



Otle All Saints C.E Primary School

'Learning, Love and Laughter Every Day'

French

Curriculum Statement: *"A high-quality language education will provide our pupils with a solid foundation for language learning that encourages and enables them to apply their skills, facilitating future study and potentially opening opportunities to study or work abroad in the future. Our curriculum aims to instil a love of language learning and awareness of other cultures. We want our children to develop the confidence to communicate in both written and spoken French for practical purposes."*

<p>Intent</p>	<p>Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world, including the global connectedness between cultures. We believe this is important to help our children at Otle All Saints C.E Primary School become global citizens of the future. The teaching should enable our children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking, read great literature and learn about key influential French figures. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.</p> <p>Through the 3 pillars of progression (phonology, vocabulary and grammar), our children will gain strong phonetic knowledge that enables them to converse confidently and provides a reinforcement of many literacy skills from their first language. It is also intended that when children leave Otle All Saints C.E Primary, they will have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multilingual society it is a valuable skill to be able to communicate effectively with others in another language. This will give them skills for future travel or work. We also want our children to be secondary ready so that they will be engaged and prepared to continue language learning at secondary school, most notably French.</p>
<p>Implementation</p>	<p>All KS2 classes have access to a very high-quality foreign languages curriculum using the <i>Language Angels</i> scheme of work and resources. The <u>four key language learning skills</u> (listening, speaking, reading and writing) are taught and all necessary grammar is covered in an age-appropriate way. 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. The necessary grammar is taught within the units.</p> <p>Early Language units are entry level units and are most appropriate for Year 3 pupils. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive and Creative Curriculum units are the most challenging units and are suitable for our Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support. Units, where possible and appropriate, will be linked to class topics, the sustainable global goals and other cross curricular themes. School celebrations of French national feast days are studied (when appropriate to facilitate) a whole school approach to foreign language learning along with improved cultural awareness. This is done through, for example, a French cafe, led by Year 6 in September to raise money for Macmillan.</p> <p>Within the 'Development Matters' framework for EYFS, Nursery children learn to know that there are different countries in the world and they are encouraged to talk about the differences they have experienced or seen in photos. Children in Reception recognise similarities and differences between life in this country and life in other countries. We want our children in EYFS to develop some recognition of France, so children in Reception are introduced to France as a country and encouraged to contrast this country with the UK. Other key opportunities to build in some French aspects of learning (in EYFS & KS1) may involve the register being said in French, and games such as 'Head, Tête, épaules, genoux et pieds'.</p> <p>A visiting French teacher from Prince Henry's Grammar School delivers weekly lessons in Year 6. This supports the children not only in their transition to secondary school but prepares them with the required skills so that good progress continues and they have a solid foundation of skills that will begin their KS3 French learning. The 3 pillars of language learning continue to underpin learning of French in Year 6. Deeper skills are embedded in Year 6 French lessons, which include writing short paragraphs and preparing presentations, extended sentence writing, including opinions being expressed, and reading and listening to more challenging texts both orally and in written form with pupils needing to work out the meaning of new words independently.</p>
<p>Impact</p>	<p>The teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.</p> <p>Our children will continuously build on their previous knowledge. The recycled approach of previous language being recycled, revised, recalled and consolidated, whenever possible and appropriate, will ensure our children have developed good knowledge and confidence of the language of French. Children will also be 'secondary-ready' and able to cope with the challenge as they move into Year 7. Our children will also have a deeper understanding of the global connectedness between local communities and the wider world that French brings together and they will have a deep sense of appreciation for the culture and a love of French and the culture. Our children can use and apply their French 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.</p>

Inclusion & Adaptation

An inclusive French education curriculum should engage and inspire *all* learners to master the necessary knowledge and skills. To make it accessible for all our children, we make individualised and whole class adaptations to support their needs. We do this in a variety of ways, which includes some of the following:

- Ensuring all lessons are meticulously organised and laid out in a clear series of learning steps. The lesson starts with a period of revision of previous knowledge and ends with a closing activity that showcases the children's new learning, for example in the form of a song.
- Lessons include a mixture of experiences and different approaches to learning.
- Children are supported in written tasks through the use of word banks and different levels of scaffolding (for example 'chunking' information) are used for different groups of children where necessary. Tasks can also be adapted in length with the overall outcome of learning remaining the same.
- We have selected a scheme that uses colourful, child-friendly images and visual learning hooks for newly-introduced information wherever possible. It also provides clear instructions for pupils and encourages links to prior knowledge at all available opportunities.
- Active breaks may be used to help children to retain focus and attention when accessing learning.
- Key vocabulary and language is displayed clearly in the classroom.
- We prioritise in-depth understanding and use routine, clarity and attention to detail.
- New language learning is repeated and revisited regularly.
- Information is presented in a particular way and all lessons have been created around a clear pedagogy and methodology.
- Children have the opportunity to work as a class, in pairs or small groups and with additional adults to help support working memory.

Our **endpoints** are aspirational for all children but success may look different. For example, an end point might be to name some fruit and the four seasons. For a child who needs support with retention and working memory, this might involve using more visual prompts and being selective of which fruits they are required to learn.