



French Curriculum

'Together we unlock potential and learn for life.'

Intent

At Moor First School, it is our intent to provide a powerful and progressive French curriculum to equip children to be prepared for the ever-changing world. As children learn another language, they also deepen their knowledge of the culture surrounding that language and understand more about the beliefs and traditions of others. Learning a modern foreign language also encourages children to explore where words in our own language come from. As children progress through Key Stage 2, they learn that our country has a long history of being invaded and settled, including by our French king William of Normandy. This has influenced how our own language has been formed.

The teaching of a language should allow children to express themselves using the spoken and written word as well as encouraging them to listen to others speaking the language. Teaching should also give children opportunities to show their comprehension and enjoy great works of literature or traditional tales in the language. We teach a modern foreign language with the aim of encouraging children to learn further languages and to equip them with the skills and knowledge that they need to work/enjoy leisure internationally.

Implementation

At Moor First School, the whole school; including EYFS and Key Stage 1, take part in an annual day of languages where teachers chose a European language for each class to study. Within this, children learn about the country where the language is spoken, linking it to food, using atlases and globes, and learning facts. They also take part in activities that include learning songs, numbers and basic phrases.

Pupils in the mixed year 3 and 4 class have access to a comprehensive scheme of work for 30 minutes per week: *Kapow Primary French* scheme of work

Six Strands:

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

Through Kapow Primary's French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning. Summer term 2 is a time to revisit prior learning and to ensure retention of vocabulary. Resources via Rachel Hawkes planning <https://www.rachelhawkes.com/Resources/KS2Lang.php> may also be used to supplement learning activities or to provide additional intervention/scaffold.

At Moor First lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our curriculum focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated

guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all and children complete regular reviews to help children remember.

Teachers and pupils use French in daily routines, for example, through answering the register and displaying the French date within the classroom but teachers also look to enhance learning experiences in the outdoors.

Impact

After the implementation of Kapow Primary French, pupils should leave Moor First, equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence.

Children will:

Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.

Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.

Speak and read aloud with confidence and accuracy in pronunciation.

Demonstrate understanding of spoken language by listening and responding appropriately.

Use a bilingual dictionary to support their language learning.

Be able to identify word classes in a sentence and apply grammatical rules they have learnt.

Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.

Be able to construct short texts on familiar topics.

Be on track to meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages when they transition to middle school.

Have a better cultural awareness.