

What French looks like in Holmer C of E Academy

Four basic elements run through our whole curriculum. Through the French curriculum we foster wisdom, hope, cooperation and dignity to enable every child to flourish in the fullness of life.

Curriculum Intent

What a French lesson looks like in our school:

- Opportunities to learn about life in another country, developing an awareness of cultural similarities and differences;
- Speaking and listening activities to develop confidence with pronunciation and speaking and listening skills;
- Enjoyable and fun activities and songs to foster an interest in learning another language;
- Grammar activities which reinforce and develop their understanding of their own language;

This is our philosophy:

- Children learning through enjoyable activities;
- French language embedded throughout the school with instructions, class routines etc sometimes delivered in French.

This is the knowledge and understanding gained at each stage:

By the end of Key Stage 1 pupils will:

- Be aware that people in different countries speak different languages and that people in France speak French.
- They will have knowledge of some basic French vocabulary such as some numbers to ten and basic greetings.

By the end of Key Stage 2 pupils will:

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 The starred (*) content above will not be applicable to ancient languages.
Curriculum Implementation	This is how it works in KS1 - Language teaching in KS1 is ad hoc and informal. Children, for example, are encouraged to answer the register in a different language, and are taught different greetings. This is how it works in KS2 - planning is based on a progressive curriculum, but previous assessments give a starting point for individuals. - Planned teaching for at least three hours per half term, in some year groups this is broken down to 10 x 30-40 minute lessons, in others the teaching is done in blocks. In year 6 there are no formal French lessons, but teaching from previous years is revised through regular speaking and listening activities. - Start each session with speaking and listening revision of language learned previously. - Teach language based on familiar areas – the home, food, meeting people, familiar songs and stories. This is what adults do: - A progressive curriculum with areas of vocabulary revisited and built on each year, with a clear progression in core skills of reading, writing speaking and listening. - Planning documents give clear guidance on ways to teach and revise speaking and listening. - In year groups, teaching is timetabled to make use of staff expertise and skill to ensure that children have access to high quality teaching. This is how we support: - We use teacher and self-assessment to quickly identify children who may need additional support in specific areas. They then receive immediate support to ensure they have sufficient skill to access the learning. - Work may be differentiated either by providing additional resources or more structure to enable the taught skills to be developed. Some tasks will be the same but the children will be grouped so that children have access to good language role models. This is how we challenge: - Work may be differentiated to provide further challenge and extension. This is how we ensure all children can access the curriculum - Grouping them with good language role models - Facilitating pre-teaching to introduce vocabulary - Providing appropriate vocabulary flash cards - Providing visual/practical resources to support understanding - Use of a range of digital resources/videos to reinforce understanding

	• High quality communication with other staff working with same pupils.
Curriculum Impact	This is what you might typically see: • Happy and engaged learners • A variety of techniques used to encourage active engagement – games, role play and songs. • Engagement and perseverance • Self-motivated children • Children talking about, sharing and reflecting on their learning This is how we know how well our pupils are doing: • Marking and feedback by teacher and peers. • Displays of work in classrooms • At the end of each year the skills are highlighted according to whether a child has demonstrated that they have met a skill and a summary judgement is made of whether the child is Working Towards, Working At or Secure in the skills for their year group. • mistakes/misconceptions • Targeted use of TAs- TAs noting and recording observations of individual children This is the impact of the teaching • Children who are excited about learning a foreign language • Children who are able to gain an insight on the similarities and difference between different countries. • Children with developing confidence in their ability to communicate orally and in writing in a foreign language.