

Our Curriculum Intent for French

The 'drivers' around which our curriculum is centred, without any subject preference or bias, are:

EXPLORE PERSEVERE (BE) INDEPENDENT COMMUNICATE

We want our pupils to develop EPIC qualities and become EPIC learners.

E: We want our pupils to have a love of exploring facts, finding information and developing new skills; we want them to be inquisitive and enquiring.

P: We want them not to give up at the first hurdle (or even the second); we want them to know that effort, commitment and hard work can pay dividends; we want them to persevere.

I: We want them to learn how to learn; to learn how to pursue lines of enquiry and interest themselves; we want them to develop independence.

C: We want them to be able to tell others, with confidence and clarity, what they know, what they think, what they imagine...we want them to be good communicators.

Whilst our 'Curriculum to Inspire' is based on the EYFS Curriculum and the National Curriculum, we have been proactive in our school by developing a new curriculum which inspires our children to learn and is relevant to their needs now - and in the future. We have tried to balance the 'have to' aspects alongside the 'got to' and the 'want to' aspects.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

The key characteristics that we have identified, and that we believe, will make a good linguist are

- To be a good listener.
- To be able to communicate and enjoy the experience.
- To make mistakes and to have the confidence to learn from them.
- To understand different ways of learning such as through songs, gestures, games, mimes and the four skills of listening, speaking, reading and writing.
- To understand that practice is important.
- To be empathetic towards other learners.
- To be able to compare and understand familiar words in English / mother tongue and to be observant when looking at language patterns.
- To be able to work in pairs or small groups.
- To develop a positive attitude towards language learning.
- To enjoy learning.

We believe that language learning stimulates children's curiosity about different cultures and languages other than their own. We aim to inspire pupils to persevere and to enjoy their learning and to go on to further enhance their language learning skills in later life.

We aim to ensure that staff nurture a love of different languages and a respectful attitude towards different cultures other than their own and to encourage children's curiosity about language and to be creative when experimenting with it. Staff ensure that all pupils are exposed to high quality methodology and learning experiences with specific learning objectives that children can relate to and go on to achieve at their highest ability.

At Mountfields Lodge we believe that learning a foreign language provides a valuable educational, social and cultural experience for all pupils. It helps pupils to develop communication skills, including the four main skills of listening, speaking, reading and writing, and extends and supports their knowledge of how language works thereby giving an extra dimension to the teaching and learning across the curriculum. We believe that learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

OUR CURRICULUM IMPLEMENTATION FOR FRENCH.

At Mountfields Lodge French is taught from Year 3 to Year 6 in mixed ability classes and sometimes in mixed age group classes. However, those pupils who have a higher potential should be challenged and those pupils who find aspects of their learning more difficult should be appropriately supported to experience success.

In ensuring that high standards of teaching and learning we implement a curriculum that is progressive throughout KS 2.

A programme of study has been written which is supplemented with materials and resources from the Catherine Cheatah schemes of work, bespoke power points and aide memoires, song collections and video clips, etc.. The teacher of French has a clear understanding of previous and subsequent year groups' knowledge content and skills which supports linking learning and building on prior knowledge. A creative approach is applied where pupils can apply their learning in an independent and manageable manner. We believe that secure prior knowledge assists and supports future learning. The approach to teaching French is to primarily guide and inform pupils so that they feel confident in their learning and so can go on to apply their knowledge and skills themselves in a positive, productive and enjoyable manner.

OUR EXPECTATIONS FOR TEACHING AND LEARNING ARE :

Pupils are made aware at the beginning of each year of the programme of study with a Progress Chart which is in their French exercise book. We know that pupils can relate to their learning when they have a means with which to recall information.

OUR AGREED ASSESSMENT TOOLS

Where appropriate in French lessons we may use our 3 agreed assessment tools:

- Flashcards are frequently used to introduce vocabulary / language patterns and are used as a revision aid / plenary to assess pupils' learning. We use flashcards to engage in active recall referring back to memory connections.
- Exit tickets are used at the end of teaching and learning sessions. Questions are based on current learning to embed learning and to check understanding and can be asked as an individual 'exit' from the classroom or as random groups or individuals.

- Quizzes in written form or orally are given to pupils to assess their knowledge and understanding and are a means for pupils to interact with the learning content and to be an active participant by consolidating their own learning.
- Pupils also self mark and peer mark their written work in addition to teacher marking where feedback is given.
- At the end of each year pupils write an overview statement which entails commenting upon skills / areas of learning they have enjoyed, improved at, want to improve and feel competent at. They are also encouraged to give reasons why and to add any relevant comments.
- On the Progress Chart / self review sheet pupils are encouraged to assess their own learning through the traffic light colours, amending and updating when appropriate as various topics are covered in class.

OUR CURRICULUM IMPACT FOR FRENCH.

Recognition and praise for achievement, contribution and involvement is always recognised in line with the whole school policy (Bon Points = house point) and EPIC learners, etc.

In French we recognise that previous learning / knowledge/understanding should be checked and that pupils should always be made aware of the lesson's WALT (Learning Objective). New knowledge and understanding is regularly checked to ascertain if pupils have retained / achieved / understood the objective of the lesson which then assists the future planning of the teaching and learning of the topic.

Attainment in French for literacy is shared, by the end of year 6 with our pupils' placement school.

THE LEARNING JOURNEY : **YEAR 3**

<u>ACTIVITY</u>	<u>ORACY</u>	<u>LITERACY</u>
<ul style="list-style-type: none"> • greetings • ask and answer name • Ask and answer how feel • Facts about France • Phonics • Finger rhymes • Counting 1-12 • Colours • Classroom instructions • Days of the week • Months of the year • Masculine and feminine nouns • Guided reading of traditional books 	<ul style="list-style-type: none"> • Enjoyment of and listening to speaking in the language • Listening and responding to familiar spoken words, phrases and sentences. • Communicating with others using words and short phrases and sentences • Understanding conventions such as taking turns to speak and valuing others' contributions • Correct pronunciation of spoken words 	<ul style="list-style-type: none"> • Recognise and understand some familiar words in written form • Read aloud in chorus with confidence and enjoyment • Write some familiar words using a model • Write some familiar words from memory

YEAR 4

<u>ACTIVITY</u>	<u>ORACY</u>	<u>LITERACY</u>
<ul style="list-style-type: none">• Adjectival position• Phonics• Vowels and alphabet• Spelling• Sports• Likes and dislikes• Clothing – masculine and feminine nouns• The date• Numbers 1-39• Guided reading from traditional books	<ul style="list-style-type: none">• listen to and identify words and phrases• Communicate by asking questions and answers	<ul style="list-style-type: none">• Read and understand familiar phrases• Follow a short text while listening and reading• Reading words, phrases and sentences aloud• Write some familiar words and phrases without help

YEAR 5

<u>ACTIVITY</u>	<u>ORACY</u>	<u>LITERACY</u>
<ul style="list-style-type: none">• Adverbs of place• Simple verbs• Conjunctions• Plurals• Expressions of annoyance / surprise• Numbers 1-69• Irregular adjectival position• Masculine and feminine and plural nouns (animals)• Masculine and feminine and plural adjective agreement• Time (on the hour, 1/4 and ½ past)• Dictionary work• Reading with guidance	<ul style="list-style-type: none">• Prepare and practise simple conversations• Understand and express some simple opinions• Understand more complex texts	<ul style="list-style-type: none">• Make simple sentences• Write words, phrases and short sentences• Use a dictionary• Extend sentences – recognising connections to do so

YEAR 6

<u>ACTIVITY</u>	<u>ORACY</u>	<u>LITERACY</u>
<ul style="list-style-type: none">• Concept of the past, present and future• Numbers 1-100+• Time• Adverbs of place and verbs	<ul style="list-style-type: none">• Understand longer and more complex phrases / sentences• Perform to an audience	<ul style="list-style-type: none">• Read and understand the main points in a text• Match sounds to words, phrases and sentences

<ul style="list-style-type: none"> • Prepositions • Dictionary work • The weather • Body parts • Family members • Reading with guidance 		<ul style="list-style-type: none"> • Use a dictionary English to French and French to English and recognise parts of speech • Write sentences using a model and from memory
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