



Curriculum Intent **Statement of Intent**

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of 'Harmony in Diversity' underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Curriculum Drivers

At Deepdale Community Primary School, we will all:

- Celebrate our differences
- Have high aspirations
- Be passionate about the Wider Curriculum
- Strive to be healthy
- Love language.

Celebrating our differences

By looking at other countries and cultures who speak French as their main language. We will compare words, daily life, celebrations and festivals from a variety of French speaking areas. This will ensure that our children 'see themselves' and the similarities they have with others around the world.

Having high aspirations

We will develop our children's awareness of the many languages spoken in the world and the importance of understanding why people speak different languages, how it affects their culture and the similarities and differences they have to other countries. They will speak and understand in simple sentences, then move on to complex ones – being able to discuss home, school, leisure, food, hobbies and family.

Being passionate about the Wider Curriculum

French is an inspiring and cultural subject. We aim to give our children many opportunities to speak another language and see it spoken first-hand with as many enriching experiences as possible to develop and extend their knowledge of the diverse world around them.

Striving to be healthy

At Deepdale, Languages will encourage children to learn to think and work with others. They will learn how to take risks, 'have a go', understand differences in others and be respectful towards other communities.

Loving language

Opportunities to talk, question and clarify their understanding will be central to our Language curriculum. Our children will become confident in using key language and be able to understand it when it is spoken to them.



Deepdale Community Primary School Policy for French



Statement of Intent for French

At Deepdale Community Primary School we aim to develop Languages through the teaching of French in an already diverse speaking school. This will be developed through engaging and enriching teaching using song, dance, practical activities and first quality classroom teaching. This is to ensure children can experience the joy and culture that comes from different languages. Children will develop their language so they can introduce themselves, talk about or to others, describe objects and ask people questions. They will also look into the countries around the world that speak French and the cultures that surround those countries comparing similarities and differences.

Vision for French

Our vision for MFL is for children to stimulate their learning through practical and engaging lessons. Children are natural language learners and can absorb and repeat new language easily hence it is offered in exciting and progressive ways. All children, from birth, learn language from their surroundings, by surrounding children with new exciting language which is appropriate for their age and current surroundings they are stimulated and are able to use that language appropriately. We, as a school, will build on this natural learning of language and our diverse school, developing their love of language

The National Curriculum 2014 states:

We will teach children the skills as outlined in the DfES Framework for Languages in Key Stage 2, using the 'Rigolo' Scheme of work **as a starting point**, which we will adapt to the context of our school and the abilities of our children. 'Rigolo' is predominantly an ICT based programme. The scheme meets the requirements of the National Curriculum 2014 and will be the primary means of delivery of French, our chosen Foreign Language at Deepdale Community Primary School. The planning resources are recommended as the medium term plan and corresponding daily plans. Detailed planning containing the key skills, vocabulary and objectives are provided but should be annotated and adapted to meet the needs of individual pupils.

The scheme of work used ('Rigolo') assumes no previous knowledge of the language although it is planned for progression as pupils go through the school, ensuring a basic knowledge of a wide variety of topics by entry into Key Stage 3 and offering tasks of increasing complexity as pupils grow.

We teach the children to know and understand how to:

- ask and answer questions
- use correct pronunciation and intonation
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups, and communicate in the other language
- look at life in another culture.

Curriculum Implementation

Principles of Teaching and Learning

At Deepdale Community Primary School our MFL curriculum is delivered through a practice where children are able to experience, observe and actively participate in their learning actively. They will be encouraged to ask their own questions about language and other cultures, create their own conversations use new language as often as they can. The children will work collaboratively in small groups to enable them to develop critical thinking, creative thought and their French language.



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French learning will be taught through exploring, conversation, song and writing to develop ideas. Children will continue to build upon their skills in through the Key Stage and in addition, will begin to notice patterns, word group so they can carry out simple conversations, reading, speaking and listen. By the end of Key Stage 2, they will be able to read, speak, listen and write in a simple but accurate French language encounter.

Lessons are short and snappy, with much repetition in a fun-based learning environment.

Sequence of Learning

Our curriculum consists of forming areas of focus to ensure the full coverage of the key concepts of a new language:

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Bonjour! 	En Classe 	Mon Corps 	Les Animaux 	La Famille 	Bon Anniversaire! 
Year 4	Encore! 	Quelle heure est-il? 	Les Fetes 	Ou vas-tu? 	On Mange! 	Le Cirque 
Year 5	Salut, Gustave! 	A l'ecole 	La Nouriture 	En Ville 	En Vacances 	Chez Moi! 
Year 6	Le Week-end 	Les Vetements 	Ma Journee 	Les Transports 	Le Sport 	On va fair la fete 

Across the Key Stage children will learn numbers building on the knowledge from Year 3 (numbers 1-30) to a final level of counting to 100. Children will also be taught colour throughout the 'Rigalo' unit of work. They will reflect on previous learning to consolidate before building on this and exploring new language. The curriculum is designed to develop their understanding of language. Units are taught systematically to help develop links to other curriculum areas and with reference to events in the wider world.

Reading across MFL

Children at Deepdale are given the opportunity to foster their love of reading and continually develop their reading and comprehension skills through being provided with a range of engaging challenging texts that are used across French. Such as; reading and translating languages through interactive activities; discussing and conversing with



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partners; reading English to French or French to English texts and Writing and discussing in French to solve questions. Writing is specifically reserved for UKS2.

Learning Environment

At Deepdale Community Primary School we aim to develop a love of language in all children. Therefore, all vocabulary should be displayed and shared with the children to be used throughout the lesson.

Relationship to other subjects

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- English: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be achieved through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences
- ICT: use of e-mail with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing
- PSHE: the multilingual society, knowledge of other countries and cultures
- Mathematics: counting, calculations, the time and the date, money
- Geography: work relating to the study of other countries, points of the compass, weather
- Science: work on parts of the body, animals
- Music: rhyming, rhythm, singing, composition, world music
- RE: international or multicultural work, celebration of festivals, storytelling, calendars, customs
- History: work relating to the study of other countries, family trees of famous people
- Art: descriptions of paintings
- PE: physical responses to the teacher's instructions issued in the language being learnt.

Inclusion and Equality

We are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively.

The scheme of work is designed to cater for pupils working at language levels 1-4. It is also designed to be challenging and raise expectations. We recognise that all classes have children of widely differing abilities.

For example, some children may be working at level 3, or even higher in year 6, while others may be beginners. Appropriate opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible. This is achieved by, for example,

- setting common tasks which are open ended and can have a variety of responses
- setting tasks of increasing difficulty (not all pupils complete all tasks)
- grouping pupils according to ability in the room and setting different tasks for each group
- providing resources of different complexities, matched to the ability of the child
- using additional resources to support the work of individual children / groups of children
- using peer support by partnering pupils of disparate ability to complete tasks.

All children are provided with equal access to the Foreign Languages curriculum. We aim to provide suitable learning opportunities irrespective of race, gender, disability, faith, religion or socio-economic background.



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All pupils at Deepdale Community Primary School are taught a Foreign Language, whatever their ability. It forms part of the school's 'Special Educational Needs Policy' to offer a broad and balanced education for all children. Appropriate learning opportunities are offered and support given, taking into account the targets identified on TLPs. Gifted / talented children will be identified and suitable learning challenges provided.

Curriculum Impact

Assessment

Assessment is on-going and is a vital tool to aid future planning. Children are assessed in their oral responses as well as their written work and each child's progress will be noted. Teachers will assess the children using the end of Year group and/or termly stage expectations as set out in the French handbook.

Reporting

Children's progress and attainment will be reported to parents in their annual report. The teacher then passes this information on to the new class teacher as part of our rigorous transition process. The subject leaders will retain examples and evidence of work to demonstrate what the expected level of achievement would look like across the different strands of the MFL curriculum. Any work that is assessed will be in line with the school's assessment policy and teacher judgements are monitored by the subject leader.

Recording

All work is marked in accordance with the 'Feedback, Review and Improve' policy (please see separate policy for further guidance). Written or verbal feedback will be given.

Monitoring and Evaluation

The Subject Leader should be responsible for improving the standards of teaching and learning in Foreign Languages through:

Monitoring and evaluating:

- Provision of French
- The quality of the Learning Environment

The Subject Leader will also:

- Take the lead in policy development
- Audit and support colleagues in their CPD
- Purchase and organise resources
- Keep up to date with recent Foreign Language developments.

Resource Management

The school is now resourced and teachers have access to 'Rigalo' and the unit of work they are teaching. They also have access to topic boxes linked to their unit.

Safety

It is the responsibility of teachers to ensure the health and safety of themselves and their pupils, both in the classroom environment and when on trips off school premises. They will assess the risks within MFL activities both inside and outside school and ensure that preventative strategies are put into place to minimise any potential hazards. Children must be made aware of potential risks and preventative strategies.



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If French food is consumed on site, a letter approved by SLT will be sent home.

Children will be reminded at every opportunity of their safety when working online.

Review:

This policy was written in October 2017 and will be reviewed in October 2019.

This policy was reviewed in October 2019 and will next be reviewed in October 2021

This policy was reviewed in October 2021 and will next be reviewed in October 2023

Frances Ball

Policy revised: 5th February 2024

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