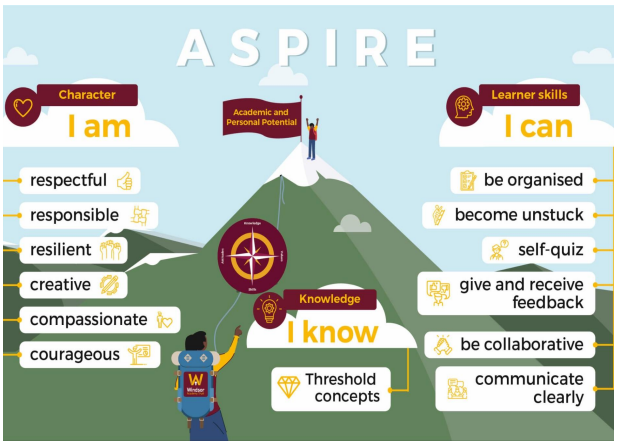
Subject Overview - French

Together we achieve our best

Our Curriculum

Our curriculum is built on the foundation that knowledge builds on knowledge so that children know and remember more over their school journey. To achieve this, it is grounded in educational research to ensure that it is a driver to success. The overview below states how our DT curriculum achieves this.



Teaching and Learning Cycle

Our teaching and learning sunshine model outlines the effective delivery of information over the course of a lesson. It allows for recapping of prior knowledge; the sharing of information; the use of assessment to check understanding; the opportunity to practise whilst being supported through scaffolding and the review of learning which will inform the next steps in learning. This cycle of learning should be viewed alongside our Aspire values and Aspire learner skills.

Aims

Our aim is to use the CGP+ scheme to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

• Speaking • Listening • Reading • Writing • Grammar

National Curriculum

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.

National Curriculum (continued)

By the end of key stage 2, pupils should be able to: (continued)

7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
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.

Assessment

During the teaching of each curriculum objective, teachers formatively assess children's knowledge and application of new language; this helps them to monitor and plan for progression. In lessons, children are given verbal feedback to inform them of their progress and this provides an opportunity for teachers to address any misconceptions or errors that children may encounter.

At the end of each unit of CGP+ learning, teachers also make a summative judgement relating to the children's knowledge and understanding of the content taught, in line with the objectives set out in the National Curriculum. This information is recorded online, allowing leaders to track and monitor the progress and attainment of individuals as they make their way through the school.