

French Curriculum Rationale

We believe that the learning of French provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in French. In addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in future. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others, which feeds into our focus on global learning with an International Schools Award.

French Curriculum Intent

Through our French curriculum, we intend to:

- To develop an interest in learning other languages.
- To introduce young children to another language in a way that is enjoyable and stimulating.
- To encourage children's confidence and creative skills through the exploration of another language.
- To stimulate and encourage children's curiosity about language.
- To help children develop their awareness of cultural differences in other countries.
- To develop listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts
- To lay the foundations for future language learning.

French Curriculum Implementation

Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions, phrases and sentences.

- French lessons are taught for a minimum of 30 minutes a week or equivalent (19 hours)
- Teaching includes a variety of activities including role-play, singing, games, speaking and listening opportunities, reading and writing opportunities.
- Every lesson has learning objectives taken from our school French Learning Journey.
- We use 'Salut' as a basic scheme to provide continuity but add our own resources to ensure that our curriculum is flexible and relevant to the children.
- Floor books are used with the children to evidence learning.
- Feedback and marking where possible are done through the lesson with the children.
- End of year expectations are used to make end of year assessments, they are also used to monitor progress throughout the year.
- Every opportunity is taken to make cross curricular links, current event links and links with France
- Displays are used to remind children of key vocabulary
- Practical activities, songs and games are used to help improve memory and recall.
- In the classroom, where possible instructions are given in French to expose children to the language as much as possible and day-to-day contexts.
- Visual prompts are used to support children in translating new vocabulary.

Curriculum Impact

Assessment criteria has been developed, in line with national curriculum aims, to enable teachers to assess the progress of children in their language learning as they move through Key Stage 2, ensuring that children are supported and challenged as appropriate.

This data is collected, analysed and an action plan drawn up to address any identified gaps.

French is monitored by subject leaders throughout Key Stage 2 using a variety of strategies such as book scrutinises, staff discussions and pupil interviews. Feedback is given to teachers and leaders use the information to identify next steps.

This data is collected, analysed and an action plan drawn up to address any identified gaps.

Through our French curriculum, we are developing our children's ability to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating and continually improving the accuracy of their pronunciation and intonation
- Understand and respond to written language from a variety of resources.
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Implementation

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-practical activities, songs and games are used to help improve memory and recall.

-In the classroom where possible instructions are given in French to expose children to the language as much as possible and day-to-day contexts.

-Visual prompts are used to support children in translating new vocabulary.

-Word mats/ Knowledge organisers are available for children to have out on desks to support their learning and recap previous learning.

-How it is assessed:

We strive to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. The learning challenges used and progression grids used to plan and teach MFL, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

Impact

French is monitored by subject leaders throughout all year groups using a variety of strategies such as book scrutinises, lesson observations, staff discussions and pupil interviews. Feedback is given to teachers and leaders use the information to see if the children know more and remember more.

Impact 2 Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied