

French Curriculum 2023-24

Key threads

Listening	Speaking	Reading	Writing	Grammar
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Intent of study

The intent of our languages curriculum is to develop an interest in and thirst for learning other languages. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We aim to embed the essential skills of listening, reading, speaking and writing and lay the foundations for future language learning. We aim to build cultural capital through an appreciation for another country, its culture and language. Through our high-quality languages curriculum we aim to foster children's curiosity and deepen their understanding of the world. Key threads are revisited throughout the curriculum to ensure that children embed skills sufficiently to support them in their future language learning.

Listening

We start by developing the children's ability to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set. We intend to expose our children to a range of familiar stories and songs in the foreign language, in which the children deepen their understanding of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language.

Speaking

Our children continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units. Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'.

Reading

Lower key stage 2 are taught to appreciate familiar stories and songs in the foreign language using stories such as 'Little Red Riding Hood'. We progressively move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.

Writing

Lower key stage 2 start to create written sentences, developing the knowledge to incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc. Progressing on to being expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. All of which build the foundations for our year 6 children to be able to write a short text or email in the foreign language; applying their knowledge of correct word order in the foreign language.

Grammar

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Grammar is integrated and taught discreetly throughout all appropriate units. Our teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

Implementation:

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop all of our children's skills in foreign languages through well-planned lessons taught weekly (30minutes).

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.

High-level plans are provided for staff which are progressive and structured to ensure a robust coverage. Staff follow these high level plans to plan and deliver high quality lessons. Workshops and visitors are planned alongside regular languages lessons to provide enhanced opportunities for children to explore languages and cultures in an exciting way. Planning includes:

- A cycle of lessons for each key threads which carefully plans for progression
- Posing knowledge questions for pupils to apply their learning
- Visitors/immersion days to enhance their experiences of different languages and cultures
- Using questioning throughout lessons as a way to assess understanding and skills

Impact:

Our languages curriculum is high quality, well thought out and is planned to demonstrate progression in vocabulary, fluency and understanding of the French language. Children will continuously build on their previous knowledge as they progress

in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate. 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 in the End of Unit Skills Assessments provided in the Language Angels Tracking and Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

The impact of our languages curriculum is measured through:

- Questioning built into lessons
- A reflection on standards achieved by listening to children speak French during lessons
- Pupil discussions about their own learning
- Enjoyment and engagement in languages learning and children developing a love for learning new languages