



## Curriculum Overview St Andrew's Church of England Junior School



### Curriculum Area: French

Subject Lead: Rachel Gawen

Our curriculum approach to French reflects our ethos statement:

**'Shining a light of a world of Possibilities'.**

It is also based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

In particular, we are keen for pupils to discover their own passion for language learning.

### Intent

French is an exciting, skills based subject that helps us better understand our own language as well as other people and cultures around the world. It is our intent at St Andrew's Junior School to:

- Provide all of our children with a high-quality education in French which develops their love of learning about other languages and cultures and fosters curiosity about the world.
- Provide a foundation of skills to equip pupils for further language learning
- Be accessible to all.
- Build upon skills taught year on year and demonstrate progression in learning so that by the time they leave St Andrew's, they will feel confident in speaking aloud to communicate with others
- Develop an understanding of French phonics and grammatical structures which will increase their confidence in reading and writing.
- Meet the expectations set out in the National Curriculum

### Implementation

Our curriculum is designed to allow children to build on their subject knowledge and skills as they progress through the school. To ensure this happens:

- French will be taught for one hour per week for one term per year, following a sequence of lessons
- Each year group will have its own focus on vocabulary, grammar and phonics
- Class teachers will deliver French lessons as an individual subject
- All lessons will include opportunities for children to practice new language and language structures orally a whole class, as well as in groups and individually.
- Children will have their own log in to [www.languageangels.com](http://www.languageangels.com) so they can further practice the target language at home
- Lessons will also provide opportunities for children to read and write using the target language, which will be recorded in French books. These will be passed up from year to year.
- Knowledge organisers will provide pupils with the target language and structures for their unit
- Teachers will use INSIGHT to record their assessment of children's learning as well as ongoing formative assessment in lessons

### Impact

Our teachers rely on a range of tools to assess the knowledge and skills pupils have; their progress and development points. By the end of a unit we expect that:

- Children develop their understanding of sound patterns and phonics of the French language
- Children develop their knowledge and understanding of culture in French speaking countries
- Children can confidently use the target language in a variety of ways

- Children feel inspired to learn more French in the future
- Children have demonstrated written skills in French books/sheets and have filmed themselves speaking using language from the unit
- Children feel inspired to extend their curiosity about the World, either at home or at secondary school.

### **Planning**

A scheme of work will be created by the MFL Subject Leader for each year group, taking objectives from INSIGHT. Planning is based on our subscription with [www.languageangels.com](http://www.languageangels.com) which teachers may then adapt for their weekly plans to suit the needs of their class. Teachers will be expected to adapt planning to suit their SEN children. French will be taught for one hour per week, for one term a year.

### **Knowledge and skills progression through the school**

**In KS2 knowledge and skills will be developed year on year**

### **Listening and Responding**

Understand simple commands, short statements and questions

Understand a range of commands and statements

Appreciate stories, songs, poems and rhymes in the language

Appreciate a wider range of stories, songs, poems and rhymes in the language

Show that they understand the main points and opinions of short spoken passages, made up of familiar language, that is spoken at near normal speed

Understand longer passages made up of familiar language in simple sentences that are spoken at near normal speed

### **Speaking**

Respond briefly, with single words or short phrases, to what they see and hear

Give short, simple responses to what they see and hear. Name and describe people, places and objects using set phrases

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. Use short phrases to express personal responses, for example, likes dislikes and feelings

Take part in simple structured conversation of at least three exchanges, supported by visual or other cues

### **Reading Aloud**

Show understanding of single/familiar words presented in clear script

Show understanding of phrases in a familiar context

Show understanding of short texts and dialogues, made up of familiar language

Show understanding of the main points and opinions in short stories and factual texts, printed clearly or handwritten

### **Writing**

Write or copy single familiar words correctly

Write short phrases correctly

Write one or two short sentence on familiar topics, using aids such as text books, printed text or their own written work

Understand basic grammar appropriate to the language being studied, including feminine and masculine nouns

Write three or four simple sentences, drawing largely on memorised language (that can be understood with little difficulty)

Use knowledge of basic grammar appropriate to language being studied, conjugation of high-frequency verbs, key features and patterns of language, e.g. how to build sentences and how these differ from or are similar to English

### **Culture**

Identify cultures where the language is spoken

Identify countries and demonstrate some knowledge and understanding of the customs and features of those countries

Describe with some interesting detail some aspects of the countries where the language is spoken. Make comparisons between these countries and this country.

Give detailed accounts of the customs, history and culture of the countries where the language is spoken

Describe in some detail the similarities and differences between countries where the language is spoken and this country

### **Recording**

Recording of lessons will take place in French books which will move up the school with the children.

### **Reporting**

On our annual reports, which are given to parents at the end of the year, a judgement will be made regarding their child's attainment in French relating to the national curriculum for their year group. For example, HNM (Has Not Met), ARE (Age Related Expectations), GD (Greater Depth).

### **Monitoring**

Curriculum leader will collate evidence including analysing how planning matches the evidence in books, learning walks, speaking to pupils about their learning and discussing with colleagues what has gone well as well as any lessons learnt. The Curriculum Leader will produce a yearly report submitted to SLT. Where relevant, implementation of school polices (such as marking) will be reviewed in light of the well-being school's agenda to ensure the workload for French is both manageable and is making an impact on the children's learning.

### **Review**

Spring 2023