



Our Modern Foreign Languages Curriculum

Curriculum Intent

At Wootton Wawen C of E Primary School, we believe that learning another language is a crucial part of the children's education. It allows children to build self-confidence as well as developing their communication skills. In our modern society, children now have the ability to communicate with others from around the world; we want to equip the children with the skills and confidence to be able to do this through well-structured lessons that develop a love of language.

Curriculum Implementation

The curriculum is based on the programme of study for languages in the New National Curriculum 2014.

Our French curriculum is designed to progressively develop children's skills acquisition, and their ability to use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skills grow, children record their work through pictures, captions and sentences. French is taught weekly in all Key Stage 2 classes.

Our school uses a combination of Early Start French, Jolie Ronde and Lightbulb Languages to deliver the entitlement. Where possible we use stories and big books that will link with other areas of the curriculum including materials from Link and Learn. As we have mixed age classes our scheme of work is organised on a two-year cycle so that children revisit some topics and explore new ones whilst extending their skills in reading, writing and speaking French. Where possible we have linked the French to our topic themes. For example, during the World's Kitchen topic, the children learn about French food.

Impact

By the end of year 6 we aim for our children to be able to speak French with increasing confidence and fluency and to be able to write at varying lengths using a variety of grammatical structures that they have learnt.

We measure impact through:

Assessment

Teachers assess children's work in languages by making informal judgements as they observe them during lessons. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum 2014 and these are reported to parents as part of the child's annual school report.

Monitoring

The monitoring programme is organised on a two-year cycle. The subject leader carries out book scrutinies, pupil interviews and a learning walk and records the key findings on the school's pro forma.