



## Curriculum summary

### Subject: Modern Foreign Languages - French

#### **Intent:**

##### **Why we teach French**

At Icknield we aim to create linguists with a love for languages and the ability to apply the skills of a linguist: speaking, listening, reading and writing in a range of contexts. It is important to us that children make a connection to another country both to the language and it's customs and traditions because this helps to promote racial equality and global citizenship. We aim to set our children's learning in context by making the links to real life, and across the curriculum, giving their learning worth. We want the children to acquire long term deep skills to ensure they have a strong understanding. We aim to provide a high-quality French education so that all children:

- develop a love for languages;
- apply linguistic skills;
- understand and appreciate cultural differences.

#### **Implementation:**

##### **How we teach French**

At Icknield we use a variety of teaching styles and opportunities for children develop their linguistic skills. All children in KS2 have access to an hour of French teaching a week. The children learn and develop their linguistic skills and competencies, both individually and collaboratively.

##### **How we plan for learning**

Lessons are planned and sequenced so that the children revise previous vocabulary and build upon it to develop and embed new vocabulary . This can be seen in the horizontal and vertical mapping. Each weekly lesson is incorporated into the year group's weekly overview. Lessons are engaging to the children as they incorporate games, fun activities that use a range of skills: including speaking, listening, reading and writing. The main aim of all lessons is to develop children's knowledge, understanding and skills, applying these to a variety of contexts. We also use a 'drip feed' approach revisiting the skill from the week in our register and by reading the short date in French to the class.

##### **How we assess learning**

Learning is assessed using an online tracking system which covers the skills acquired for each linguistic skill: speaking, listening, reading and writing. Assessment for learning is done as the lesson progresses and at the end of the lesson. Peer support is used in the lesson through the games we play and the activities.



## **Impact:**

### **Our expectations for all**

- Most children reach end of year expectations
- Children to make at least expected progress each year
- Well planned sequences of learning support children to develop and refine their linguistic skills
  
- **Our expectations for Year 4**
- 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
- 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
- understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms

### **How we measure impact**

Throughout the lessons, children make and use folders to contain their work. This is monitored on a half termly basis.

### **How we monitor French**

The French leader takes responsibility for the monitoring of the French curriculum and the standards achieved by the children. The French leader will monitor for appropriate pitch and progression regularly.

This monitoring takes the form of:

1. lesson observations and feedback;
2. learning walks and pupil voice conversations;
3. planning scrutiny followed by support where necessary;
4. book scans on a frequent basis;
5. termly data analysis;

### **How we report**

The topics covered in French are reported on the end of year reports as well as verbally to parents during parents evening. The subject leader meets annually with the link governor and updates staff on an annual basis.