

Modern Foreign Languages:

French

Subject Information

September 2022

<p>Our Vision (Intent)</p>	<p>We believe that our children should have the aspiration and opportunity to 'Live life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15.</p> <p>Our curriculum is based on a consideration of the contextual needs of our cohorts and families, our local context and government requirements, in addition to curriculum research; this has helped shape our vision and intent.</p> <p>Our curriculum is a journey and never a finished article. It is reviewed at least annually to ensure it is still meeting the needs of our children in an ever changing world.</p> <p>Our aspiration for our children has been framed into our 6 golden threads which we feel our children need to be able to do to 'shine like stars' and 'live life in all its fullness'. This ensures the opportunities for these are always a focus within school, and throughout a child's journey in school. We want our children to:</p> <ul style="list-style-type: none">• Become life-long readers• Be confident communicators• Be spiritually, mentally and physically healthy• Be creative• Be curious• Understand and embrace the wider world
<p>Curriculum Design (Intent)</p>	<ol style="list-style-type: none">1. We always start with the child and their experiences: what they know and is familiar to them. We then move outwards until we reach the wider world and wider world views.2. We always work from knowledge acquisition to application, in carefully sequenced learning journeys which build systematically on previous learning. This ensures both an inclusive and ambitious approach for all our learners.3. We work to a four-year plan in KS2 for Science, Geography, History, Art and DT with concepts in these running over a year, rather than a terms over a series of years: This ensures that our curriculum is systematically, cohesively and robustly planned and delivered to our

	<p>children in a manner in which helps them to immerse themselves in a subject for deeper learning. (This also negates the effect of the impact of changing class structures). It also allows us to make pertinent links between interdisciplinary knowledge across our long term plan to allow the children to frame their learning within a larger concept in order to help them to retain this.</p> <p>4. We work to a two-year plan for PSHE, RE, Computing, French and Music as these disciplines contain more age specific knowledge and skills. Computing, French and PSHE are all delivered across the federation in two-year group structures</p> <p>So that our children know more, remember more and therefore can do more.</p>
<p>Subject specific design</p>	<p>Research shows that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. There is evidence that indicates that children are more receptive to language learning when they are still developing early language skills in their mother tongue.</p> <p>We have chosen French as the main language taught across our federation. This is because our pupils transfer to a wide range of secondary schools, all of which teach French in KS3. We believe that the early acquisition of French will facilitate the learning of other foreign languages later in life, equipping children to study and work in other countries. We aim to prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully to further language studies at secondary school.</p> <p>Our curriculum is in line with the National Curriculum for languages and aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Understand and respond to spoken and written language from a variety of authentic sources; • Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; • Can write at varying length for different purposes and audiences, using the variety of grammatical structures that they have learned; • Discover and develop an appreciation of a range of writing in the language studied.

	<p>The design and implementation of our curriculum ensures that MFL is:</p> <ul style="list-style-type: none"> • inclusive and ambitious for all learners, including those with SEND; • carefully sequenced to build systematically on previous learning; • delivered with fidelity across the federation.
<p>Implementation Key Principles</p>	<ul style="list-style-type: none"> • Has clear rationale for mixed age classes based on a two-year cycle (Years A&B) for Y1/2*, Y3/4 and Y5/6 • Focuses on the key knowledge – teaching less but better. • Is concept driven not content driven: Prioritises thinking rather than task • Uses high quality materials – fit for purpose (see below) • Employs techniques which will deliberately help children transfer learning to long term memory • Is responsive • Puts a high value on the acquisition and understanding of vocabulary <p>*currently under review due to staffing changes.</p> <p>Children are introduced to French from the EYFS, predominately through songs, rhymes and games. They receive weekly exposure to the language throughout their time in KS1 based around basic vocabulary areas. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from or are similar to English.</p> <p>In KS2, each class has a timetabled French lesson of 30 minutes per week which uses La Jolie Ronde programme to develop the skills of speaking, listening, reading and writing. To ensure that children are able to build on their skills at an appropriate pace for their age, French is taught to Year 3-4 and Years 5-6 separately using a carousel approach with another curriculum subject. A 5 minute 'take-away' activity linked to the weekly lesson is provided for the class teacher to support further practice on a daily basis. When combined, this equates to one hour of language teaching per week.</p> <p>Our golden threads run through our MFL curriculum. A love of language learning is also encouraged and enriched across all age groups through whole-school projects such as:</p> <ul style="list-style-type: none"> • Language of the Month – incorporated into our Unicef display using Paddington's Postcards. Each month the focus country changes, giving the children the opportunity to understand and embrace the wider

	<p>world as they explore the geography, culture and language of different nations.</p> <ul style="list-style-type: none"> • French Week – an annual event in which the children and families from both schools across the federation come together to celebrate all things French with collaborative activities to encourage being spiritually, physically and mentally healthy and being creative. • Links with local secondary schools, tapping into resources and expertise to enrich the children’s experience of language learning. • Links with schools in France with opportunities to correspond with other children in French, ask and answer questions, becoming good communicators and being curious. • Exploration of good quality literature and film in French, including dual-language texts, becoming life-long readers. <p>Cross-federation enrichment activities using a project-based approach are planned into the summer term each year as reflected above.</p> <p>For the detailed breakdown of the above please see CIP.pdf The nine principles of cognitive science – Daniel Willingham</p>
<p>How/When do we assess our children and their progress and attainment?</p>	<p>Impact is ensured through careful planning which includes opportunities for:</p> <ul style="list-style-type: none"> • Pre and post assessment • Deliberate opportunities to practise and embed throughout the week (not just during the French lesson) using ‘takeaway activities’ provided for the classteacher. • Recall of previous knowledge • Opportunities to make links across subjects and over year groups <p>...in order that our children can know more - to do more - to remember more.</p> <p>Unit assessment Pre essential learning assessment. Ongoing AFL Post essential learning assessment at the end of unit (Recorded and reported to SL)</p> <p>Annual assessment End of year assessment of the post essential learning assessment (Recorded and reported to SL)</p>
<p>How do we ensure our children have retained this knowledge? When/how do we revisit?</p>	<p>Sheep tracking x 1 formal revisit at the start of the next term (no recording needed) Informal/incidental sheep tracking/link making at the start of lessons, lining up, etc. (no recording needed)</p>