



THE
WESTCLIFFE
FEDERATION

Kinnerley CE Primary French

Intent, Implementation, Impact



In general our knowledge and skills rich curriculum builds from the Early Learning Goals in the EYFS statutory framework and Development Matters to the National Curriculum Objectives for 13-6. The curriculum makes links with the wider world, advancing the Spiritual, Moral, Social and Cultural development of our learners and growing their understanding of British Values. Our curriculum is delivered as part of cohesive units of work, promoting the School Motto 'Dream, Believe, Aspire, Achieve' and underpinned by our school vision:

To create a school community based on Christian values, in which we strive to foster a love of learning, pride in achievement, and the spiritual and moral compass of our children, equipping them to find their own special place in society and the world. We are inspired by the Bible verse, Philippians 4v8, which encourages us to think and strive for the good, 'Whatever is true...noble...honest...just.... think on these things.'

For our Modern Foreign Language we have chosen French which we learn from Years 3-6, with 'tasters' for our younger learners.

Key Stage 2 National Curriculum Expectations

Pupils should be taught 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;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing; 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.

Intent

We will base our learning on the Classroom Secrets scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and confident to continue studying languages beyond key stage 2.

The four key language learning skills; **listening**, **speaking**, **reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.



Implementation

All Key Stage 2 year groups will have access to a high-quality foreign languages curriculum using the Classroom Secrets scheme of work and resources. This will progressively develop pupil skills in the French language through regularly taught and well-planned weekly lessons which will be delivered by class teachers. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. These will be reviewed and adapted to offer the appropriate level of challenge and stretch for the classes being taught. Because of the mixed age groupings in our Key Stage 2 classes the repeated themes of the scheme work well to revise, reinforce and move on to new learning. All units will include **speaking** and **listening** tasks within lessons, **Reading** and **writing** activities, a grammar concept and a challenge section. In addition to the scheme, staff may also undertake Foreign language enrichment activities such as celebration assemblies, cookery sessions of traditional foods from France, fashion shows demonstrating typical / traditional clothing, weather forecasts based on maps from the country of the language being studied, school celebrations of national feast days from France, when appropriate, to facilitate a whole school approach to foreign language learning along with improved cultural awareness.



Impact

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the Key Stage 2 phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if pupils are meeting these criteria. Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents/carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified and support given where appropriate.