

Curriculum Intent Statement: French

French - Intent, Implementation & Impact

What is the Intent of our French curriculum?

At St.Botolph's CE Primary School, it is our intent that children grow up developing an interest, understanding and appreciation in learning other languages in a way which is enjoyable and engaging. Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides opportunities to understand, acknowledge and respect other cultures. As children become more aware of their culture and differences they notice between British culture and French culture, their understanding and awareness of cultures across other countries will develop too. With a high-quality languages education, we aim to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

A good understanding of basic vocabulary, sentence structures and phonics is necessary to develop and build upon to speak, read, write and understand the French language, and consistently high Quality First Teaching is key to delivering a quality French curriculum. We aim to provide our children with a wide range of opportunities to build on developing language and vocabulary on a range of topics so they can broaden the range of French they can use and apply in different contexts.

We begin with regular French lessons in KS2, using the year 3 and 4 Language Angels scheme of work to ensure coverage and progression across the school. Currently, we teach year 3/4 in their mixed classes and they follow the year 3 and 4 scheme on a 2 year rolling plan from the Early Language section of the scheme. Similarly, we teach year 5 and 6 in their mixed classes and follow the year 5 and 6 scheme, also on a 2 year rolling plan, using the Intermediate and Progressive units.

Topics may be allocated to fit with the relevant part of the creative curriculum where appropriate.

How is our French curriculum being Implemented?

The Language Angels scheme provides high quality planning and resources which have been written with careful consideration of the aims of the National Curriculum, to ensure that children are given a wealth of opportunities to develop their language skills through a range of games, activities and media. The scheme contains step-by-step lesson plans containing objectives, success criteria and assessments which are mapped up to the national curriculum. There are clear teaching points and opportunities for overlearning and applying language.

A strong phonics focus and support is provided through sound files and video clips to aid pronunciation, allowing teachers to deliver effective teaching of the foundations of the sounds. A lovely variety of interactive resources are engaging for the children. These include videos,

PowerPoints, interactive stories, songs, sound files, board games and interactive whiteboard activities. The children enjoy learning through these playful activities.

	Pupils should be taught to:	The Language Angels scheme enables pupils to achieve the following objectives:
1.	Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> a) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. b) Show understanding by joining in, for example with conversations, stories and songs. c) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.
2.	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> a) Learn actions which link to phonemes in French (e.g. a, an, in, un, r, u) b) Be able to make the phoneme-grapheme link in French. c) Know and apply the rules for silent letters. d) Be able to say and understand rhymes such as tongue twisters. e) Listen and join in with stories and songs.
3.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> a) Exchange common greetings such as <i>bonjour, au revoir, salut</i> and <i>ça va?</i> b) Understand and give personal information such as name, age, likes and dislikes. c) Be able to use <i>oui</i> and <i>non</i>.

4.	Speak in sentences using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> a) Be able to follow a model to ask and answer a variety of questions. b) Be able to speak in sentences to say what something is (<i>c'est</i> + a noun), what you have (<i>j'ai</i> + a noun), who you are (<i>je suis</i> + a noun/ name), what you would like (<i>je voudrais</i> + a noun) using a series of familiar vocabulary. c) Be able to use the correct article (<i>un/une/le/la/les</i>) with a noun when speaking in simple sentences. d) Be able to use simple conjunctions, <i>et</i> and <i>mais</i> in sentences.
5.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> a) Develop accurate pronunciation using a phonics approach to decoding and reading. b) Copy accurate pronunciation and intonation from native speaker audio and video recordings.
6.	Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> a) Be able to present information such as personal details and opinions in pairs, groups and to the whole class. b) Be able to present this information in the form of a song or rap written and performed.
7.	Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> a) Read aloud stories, songs and raps containing familiar language and structures. b) Demonstrate accurate pronunciation and intonation.
8.	Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> a) Listen to and interact with stories using verbal and non-verbal responses. b) Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.

9.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> a) Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. b) Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words. c) Start to use web or paper-based bilingual dictionaries.
10.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	<ul style="list-style-type: none"> a) Write sentences and short texts from memory or by using writing frames or picture clues if required.
11.	Describe people, places, things and actions orally and in writing.	<ul style="list-style-type: none"> a) Be able to give personal details and opinions orally and in writing. b) Be able to describe the colours of animals and know the correct word order in French for adjectives.
12.	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.	<ul style="list-style-type: none"> a) Understand that French has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. b) Know the first person singular form of the high frequency verbs <i>être</i> (to be) and <i>avoir</i> (to have). c) Know the key feature of the word order of adjectives in French. d) Know how to build sentences using <i>c'est</i>, <i>voici</i> and the high frequency conjunctions <i>et</i> and <i>mais</i> to link words and phrases. e) Be able to see how French differs from and compares to English in terms of verb formation, gender of nouns and adjectives. f) Understand and use appropriately basic punctuation in French such as a comma, full stop and a capital letter to begin a sentence.

Long-term planning	National Curriculum - French Language Angels scheme of work French curriculum map
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Medium-term planning	Language Angels scheme of work French curriculum map Language Angels unit plans
Short-term planning	Language Angels lesson plans

How do we know what Impact our French curriculum is having on pupils' French knowledge?

The French subject leader and teachers regularly assess the impact of our French curriculum on our pupils in terms of their French knowledge, engagement, progress and attainment in different ways as stated including:

- ❖ Pupil/teacher 1:1 meetings - If children specifically mention French as a subject of interest, we can ask more about it.
- ❖ Language Angels Unit Assessments - Teachers use assessment questions to assess where the children are in their stage of learning. They can identify specific areas of weakness which can be covered again to provide more opportunities for practice and teaching.
- ❖ Monitoring and evaluation: observation of lessons and pupil voice.

The impact of our French curriculum is that children are developing their understanding of another culture and recognising similarities and differences between British and French culture. Teachers foster an enjoyment of languages through a variety of lessons including interactive, singing and outdoor lessons. Progression through the key stage should show a development of phonetic awareness, language acquisition, sentence structures, confident speaking and holding conversations, responding to listening and understanding more vocabulary within the spoken and written language. Progression through a topic should be evident in the development of key skills and the acquisition of the main and relevant vocabulary. Keeping evidence of children's work is being developed, and is beginning to be kept in children's folders where relevant, through recording or displays. Verbal feedback and pupil interviews ensure there is an impact on children's outcomes and that children feel positive about languages.

We encourage an environment where questions are welcomed and it is okay to check and to take a risk when practising new sounds, phrases or creating sentences independently using their bank of vocabulary. Children feel confident and comfortable to practise and learn new skills and techniques. Effort is rewarded and any misconceptions are seen as a good way to review learning.

Who else supports the pupils so they can excel and enjoy French?

Working together - Support from Stakeholders

Pupil Voice - Teachers have the opportunity to speak to individual pupils on a one-to-one basis termly. They discuss areas of strength and challenge.

Parental support - We work with parents to keep them informed of how they can support their child at home and how well their child is doing. Parent/teacher meetings are held twice a year and reports are sent out during the summer term. Copies of Pupil 1:1 meeting sheets are also sent home for parents to see. We also have an 'Open Door' policy and welcome parents in when they have any issues or want to talk to us about any concerns they have.

F/S and KS1 - Language Angels offers us access to EYFS and KS1 lessons and resources. Staff are welcome to access these should they want to provide children with extra curricular opportunities in after school clubs/golden times.

Governor Support - Our Languages governor meets regularly with the subject leaders to discuss French. Monitoring visits are made and data is shared and discussed. Challenging questions are asked of subject leaders and reports are written.