



Curriculum Statement: French (MFL)

'To learn a language is to have one more window from which to look at the world.' Chinese Proverb

The Courtwood Curriculum Intent and Offer

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| <p>National Curriculum: Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points.</p> | <p>Inclusion: Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential.</p> | <p>Nurture: Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being.</p> | <p>Outdoor Learning: Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future.</p> | <p>Responsibility: Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society.</p> | <p>Enrichment: Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning.</p> |
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Intent, Implementation and Impact in French

| <p>Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)</p> | <p>Implementation (What will this look like in the classroom?)</p> | <p>Impact (How will this be measured?)</p> |
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| <ul style="list-style-type: none"> All KS2 children will learn French during Years 3, 4, 5 and 6, developing their language learning knowledge and skills incrementally. The French curriculum will be a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All children will have opportunities in all taught units to develop their French speaking, listening, reading and writing skills. Children will build their French vocabulary, phonics and grammar skills throughout their language learning so that they can accurately begin to read, write and speak French. | <ul style="list-style-type: none"> National Curriculum Programme of Study is used to deliver learning in line with the National Curriculum expectations for a Modern Foreign Language (French). We use the Language Angels scheme of work, which ensures that children have opportunities to learn, practice and embed skills in the areas of reading, speaking, listening and writing. The units taught to each class are progressive and build on the vocabulary, skills and knowledge that the children have previously been taught. Our Year 3 children learn Early Language units, Year 4 and 5 children learn intermediate language units and Year 6 children learn progressive language units. These units are | <ul style="list-style-type: none"> Children will enjoy learning French and will be able to demonstrate increasingly proficient skills in the four aspects of language learning – speaking, listening, reading and writing. Most children will work at least at expected standard in French, with some being able to work at a greater depth standard. Children’s confidence when reading, writing and speaking French will be high and they will engage in all classroom activities. Work in children’s French books will demonstrate their developing understanding of French. |



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| <ul style="list-style-type: none"> • Children will become life-long language learners, developing a love of languages and positive attitudes to continue study at secondary school. • We aim for all pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. • For all children to develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. • For children to make new links in their schema with existing knowledge, by sequencing the units studied to allow for consolidation, extending learning and retrieval. • Children to have the opportunity to try out more interactive activities through themed days etc such as cooking French recipes and visiting virtual museums and galleries. | <p>able to be moved around as necessary, to best fit the prior experience of each specific year group as language learners.</p> <ul style="list-style-type: none"> • Key vocabulary is explicitly taught to children as part of quality-first teaching and oral language acquisition and rehearsal is a key part of learning French in all units. Key vocabulary is displayed in classrooms, and on the teaching PowerPoints, so children can build their vocabulary banks. • Phonics and grammar are embedded within the lessons and draw children’s attention to correct pronunciation and differences between the French and English languages. • Within the teaching sequence, there will be an opportunity for the children to learn a little more about either an aspect of French culture, lifestyle, key influential figures or landmarks etc, supporting children’s understanding of the culture and country in which French originates, building their cultural capital and awareness and tolerance of other people and places. | <ul style="list-style-type: none"> • Pupil’s will speak enthusiastically about their French learning and articulate what they are learning and why it is important. Children will enjoy and value French and know why it is important to be learning. • Children will have a growing understanding of the context of France and about some of the people and things that make it great. • Children will be enthused to continue their language learning at secondary school and will become lifelong language learners. • The French curriculum will contribute to children’s personal development including their awareness of other cultures and languages and providing opportunities for looking at life beyond the UK. |
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National Curriculum Objectives

KS2:
Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Pupils should be taught to:

- ♣ listen attentively to spoken language 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; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures



- ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- ♣ present ideas and information orally to a range of audiences*
- ♣ read carefully 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 that are introduced into familiar written material, including through using a dictionary
- ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ♣ describe people, places, things and actions orally* and in writing
- ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.