

Modern Foreign Languages- FRENCH



Intent:

Our aim is to enable children at Castlemorton to know and understand that they are members of a multi-cultural society, to foster their curiosity and to be open to other cultures through the learning and teaching of a modern foreign language. We hope to deepen their understanding of the world and provide the foundation for learning further languages. We want to equip them with skills and confidence to study and work in other countries should they wish to in the future.

We teach French across key stage 2 and our intention is to enable children to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and in writing. We provide opportunities for children to communicate for practical purposes, learn new ways of thinking and read texts in the original language.

It is intended that when children leave Castlemorton they will have a natural curiosity in and the confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at High School.

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.

Implementation:

As part of the planning process, teachers plan activities that give children the opportunity 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 clear
- 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.

A two yearly cycle of topics is planned as an overview of teaching and learning. This is reviewed, adapted and can flex with the needs of the children.

As part of the planning process, teachers plan the following:

- An elicitation task – to determine a starting point for lesson planning. This can check the children’s general knowledge about a French topic or prior learning
- A knowledge organiser which outlines key knowledge (including vocabulary) supporting children to ‘know more’; used as an aide memoire and to support retention and recall.

- A cycle of lessons for each subject, which carefully plans for progression of skills and depth of understanding. Key questions and key skills make up the sequence of learning. Children use the key questions as a starting point for their own enquiry and opportunities are built in for children to reflect on their learning.
- A low stakes quiz used during and/or after a cycle of lessons to support learners' ability to 'know more and do more'
- Teachers may also plan visits from experts who will enhance the learning experience.

Impact:

Our Language Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Formative and summative assessments against key questions and expected outcomes
- Tracking of knowledge in pre and post learning e.g. from elicitation tasks/quizzes
- Pupil discussions about their learning

Feedback is on the whole given verbally with misconceptions addressed as quickly as possible. Assessments made from reviewing the children's work are noted and used to inform planning so that misconceptions can be addressed and learning moved on. Key spellings are picked up and this is managed carefully according to the child's needs. Formative assessments are made against key questions and these assessments inform planning, support end of unit summative assessments and end of year reports.