

French: Intent, Implementation & Impact

Intent

Our curriculum intent for French reflects the purpose and aims of the national curriculum by helping our pupils to develop a greater understanding, knowledge of and enjoyment of French. Our French curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can, and are used, to promote their spiritual, moral, social and cultural development. The curriculum is sequenced in long and medium term plans to help pupils build cumulative knowledge towards agreed milestones.

Our curriculum is also shaped by our curriculum drivers:

- Culture - making connections to other practices beyond their own experience.
- Community – through developing further our appreciation for diversity and the importance of language learning.
- Equality - through ensuring there are no barriers to a child's ambition, regardless of their individual circumstances

We aim to develop an awareness of the diverse nature of the UK and global populations and the contributions different societies, communities and individuals have made to human understanding and history.

Threshold Concepts

Threshold concepts, the most significant knowledge in the subject, which form schema for pupils to assimilate new knowledge and are referred to in a wide breadth of topics. In French, threshold concepts mean knowing how to :

- Speak confidently
- understand the culture of the country in which the language is spoken
- read fluently
- write imaginatively

French Covid catch up plan

Our French curriculum is divided into Core language and topic specific language.

Core language forms the basis of Terms 1, 2 and 3 learning and is revisited in the subsequent terms, interweaved with Topic areas.

Working on a two yearly cycle will mean some children will have missed out on the learning that should have taken place in the latter part of the previous year.

Language learning is effective when it is 'little and often'. The enforced break has caused a break in continuity and many children have lapsed and regressed with their French as a result.

Our plan is to teach and consolidate the Core language units across LKS2 and UKS2 in 2020/2021 in order to give children a solid foundation for further language study.

Implementation:

As part of the planning process, teachers will need to refer to the following documents:

- The National Curriculum
- La Jolie Ronde Knowledge Organisers
- Chris Quigley Essentials – Threshold Concepts and Milestones (End points)

We teach French to children in Years 3 to 6 for up to 40 mins a week, using a half hour lesson and then additional activities across the week, for example incorporating the register and classroom instructions whilst teaching other curriculum subjects.

French lessons are based on the La Jolie Ronde French scheme.

Our learning is structured into Core language structures and Topic specific language.

The emphasis for our language teaching is on verbal and oral skills and on children's enjoyment. The lessons are delivered through games, songs and role play. We emphasise the listening and speaking skills over the reading and writing skills. All lessons begin with a recap of previously taught phrases and vocabulary.

We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

We teach the children to know and understand how to:

- use correct pronunciation and intonation;
- work in pairs and groups, and communicate in French; look at life in another culture;
- memorise words;
- ask and answer questions;
- interpret meaning;
- understand basic grammar;

Impact:

Assessment is in four key areas:

- listening and responding;
- speaking;
- reading and responding;
- writing

Using the Chris Quigley Essentials, Threshold Concepts and Milestones, we expect Milestone 1 to be reached by the end of LKS2 and Milestone 2 to be reached by the end of UKS2. Milestone 3 is being used for those exceeding UKS2 expectations.

Assessment is done informally during the lessons in order to evaluate what the children have learned with POP tasks built into the planning.

By the end of UKS2 our children have developed confidence and resilience in communicating orally and in writing.