



MFL

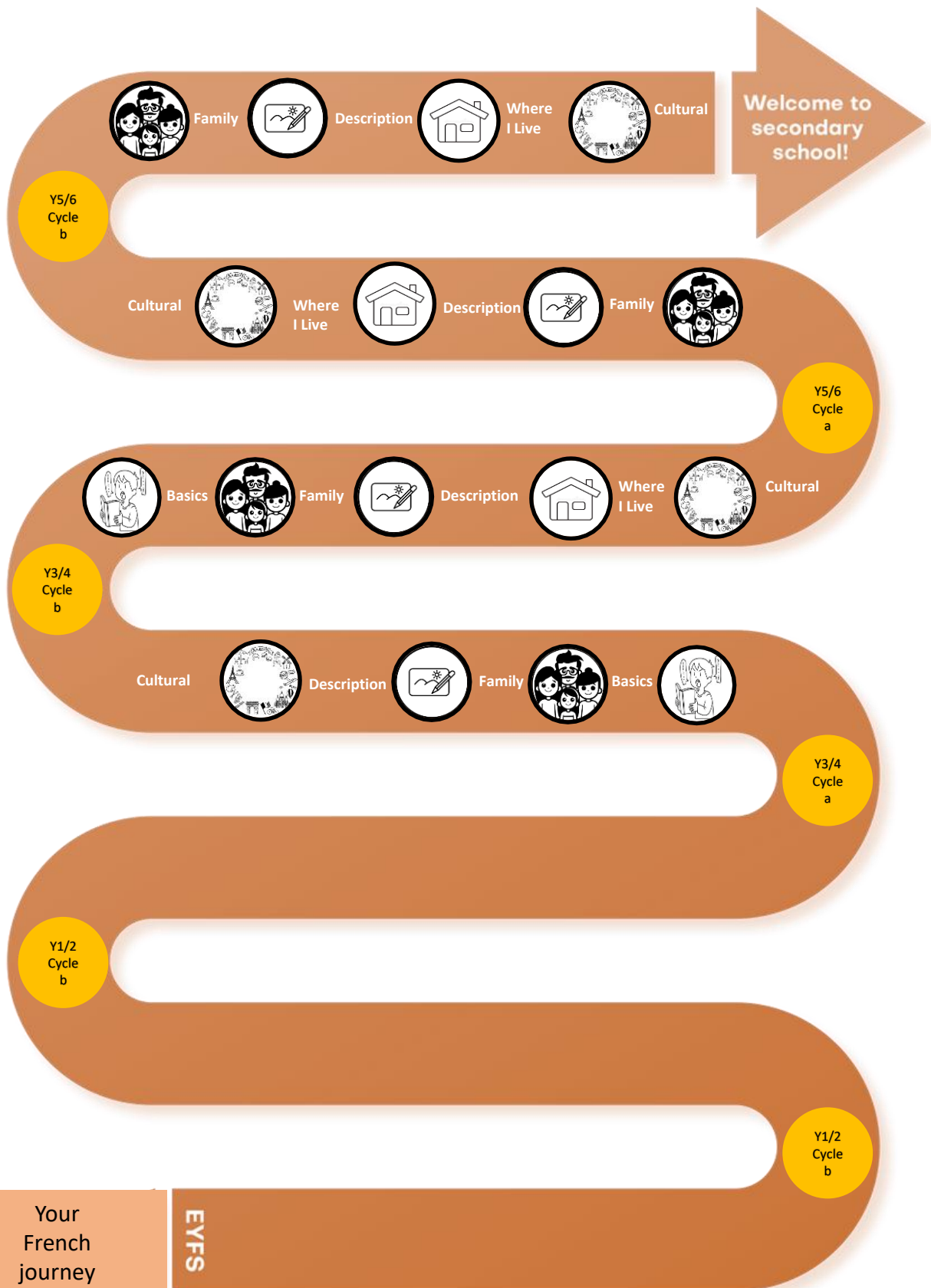
CURRICULUM: FRENCH

**St. Joseph's
Catholic Primary School**

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE



Your French journey starts here!

EYFS



CURRICULUM NARRATIVE

Basics

Welcome to
secondary
school!

Y5/6
Cycle
b

Y5/6
Cycle
a



Basics

3/4
Cycle
b



Basics

3/4
Cycle
a

Y1/2
Cycle
b

Y1/2
Cycle
a

Your
French
journey
starts
here!

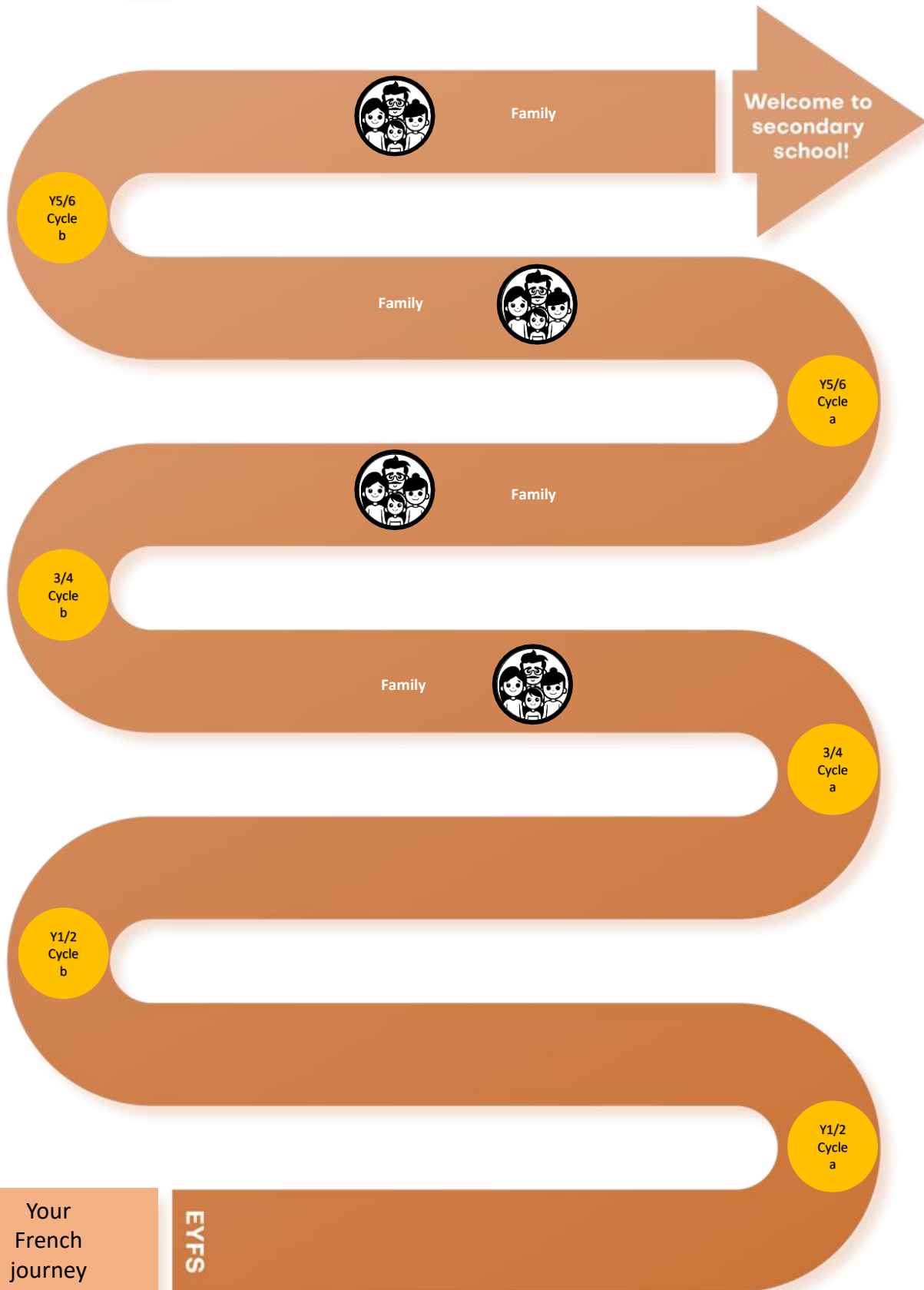
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Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Family



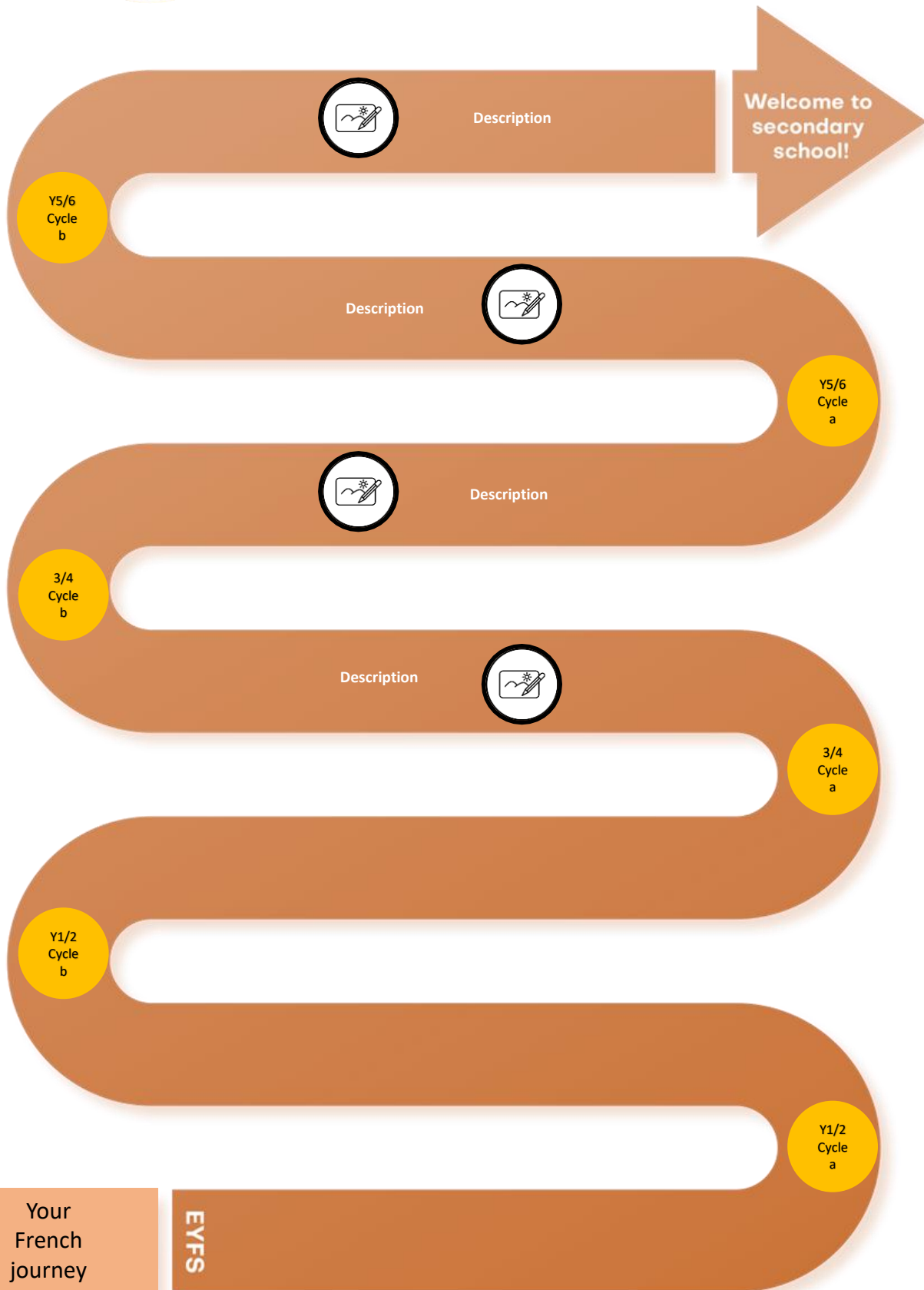
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CURRICULUM NARRATIVE

Description



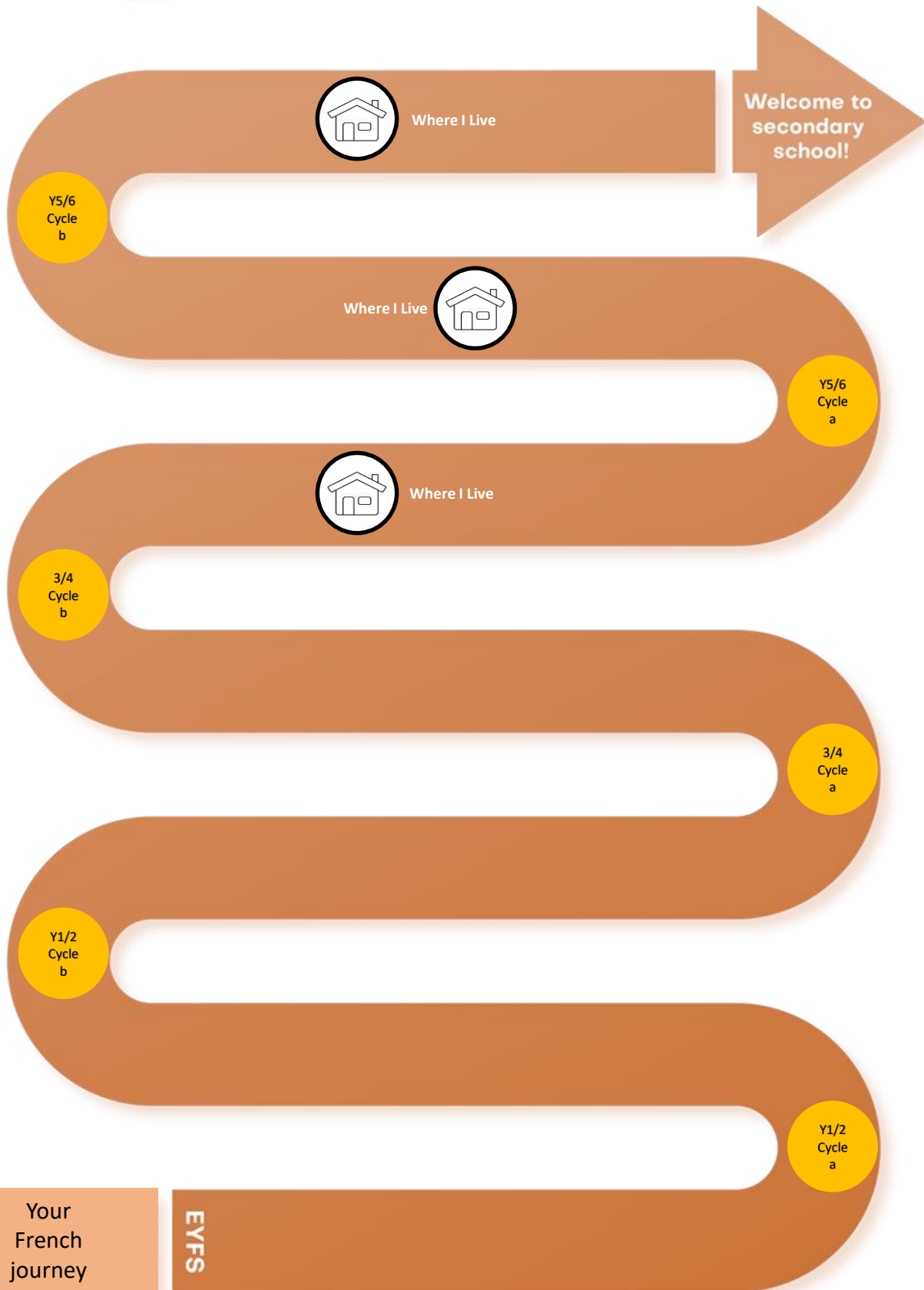
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CURRICULUM NARRATIVE

Where I Live



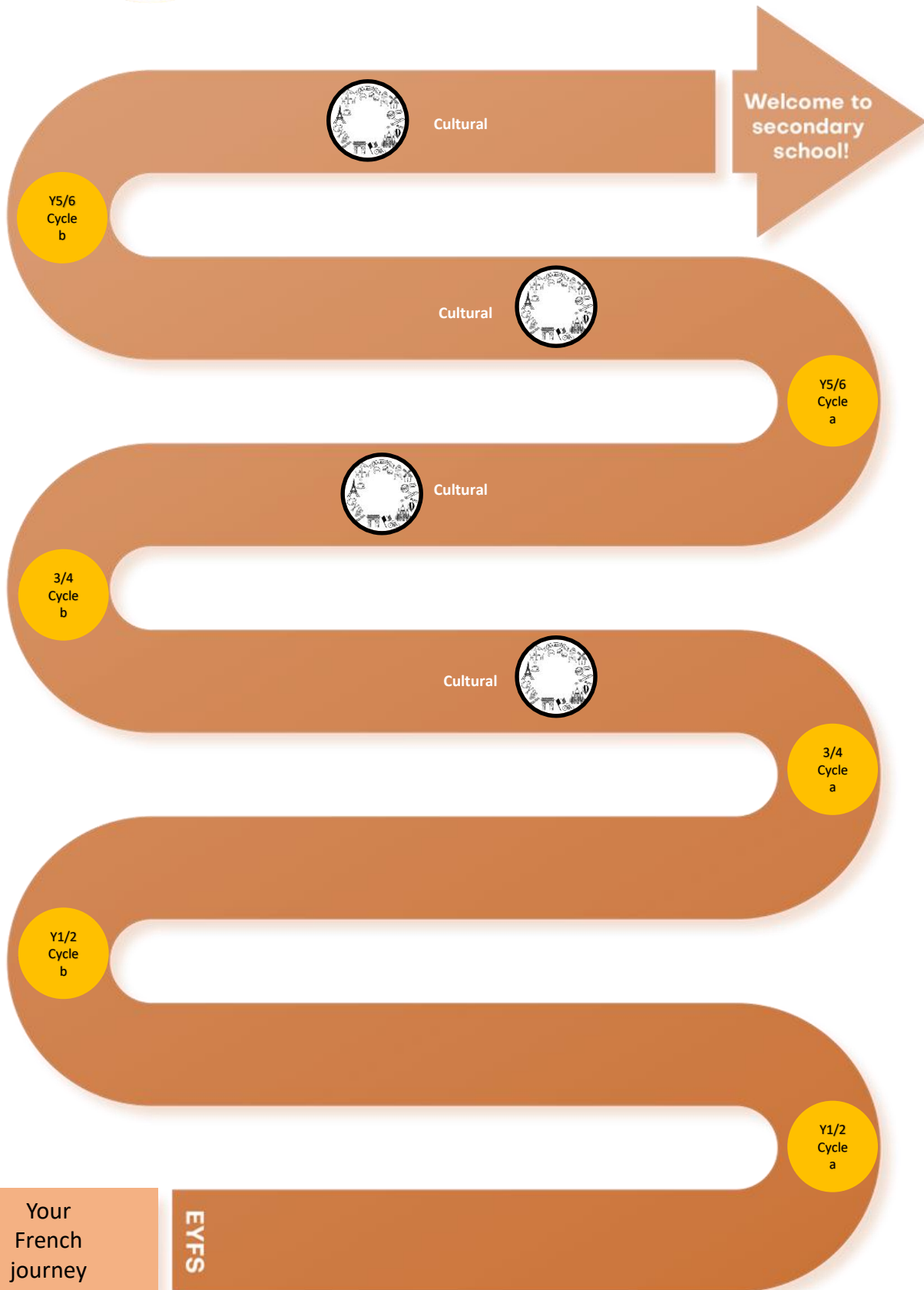
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CURRICULUM NARRATIVE

Cultural








Your French journey starts here!



CURRICULUM NARRATIVE

French Yearly Overview

Learning Focus		Y3/4 Cycle a	Y3/4 Cycle b	Y5/6 Cycle a	Y5/6 Cycle b
Basics		✓	✓		
Family		✓	✓	✓	✓
Description		✓	✓	✓	✓
Where I Live			✓	✓	✓
Cultural		✓	✓	✓	✓



CURRICULUM NARRATIVE

Intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. Our intent is to develop an enthusiastic and positive attitude to other languages and language learning, whilst teaching skills to develop linguistic competence. We see this as a lifelong skill, which opens avenues of communication and exploration as well as promoting, encouraging, and instilling a broader cultural understanding.

We offer a high-quality, progressive programme of study which encourages enjoyment of the language studied and allows each pupil to experience success.

Implementation

At St Joseph's, careful consideration has been given to ensure that the acquisition of knowledge has been carefully sequenced with prior knowledge built upon, resulting in a systematic and cumulative approach to language acquisition. Regular reviews and mini assessments have been built into the programme to facilitate pupils 'knowing more and remembering more'.

Our curriculum covers the National Curriculum and is underpinned by the four key language skills:

- Listening
- Speaking
- Reading
- Writing

Progression in each of the four key language skills allow pupils to comprehend and produce language for effective personal communication. Knowledge of vocabulary, phonics, and grammar are embedded throughout each of the skills. In addition, there are further opportunities for pupils to broaden cultural understanding with standalone cultural awareness lessons each term.

Four key units of work are taught and built upon throughout KS2, allowing pupils the opportunity to revisit prior knowledge and ensure progression of skills and master each of the areas. The units of work chosen for Key Stage 2 are essential units for transition into KS3 and feature into KS4.

Units taught:

- Basics
- Family
- Descriptions
- Where I live

The curriculum units of work have clearly identified minimum knowledge 'end points,' and have been sequenced to ensure that pupils know more and remember more as they move through primary school and transfer into KS3.

Each unit of work has a clear rationale, key topic vocabulary, builds on pupil's prior learning and defines the minimum knowledge and skills (end points) that pupils will learn. Each unit incorporates regular review opportunities so that skills are reinforced and remembered. In addition, short tasks to practise each of the four language skills have been included within the units of work to give pupils the opportunity to demonstrate their learning. Furthermore, these mini assessments prepare the pupils for similar tasks in KS3.



CURRICULUM NARRATIVE

Lesson resources of 30 minutes duration have been designed by language specialists and are in a consistent and common format. Lessons incorporate a phonics focus giving pupils opportunity to practise pronunciation. The resources employ a range of teaching styles and strategies to engage the children and embed learning, whilst also incorporating sound files of the language spoken by a specialist. It is expected that schools teach one 30-minute lesson per week with further opportunities sought in short bursts over the week to consolidate learning.

Impact

Pupils will develop an enthusiastic and positive attitude to languages, whilst developing their own knowledge and skills.

By the end of KS2 they will become increasingly familiar with the sounds and written form of a modern foreign language and have enjoyed success in acquisition of skills. They will be able to use their knowledge with growing confidence and competence, which will form a sound basis for further learning into KS3.

Clearly defined end points will result in higher expected outcomes and a more consistent transition into secondary education. The outcomes in exercise books together with a consistent approach to assessment will demonstrate clear progress and the pupil's acquisition of key knowledge and topic 'end points'. This in turn will allow for a smooth transition into KS3.



SEND

The French curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning.

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

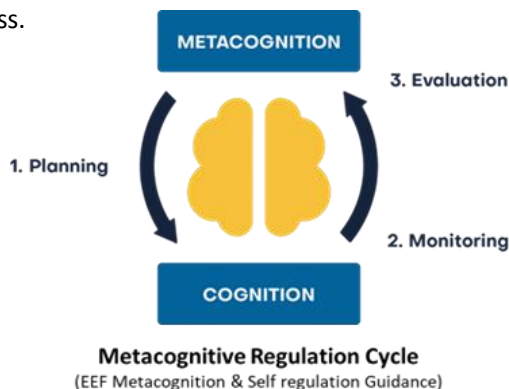
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.



ASSESSMENT

Assessment comprises two linked processes:

Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.

Allows leaders and staff to make timely adaptations to the curriculum.

