



Subject: French (MFL)

What is this curriculum trying to achieve, and how does this relate to our overall aims and ethos?

We show belief in the children, and inspire their confidence, through a disciplinary and language-rich approach that encourages them to see themselves as Linguists. In line with the National Curriculum, the focus of study is on 'practical communication.' Speaking and Listening opportunities are the key to this and are the underlying themes of our French curriculum. We add cultural capital through access to native speakers, short films and animations, authentic sources and language rich texts, e.g. *Le melon énorme; La surprise de Handa; Cher Zoo, Pas Aujourd'hui Claude*. These experiences aim to engage the children and inspire a lifelong love of languages. Where possible, topics such as Space can be linked allowing the children to use knowledge they already have to support their language learning. For the most part, children are provided with varied opportunities to 'communicate for practical purposes' (NC).

How is the curriculum actually implemented – how do we ensure progression, retention, and what does teaching and learning in this subject actually 'look' like?

We follow the National Curriculum and use the Standard and Novel approaches (provided by the University of Chichester Primary MFL dept) for lower KS2 as a starting point to their language learning. In upper key stage 2 our planning of units is based on the National Curriculum and BBC French and follows a graduated approach that allows the children to explore topics and texts to enhance their reading, writing, speaking and listening skills. Children learn to communicate their own ideas thus further enhancing one another's listening skills. Children in all years are given opportunities in every lesson to listen, speak, read and write in French. Lessons usually begin with a quick vocabulary or grammar recap activity to cue the children into being linguists.

The curriculum is carefully sequenced in terms of the 4 key skills: speaking (speak with increasing confidence, fluency and spontaneity); and listening (understand and respond to the spoken language); reading (discover and develop an appreciation of a range of writing); and writing (can write at varying lengths for different purposes).

The youngest children begin with simple rhymes and stories and start writing at a word level e.g. *le chien, la grenouille*; by Year 5/6 children are beginning to write short paragraphs expressing their ideas.

Retention of the curriculum is promoted through the revisiting of language learnt, using actions, pictures and songs to represent new vocabulary in the younger years as well as conversations and cloze procedures in the older years. Quizzing is also used as an engaging way for the children to recall prior knowledge.

How is this curriculum adapted to meet the needs of different children and groups of children, particularly those with SEND?

Some children will benefit from further input before starting a task, particularly where the teacher or an adult can model the pronunciation again and revisit the language with them. Pair work and small group work benefits those who do not wish to speak out in front of the whole class. Where particular support is identified on ISPs or EHCPs that are applicable across the curriculum, these will also be in place during French lessons. For some children with SEND, some aspects of the curriculum may be too complex for them to fully access, in which case the teacher will have adapted the task to link the objective to more concrete or physical resources for that child. In a very, very small number of cases, the child may not be able to meaningfully access the learning of particularly the Upper Key Stage 2 curriculum at all, in which case we will revisit the lower years curriculum to ensure the child/ren have a solid vocabulary base and an understanding of simple grammar features e.g masculine/feminine, simple greetings.

For children who grasp the concepts more quickly, they are required to expand their knowledge using dictionaries, creating their own sentences by using what they know and adapting it to their ideas. The teacher prompts their thinking through a range of questions and the offering of alternative phrases.

How is progress against, and retention of, this curriculum assessed? How are any gaps in learning then addressed?

Key tasks are identified in the long-term planning below which offer opportunities to assess the children's understanding and grasp of the grammar. At the start of all lessons, previous learning is revisited, and the children are constantly building on learnt structures and amassing vocabulary. Where gaps are identified, these are then followed up with the whole class, or with groups or individuals, ideally in the moment through teacher intervention or plenary, or alternatively in subsequent lessons and through adaptation of future plans. In the Spring Term, the teachers make a summative judgement of each child's level of mastery of the National Curriculum content, which is shared with their parents/carers. Any persistent gaps in learning are shared verbally with their next teacher in our 'Handover Meetings' at the end of the summer term, to inform future planning.

Teachers' professional judgement is based on the progression of reading, writing, speaking and listening skills given below, which then give learning intentions for each lesson based on which teachers can make a series of 'can they/can't they' judgements formatively, by comparing the objectives with the children's responses to the tasks. An exemplification file of children's work is also stored on our drive which teachers refer to when making summative judgements, as a form of standardization.

Year Group	<u>Term & Topic</u>	<u>Knowledge, Understanding & Skills by Strand</u>		<u>Curriculum Plus: Club/Visit/Expert etc</u>
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			Recommended Adaptations & Assessment Opportunities	
Y3	<p>Autumn – Standard</p> <p>Spring – Standard</p> <p>Summer 1 – Standard</p> <p>Summer 2 – children are given the opportunity to study a second language for the term e.g. Spanish, German etc based on teacher competence.</p>	<p>Skills – listen attentively to spoken language and show an understanding by joining and responding</p> <ul style="list-style-type: none"> - Explore the patterns of sounds of language through songs and rhymes and link the spelling; sound and meaning of words - Develop accurate pronunciation and intonation e.g. inflection at the end of a question: <i>Tu es content?</i> Instead of <i>Tu es content.</i> - Begin to speak in simple sentences using familiar vocabulary, basic phrases and language structures e.g. <i>Je suis petit. Bonjour, comment ça va? Le cheval est grand, etc..</i> <p>Understanding – understand basic grammar e.g. masculine/feminine – every word is assigned a <i>le/la</i> or <i>un/une</i>; begin to understand that feminine adjectives sound and are written differently e.g. <i>Je suis grande; elle est petite</i></p>	<p>Discuss pronunciation and phonics with the children and allow them to explore the sounds of the new words.</p> <p>Support their development by listening to native speakers (Novel)</p> <p>Extend them to explain how a new word is pronounced based on prior learning of a letter string e.g. /ch/</p>	French Club
Y4	<p>Autumn – Novel</p> <p>Spring – Novel</p> <p>Summer 1 – Novel</p> <p>Summer 2 – children are given the opportunity to study a second language for the term e.g. Spanish, German etc based on teacher competence.</p>	<p>Skills - listen attentively to spoken language and show an understanding by joining and responding</p> <ul style="list-style-type: none"> - Begin to engage in conversations; ask and answer questions e.g. <i>Comment t'appelles tu? Je m'appelles</i> <i>Quel âge as tu? J'ai neuf ans.</i> - Begin to read a short text showing an understanding of simple writing. - Explore the patterns of sounds of language through songs and rhymes and link the spelling; sound and meaning of words - Continue to develop accurate pronunciation and intonation so that others can understand <p>Understanding - understand basic grammar e.g. masculine/feminine – every word is assigned a <i>le/la</i> or <i>un/une</i>; begin to understand that feminine adjectives can be spelt differently e.g. <i>la vache blanche et noire; elle est une petite fille; Mars est une petite planète; Jupiter est une grande planète.</i></p> <ul style="list-style-type: none"> - Using grammar knowledge to build up their own sentences to begin to express themselves, - Having a go at creating short conversations with each other to practise the spoken word. - More able children will be able to put together their own sentences and build on the knowledge they have using dictionaries to expand their vocabulary. 	<p>Less able pupils will need lots of exploration of the sounds and revisiting of the words (flashcard and picture). More able pupils can be challenged with questioning – what other word do you know with this sound? /ou/ /er/ /é/</p> <p>Challenge the more able to find alternative vocab in the dictionaries. More able to use Scaffold less able with knowledge finders, exemplar and visuals. <i>Ma planète est petite et jaune.</i></p>	French Club
Y5	<p>Autumn 1 – At the café – children will learn the vocabulary of food and drink and then how to ask for items in a café and then pay for them in euros.</p> <p>Autumn 2 – Space – linking to their space topic – children will learn the names of the planets on French and go on to describe them using adjectival agreements with colours and sizes.</p> <p>Spring 1 – Le fête des Rois – the significance of this feast in France today – link with cookery (la galette des Rois)</p> <p>Spring 2 – Le Pâques – similarities and differences between Easter in Littlehampton (their own experiences) and in France.</p> <p>Summer 1 – shopping and buying food/postcards/souvenirs</p> <p>Summer 2 - children are given the opportunity to study a second language for the term e.g. Spanish, German etc based on teacher competence.</p>	<p>Skills - listen attentively to spoken language and show an understanding by joining and responding</p> <p>Begin to engage in conversations; ask and answer questions of each other; begin to talk about their likes and dislikes</p> <p>Read short authentic texts and be able to answer simple questions on them.</p> <p>Begin to express their ideas and feelings about world around them.</p> <p>Show an understanding of what is the same in French life and what is different.</p> <ul style="list-style-type: none"> - Continue to develop accurate pronunciation and intonation so that others can understand - Write down their ideas in short paragraphs - Use dictionaries to expand vocabulary and word choices <p>More able – to use more complex grammar structures and to increase quantity of writing.</p> <p>Understanding - Using grammar knowledge to build up their own sentences to begin to express themselves, e.g. creating their own features of their own planet.</p> <ul style="list-style-type: none"> - Describing their planet both orally and in writing using the correct adjectival position and ending <i>Mars est une petite planète rouge; Jupiter est une grande planète bleue.</i> - - More able children will be able to put together their own sentences and build on the knowledge they have using dictionaries to expand their vocabulary. <i>Mars est une petite planète rouge; Jupiter est une grande planète bleue.</i> 	<p>More able pupils should be becoming language detectives and trying to work out for themselves how to form new sentences or find out new vocabulary; more complex structures to show off their knowledge of the use of adjectives e.g. <i>la grande planète violette est assez près de la blanche lune.</i></p> <p>Assessment – matching foods and words</p> <p>Core and more able - adding words to picture of food</p> <p>Assessment - adjectival agreements</p> <p>Less able can retell the story of La Galette des rois and sequence pictures</p> <p>Core and MA can understand the story from visual prompts</p>	LINKS WITH SECONDARY SCHOOLS French Club

Y6	<p>Autumn 1 – My family and I Children will broaden their vocabulary to talk about their family and them themselves and their life – school and leisure time. They will look at French school children and what they do for comparison.</p> <p>Autumn 2 – French Christmas Children will learn about French autumn traditions and then the importance of Christmas to French children including their traditions comparing them to our own Lyminster children’s traditions.</p> <p>Spring 2 – Pas aujourd’hui Claude – Healthy eating – links to Restaurant Wars</p> <p>Summer 1 – (SATs) Revisiting of language and grammar learnt. Practising and using French in a real-life way. Creating conversations.</p> <p>Summer 2 - children are given the opportunity to study a second language for the term e.g. Spanish, German etc based on teacher competence. This will prepare them for secondary school as they will have the skills needed to be language detectives, skills they have learnt over the past 4 years.</p>	<p>Skills –</p> <ul style="list-style-type: none"> - Improving their pronunciation of known words and using that knowledge to pronounce new vocabulary. - Reading longer texts and showing an understanding without knowing all the new vocab (predicting what the text is about and having an educated guess at new words); - using skills they have learnt to compose short paragraphs themselves, on topics they are interested in; using dictionaries to continue to expand their vocabulary to improve their written and spoken word <p>Understanding –</p> <ul style="list-style-type: none"> - showing a greater understanding of the structure of the language and how that differs from English. 	<p>Assessment task – write a paragraph on your family and yourself Le/la correct Adjectival agreements Correct verb endings</p>	<p>LINKS WITH SECONDARY SCHOOL Workshops and activities French Club Day trip to France</p>

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