

Christian Vision and Values

‘Through God’s love we learn and flourish together’ Corinthians 16:14

Thankfulness Perseverance Compassion Trust Courage Respect

Curriculum Drivers in French

World Aware – In learning a language, pupils are not only given the opportunity to communicate more effectively with others but also to understand what it is to be a global citizen. Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. Our lessons provide opportunities to develop pupils’ cultural capital and increase their understanding and awareness of different people in different places and different parts of the world, including our nearest European neighbour, through our chosen language of French. Our high-quality French curriculum will foster children’s curiosity and deepen their understanding of the world.

Belonging – Learning a language enables our pupils to develop a richer understanding of speaking and listening, reading and writing as a means to communicate with others in the local area and the wider world. This learning encourages pupils to recognise the importance of tolerance and understanding of others, promoting the acceptance of differences.

Well-being - We nurture and build the self-esteem of our pupils by ensuring that they become confident and enthusiastic communicators, whether in English or our chosen modern foreign language, French. We promote a growth mindset and celebrate the success and progress of all.

Spirituality – Our curriculum seeks to support our pupils’ spiritual, moral and emotional growth. In learning French, we encourage our pupils to explore words and language, and develop an understanding of our shared humanity around the world.

Possibilities – The teaching of French will provide the foundation for learning other languages, equipping children to communicate more effectively with others and to study and work in other parts of the world.

What we teach and why: Intent

Design, content and sequencing – The MFL: French Curriculum document and French Curriculum map - Long-Term Plan detail the skills and knowledge content taught across the school. The French Curriculum is sequenced through a gradual build-up of skills across the four elements of Listening, Speaking, Reading and Writing, and progression in grammar and pronunciation.

Our French planning is closely linked to our school drivers (world aware, possibilities, well-being, spirituality and belonging) which always inform teacher’s planning. In learning a language, pupils are not only given the opportunity to communicate more effectively with others but also to understand what it is to be a global citizen. Our lessons provide opportunities to develop pupils’ cultural capital and increase their understanding and awareness of different people in different places and different parts of the world, including our nearest European neighbour. This learning encourages pupils to recognise the importance of tolerance and understanding of others, promoting the acceptance of differences.

Learning builds on what was taught previously and encourages pupils to retrieve and make connections between units to create meaningful and deeper links for their understanding. Opportunities for reflection and evaluation are built into every unit and are an important part of the curriculum alongside the skills aspect of learning. The French curriculum has been designed in this way because it is important that children are taught progressive and sequential skills which are built on whilst forming a solid understanding of the role that language plays in communication. Reflection and evaluation of pupils' own work and the work of others is vital and enables children to see their place in the wider world. The use of vocabulary word banks in every unit taught support pupils' knowledge and understanding, enabling them to articulate more clearly and coherently.

Children are excited to share their developing understanding of French and enjoy talking about learning a language.

How it's taught: Implementation

At Aylburton C of E and English Bicknor C of E, we have chosen to teach French as our Modern Foreign Language using the Language Angels scheme of work. This is taught at KS2 in discrete, weekly lessons for lower KS2 and upper KS2. We follow our school LTP, which is planned on a 2-year rolling cycle ensuring that the requirements of the National Curriculum are met, introducing and reviewing key vocabulary in T1 before following themes that develop language skills over subsequent terms. During French lessons, pupils are given the opportunity to work as individuals, in small groups and as a whole class. Lessons involve lots of interaction with visual and auditory prompts, to support the development of the four key skills: listening, speaking, reading and writing. Strategies are used routinely by teachers to enable the children to embed their learning into their long-term memory. These strategies are based on a range of techniques connected to retrieval practice, including the use in lessons of vocabulary sentence builders and low stakes quizzing; each lesson starts with a retrieval exercise relating to prior learning or a warm up activity relating to a specific skill that is being taught in the lesson. Staff use Rosenshine Principles of Instruction to ensure inclusive teaching and practice for all, through a range of methods: high quality teaching, scaffolding and modelling, and flexible groupings.

We aim to keep the learning pace of all children at the highest level and ensure there is no 'glass ceiling' for any learner. We use active learning techniques which teachers employ in the classroom to complement learning and give all children the opportunity to become actively engaged and to articulate their understanding. In teaching French, we encourage an understanding of language composed of verbal (phonemes) and written (graphemes) units which reflect how we teach our pupils to read and write in the EYFS / KS1. We highlight the similarities and differences in the pronunciation of graphemes in English and French to aid learning. We encourage pupils to recognise vocabulary and word roots shared between the two languages to support learning in both subjects.

The resources we use to teach French are highly praised language development tools, designed to engage children and develop their skills in a progressive manner. This also helps to support staff to structure learning and teach pupils, whatever their own skills and confidence in foreign languages.

What we see as a result: Impact

Through high-quality teaching:

- Children will become aware that a language has a structure, and that the structure differs from one language to another.

- Children will develop their language and communication through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an awareness of French culture.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

Progress and outcomes: Pupils make progress in their language skills. Co-ordinator observations monitor outcomes. Staff will reflect regularly on planning and pupils' work to ensure continuity of progression throughout the school.

Responses to work and reflections in folders: Pupils engage well with key questions and can reflect on their learning at the end of each lesson with the learning outcome in mind. They learn to be confident in their responses and ready to ask more questions as a result of their learning.

Child perception and opinion: Many pupils enjoy learning a language developing their knowledge and skills. Their pre-knowledge and retrieval for each topic is celebrated as is their new learning.

Monitoring and Evaluation: Drop-in observations, book looks and interviews with children.

By the end of Year 6 children at Aylburton C of E and English Bicknor C of E Primary Schools should be able to:

- *Listen attentively to words spoken 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 by asking and answering questions and expressing opinions*
- *Speak in sentences using familiar vocabulary, phrases and basic language structures*
- *Develop accurate pronunciation and intonation so that others understand when they speak or read aloud*
- *Present ideas and information orally to a range of audiences*
- *Read 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*
- *Write phrases from memory and adapt these to create new sentences to express ideas clearly*
- *Describe people, places and things and actions orally and in writing*
- *Understand basic grammar e.g. feminine and masculine forms, key features and patterns of the language, how sentence structures differ from English*

Aylburton and English Bicknor C of E Primary Schools

MFL: French Curriculum

<i>Year A&B</i>	<i>Year 3 & Year 4</i>	<i>Year 5 & Year 6</i>
<i>Listening</i>	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. Being to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.
<i>Speaking</i>	Learn to repeat and reproduce the language I hear with accurate pronunciation and understanding of meaning. Communicate with others using simple words and short phrases covered in the units Being to communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Learn to incorporate new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
<i>Reading</i>	Read familiar words and short phrases accurately. Understand the meaning in English of short words I read in French. Begin to read aloud short pieces of text applying knowledge of phonics learnt in previously taught units. Being to understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using context and cognates (words in two or more languages with similar spellings, pronunciations and meanings e.g. telephone / telephone). Increase our knowledge of phonemes, letter strings, silent letters and accents.
<i>Writing</i>	Write familiar words & short phrases using a model or vocabulary list e.g. 'I play the piano'. 'I like apples'. Write some short phrases based on familiar topics and begin to use conjunctions and the negative form where appropriate e.g. My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives e.g. My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Begin to incorporate conjugated verbs in writing.
<i>Grammar</i>	Start to understand that foreign languages can have different structures to English. Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs e.g. 'I like...' 'I play...' 'I am called...' Begin to understand which articles to use for meaning (e.g. 'the', 'a' or 'some'). Introduce simple adjectival agreement (e.g. adjectival agreement when describing nationality), the negative form and possessive adjectives e.g. 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revise gender and nouns and learn to use and recognise the terminology of articles e.g. definite, indefinite and partitive. Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation e.g. 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour e.g. 'My blue coat..'