



French Curriculum Overview

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." - Nelson Mandela

Our curriculum intent

Our French curriculum will enable pupils to:

- 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
- 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.

Our curriculum approach - Knowing and remembering more

Our aim is for all KS2 pupils to learn a foreign language and have a real passion for the subject. At Bradley Green we do this through building solid language learning foundations so that a passion for languages and subsequent linguistic success will follow. Children in KS2 have a session each week.

We believe that the languages curriculum we offer at Bradley Green is exceptional. We follow a scheme called Language Angels. There is a detailed and well-sequenced long-term plan with built in retrieval activities to enable the children to know and remember more. All non-negotiable 'core' vocabulary (numbers, months of the year, days of the week, colours, personal details, key questions) is recycled and revisited multiple times in many of the units. The curriculum challenges misconceptions about language and culture and makes links to previous and future learning.

Our curriculum is designed so that key concepts are revisited within and across year groups so that children can relate information and ideas to each other and make sense of them.

Key concepts:

- Speaking
- Listening
- Reading
- Writing

After conversations with KS3 teachers at our local secondary schools, we believe that it is important for children to develop an understanding of phonics within their learning of languages. We have chosen to follow Language Angels because this is a big focus in the curriculum and the way that it has been designed.

The learning in languages follows a 'step-by-step approach'. The three 'pillars' of language learning (phonics, grammar and vocabulary) are all weaved into the scheme and, as pupils progress through the units and teaching types, previous language is recycled, revisited and consolidated. Any new language is introduced gradually and becomes more complex and sophisticated as pupils move from Early Language to Intermediate to Progressive units. Pupils follow a programme that has 'language learning steppingstones' built into the resources. Phonics, vocabulary and grammar are taught gradually and recycled constantly. As they move through the various units and teaching types, the quantity of phonics, vocabulary and grammar increases so, by the end of primary phase, pupils will have met and often exceeded the 12 attainment targets. Each lesson will have a range of activities and opportunities for the pupils to practise the foreign language in all four skills - speaking, listening, reading and writing. These will be supported and developed using a variety of different interactive and desk-based activities.

The three pillars

Phonics: There are four sequential and progressive phonics lessons incorporated into all our long-term planning. These four lessons build up pupils' phonetic knowledge, moving from the phoneme on its own, to seeing it in high-frequency words and then finally incorporated in context in a longer piece of text. Each year group has a particular group of phonemes to focus on. These have been carefully considered by the teaching team at Language Angels and are constantly revisited and revised in the subsequent lessons, including the end-of unit revision lesson.

Each KS2 class has a language detective book which the children take ownership of. They use this frequently to add new vocabulary and phonics.

Vocabulary: Language Angels have designed picture knowledge organisers which specifies the key vocabulary to know and remember in each unit. Pupils are also taught and encouraged to expand their own vocabulary using a dictionary so that they develop and expand their own responses. The pupils also have a word mat which includes general words and phrases that they will need alongside their unit knowledge organiser.

Grammar: Grammar is weaved into each and every Language Angels unit. Grammar is taught implicitly in the early learning units then moving towards a more explicit approach in our intermediate and progressive units. The grammar we choose to teach has been carefully considered by the teaching team at Language Angels and is age-appropriate and what we consider will be most useful for pupils at this stage of their language learning journey. Once introduced, any grammar is constantly revisited, reused and recycled in the units that follow.

Lesson structure

Each lesson begins with some retrieval of key knowledge and vocabulary from previous lessons and units from the current and previous year groups. We believe that it is vital that children know and remember more. *"Building our long-term memory and our level of fluency in recall. More fluent recall allows more space in working memory to attend to applying the knowledge to explain deeper questions."*

The learning intentions will be shared with the children. *"If we don't know where we are going, we'll never arrive!"*

Before the new learning takes place, staff will activate some prior knowledge, which links to the new learning of the lesson, through a retrieval type task or a discussion. *"Prior learning needs to be active in our working memory if we're going to add layers of complexity to it. New information is only stored if we link it to the knowledge we already have."*

The main part of the lesson may contain an 'I do', 'we do' or 'you do' element depending on the content and where they are up to in the unit. This is where the teacher will model, children will work together and/or with the teacher so that they are supported and then children will complete a task independently.

Throughout the lesson, staff will use a range of questions to assess the children's understanding and guide the lesson appropriately, tailoring the lesson for individuals if required.

At the end of the lesson, staff will ask carefully targeted questions to assess children's understanding. These questions are open questions that relate to understanding rather than just remembering. This assessment is then used to decide a starting point for the next lesson in the sequence.

Any assessments made during the lesson regarding children's understanding as individuals or as a whole are noted on the bottom of the unit plan.

Personal development

Through our languages curriculum, we have a determination to develop learners to have a well-rounded set of British Values and prepare them for life in the modern world in a diverse and ever-changing community aspiring for equality for all. Our aim is to build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others. Our lessons are carefully planned to allow all children to develop the 10 life skills we work on at Bradley Green: Managing distractions, noticing, perseverance, questioning, planning, reasoning, collaboration, listening, empathy, and organisation.

SEND

Our classrooms are inclusive classrooms. They are places where learning opportunities are tailored to meet the needs of all children; in lessons where adults have thought about the ways in which learning is purposeful, meaningful and relevant to the current needs of every child. These are classrooms where lessons are pitched so that every child experiences success and makes progress in their learning.

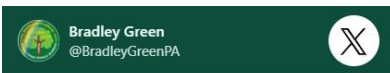
Assessment

Teachers assess at the end of each lesson and record on unit plans. Teachers identify children who have exceeded the expectation or who need more practice and decide the starting point for the next lesson.

The assessment information is also passed on to the subject leader at the end of a unit so that the subject leader can look for patterns across this school. The teacher's feedback on the teaching of the unit is really important for the subject leader when they come to revise the unit plans for the following year.

As part of the Language Angels scheme, there are end of unit assessments which assess the 4 strands of language learning (speaking, listening, read and writing). This assessment data is used to identify gaps in learning which enables the teacher and the subject leader to decide on retrieval activities and focuses for the next unit. These assessments are stuck in each child's book at the end of a unit. The data is also imported onto the Language Angels website.,

Name:	Date:	Class:	Unit: Les Animaux
Speaking Exercise Can you say any of the following in French? <i>A lion.</i> <i>A mouse.</i> <i>I am a lion.</i> <i>I am a mouse.</i> <i>I am a monkey.</i>		Listening Exercise From the PowerPoint slide write any of the numbers that correspond to the five different animals you hear spoken. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Reading Exercise Can you draw a line from <u>any</u> of the following words to the correct animal picture? une vache un cochon un canard un oiseau un lion		Writing Exercise Can you write any of the following five animals in French? (NB: Try to use the correct 'un' or 'une'). A rabbit A horse A sheep A monkey A mouse	
Word Bank	une vache, un cochon, un lion, un singe, un canard, un cheval, un mouton, un oiseau, je suis...		



In French #BradleyGreenY3 are learning about fruits. We have learnt the names of 10 fruits so far and can use them in a sentence.
#BradleyGreenFrench



#BradleyGreenY4 are Learning about Ancient Britain in #BradleyGreenFrench. They love this song! t.co/fBgKEI74Ht



#BradleyGreenY1 have been learning to sing a song in French! Can you guess what it is?
#BradleyGreenFrench t.co/KOrgWA2BJY

Developing expertise

The subject leader keeps up to date with the latest information and research by being part of work group within in the trust. The subject leader and another member of staff took part in the Erasmus project. As part of this project they spent a full week in Carcassonne in the south of France working in French schools and being part of some CPD which enabled them to develop their knowledge and pedagogy of the French language and experience the French culture.

Language Angels offers online CPD to all staff which is relevant to the scheme to develop their confidence in teaching.



Unit plans and knowledge organisers have been created by the subject leader to support the teachers in delivering high quality French lessons.

Within the Language Angels scheme, each lesson has detailed lesson notes to support the teacher.