

Intent

We aim for all our children to develop a love and curiosity for learning about other languages and cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. We do this by learning about both the French language and French cultures.

Curriculum and Implementation

We follow a clearly sequenced and progressive program of study based on the National Curriculum providing children with opportunities to build on prior learning.

French is regularly taught as a discrete subject, to ensure progression and a smooth transition into secondary school.

Applications of French skills are used in cross-curricular opportunities and throughout the day, where possible.

Other languages and cultures are celebrated and made accessible at opportune times e.g. during a geographical study or as a reflection of cultural diversity.

Progression

The Rachel Hawkes scheme is designed to fully embed learning through a clearly sequenced and progressive program based on the national curriculum.

The children are gradually asked to respond to longer pieces of French. New vocabulary is often presented not only orally, but also with the written word, giving visual learners and able readers extra access and encouraging all children to make links between the English and the French. Children are encouraged to become confident responding orally before experimenting with writing.

SEND Personalised Provision

Pupils with a high level of special needs receive individual provision, set out in a personalised provision map. Their needs have been thoroughly discussed and agreed with the SENDCo. In many cases, the children will be able to access part of the class learning. However, those children will have smaller steps of specific, targeted learning.

Fritchley CofE (Aided) Primary and Nursery School



FRENCH

Aims

The national curriculum for languages aims to ensure that all pupils:

- ☐ 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 learnt
- ☐ discover and develop an appreciation of a range of writing in the language studied.

Curriculum Content

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.

Assessment, Record Keeping, Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. As the French teacher works through the scheme of work they record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. This information is shared with the next class teacher. If any written MFL work is produced, it is marked in line with the school policy on marking.