

Primary Foreign Language

French Curriculum

Intent

- For pupils to enjoy learning, developing a genuine interest in and life-long curiosity for foreign languages.
- To give pupils a solid foundation in learning a new language – which will make them excited to continue their language learning at KS3.
- For pupils to explore relationships between language and identity and develop a deeper understanding and tolerance for other cultures.
- To cover the four key language skills – listening, speaking, reading and writing - as well as basic grammar, in an age- appropriate way.
- To encourage pupils to look up and research language they are unsure of using a bank of reference materials to help them (eg. dictionaries, cahier, posters around the class)
- To encourage pupils to use their language skills spontaneously out of the classroom
- To continuously update and review content, creating a programme of study which shows clear progression throughout KS2, and which complements the rest of the curriculum. This, in turn, will help pupils improve overall attainment in other subject areas.

Implementation

- Pupils progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge through a weekly half-hour lesson taught by a language specialist.
- The teacher chooses units from the Language Angels scheme which offer the appropriate level of challenge and stretch for the classes being taught. This is generally early language units in year 3, intermediate in years 4 and 5, and progressive in year 6.
- Units are, wherever possible, linked to class topics and cross curricular themes. Eg. WW2 in year 6, planets in year 5.

- Grammar, vocabulary and phonics are taught throughout the units, with the teacher following a grammar grid to ensure all pupils are learning the appropriate content.
- Pupils understand what they are learning at any given time, with the help of learning intention sheets in their cahier.
- Throughout a unit, pupils are encouraged to build more complex and sophisticated structures – language lego.
- Pupils are assessed after each unit to provide reference points against which learning and progression can be demonstrated.
- Language learning is integrated into the class in other ways such as answering the register and walk to school survey in the foreign language, putting up the weather forecast in a morning, and saying the lunchtime prayer together in the same language.
- Home school links are encouraged through our school bears as well as postcards sent home to the parents of pupils who are going the extra mile in their language learning.

Impact

- Pupils at St Nicholas are making good or better than good progress and are 'secondary ready' by the time they reach the end of Year 6.
- The Language Angels units guarantee progression as they increase in challenge as well as linguistic and grammatical complexity throughout KS2.
- Pupils begin to build up stamina in their language learning as they become more confident and ambitious in their skills. In year 3 the pupils are learning simple words and phrases. By year 6 they are becoming confident in the use of conjunctions, adjectives, adverbs, and opinions as well as starting to recognise and use the negative in all four language skills.
- Pupils are aware of their own learning goals and can review what they have achieved at the end of each unit.
- Assessments are recorded and monitored to ensure the teaching is appropriate. We use the Language Angels tracking and progression tool to record and analyse the data – their individual progress is tracked and reported to parents in line with the school's recommendations.