

Curriculum Statement for Modern Foreign Languages (French)

Intent

We believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Aims:

To develop pupils' communication and literacy skills that lay the foundation for future language learning

- to develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English
- to enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others
- to provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects

How does Kapow Primary's scheme of work align with the National Curriculum?

Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum Programme of Study 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.

We have identified these strands which run throughout our scheme of work:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

Implementation:

Children are introduced to French in Year 3. At Stoborough Primary School, we follow the Kapow Primary scheme of work. Knowledge organisers help staff, pupils and parents to identify the key learning within a topic.

A spiral curriculum

Kapow Primary's French scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit key vocabulary and grammar concepts again and again
- ✓ **Increasing depth:** Each time vocabulary or grammar learning is revisited, it is covered with greater depth
- ✓ **Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again



To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their early language acquisition skills that facilitate an understanding of the patterns of language and how these differ, or are similar, to English.

Language detective skills

A crucial element of the Kapow Primary scheme is developing engaged and independent language learners who are able to grow their skills in the other five strands and transfer these skills to learn further languages.

It involves:

- Recognising learnt vocabulary when listening or reading
- Spotting cognates (words which have the same origin or are in some way similar) and near-cognates
- Using context and their own knowledge of the world to predict the meaning of unknown words
- Considering word order to anticipate the meaning of words

The scheme develops these skills in a progressive way so that by Year 6 pupils are able to use these strategies to confidently grapple with unknown spoken and written language and search for meaning. The development of these skills also helps pupils develop their understanding of the English language and its grammar convention.

Lessons support the skills of listening, speaking, reading and writing. Children are taught to:

- Listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of songs, poems and rhymes in French, that are delivered through the curriculum content.

We use a variety of techniques to encourage the children to engage actively in French lessons. These include: games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and also listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

How are *all* learners supported to make progress?

We ensure that *all* children at Stoborough receive quality first teaching, including:

- Clearly designed lessons
- Appropriate use of modelling, explaining and questioning to engage with higher levels of critical thinking skills
- High expectations for all, including an expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Challenges to further their knowledge through verbal feedback
- Targeted scaffolding for children who need more support, including word banks with key vocabulary
- Key vocabulary is used in class and explained and is also on knowledge organisers

Impact:

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by our pupils and their families, as well as French, are spoken in the world. Varied learning experiences ensure that languages are celebrated throughout the school community, whilst providing a context for language learning and developing an understanding of different cultures.

The children are assessed throughout the units of work, with the teacher giving verbal and written feedback.