be provided to support the teacher judgement
- ▷ Feedback from teachers and peers
- ▷ Tapestry will record the key learning in each class and show exemplars of work at the expected level through the use of photographs, pieces class work and explanation of lessons / learning strategies undertaken
- ▷ Subject leaders monitor the coverage and progression of pupils within their subject on a biannual basis

### ***Impact of our teaching***

- ▷ Children who enjoy learning languages
- ▷ Inquisitive learners
- ▷ Reflective learners
- ▷ Children who are able to demonstrate a variety of language skills
- ▷ Children who are confident and prepared to share what they have learned in a variety of ways
- ▷ Children who are able to gain an insight into the world in which they live

