



Intent, Implementation and Impact Document

Subject: French

CURRICULUM INTENT

Key Stage 2

We aim to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our curriculum we aim to give pupils a foundation for language learning that encourages them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating further study and opening opportunities to study and work in other countries in the future.

Our curriculum supports pupils to meet the National Curriculum end of Key Stage 2 attainment targets. These are therefore the outcomes that we seek for children to achieve:

Outcomes

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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.

Personal Outcomes

The curriculum should provide children with the opportunity to develop their spoken and written language skills. All children should develop their confidence whilst enjoying learning a language. The curriculum will be delivered in a fun way, incorporating a wide variety of approaches to deliver the content.

Transition

Our curriculum is spiral in form, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. This means that the transition between year groups is seamless.

The vast majority of our pupils transfer to The Cottesloe School in Year 7. We are familiar with the French curriculum in place at the setting and ensure that our pupils are well-prepared for this. It is particularly important that children understand the structure of French, including conjugation of common verbs, to give them the tools to construct sentences.

For pupils that transfer to other schools, the co-ordinator liaises with their language departments in order to ensure that transition is complete.

CURRICULUM IMPLEMENTATION

KEY STAGE 2

French is taught by class teachers and is timetabled for a discrete 30-minute slot every week. This may increase to 45 minutes in Year 5 and Year 6, when writing skills are further developed.

Our curriculum is based on the Kapow scheme of work and is designed with six strands that run throughout. These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

The French Progression of Skills document shows the skills that are taught within each year group and how these are developed to ensure that attainment targets are securely met by the end of KS2.

Throughout the curriculum, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. There are balanced opportunities for communication in both spoken and written French. In Year 3, the focus is on developing oral skills, before incorporating written French in Year 4 and above.



Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role play, language games and language detective work. The latter involves developing an understanding of French grammar and looking for cognates, rather than committing vast amounts of vocabulary to memory.

Learning in each French lesson is recorded in a class floor book, tracking progress made by children of all abilities.

Where appropriate, teachers give children opportunities to practise MFL in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a Numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

Languages are part of the day to day life of the school. For example, teachers may use French to give simple classroom instructions ('come in quietly', 'entrez en silence'; 'listen', 'écoutez'; 'look', 'regardez'), to ask questions ('who wants school dinner?', 'qui veut un dejeuner?'; 'what's today's date?', 'quelle est la date aujourd'hui?') or to take the register, and to give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free, real-life contexts.

Theme days are employed to exploit the subject across the school e.g. French breakfast, Bastille day celebrations.

A range of music is used in assemblies, to include songs in different languages and from different nationalities.

CURRICULUM IMPACT

Key Stage 2

The impact of the French curriculum will be measured by:

- Learning walks to gauge pupil involvement, teacher confidence in delivering curriculum.
- Key questioning skills within units and built in assessment opportunities which are provided within the scheme.
- Seeking pupil voice through interviews, questionnaires.
- Teachers use Target Tracker termly to judge attainment against objectives and to plot progress made. Data is used to monitor progress and identify children who are working below age-related expectations.

Training

Training is offered for all staff who are non-French speakers. Support is given regarding pronunciation and grammatical structure where needed by those who are competent speakers. The Kapow scheme also offers a range of videos to support staff with the nuances of language.

Drop in / Learning Walk:

One of these to be carried out termly. Alongside this, pupils to be given the opportunity to talk about their developing French skills and work they have produced. This will reflect 'pupil voice' for this subject and be used to move the subject forward with the pupil's ideas/ gaps in learning being incorporated. Pupil/Teacher discussion of floor books in KS2 to be part of Observations/ Drop in / Learning Walks.

Policy Review:

Review to be conducted as and when required.

Staff / Pupil Voice:

Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.

Assessment:

Assessment of French to be monitored throughout the year and provide information for pupil's transition into new year group/key stage – using target tracker. Progression of skills document to be used by teacher's for assessment of skill coverage within their year group/key stage.