

Languages at Church Eaton (French)



Intent: What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

The Languages scheme of work supports these guiding principles by aiming to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both spoken and written French.

Through our scheme of work, we aim to give pupils a strong foundation for language learning that enables them to build on prior knowledge, apply their skills to learning further languages, strengthen their understanding of English language structures, support future study and open opportunities to study and work in other countries in the future.

Our French curriculum is ambitious, broad and balanced for all pupils in Key Stage 2. It is designed and sequenced so that pupils build knowledge and skills cumulatively over time and apply them with increasing confidence and accuracy. The curriculum is adapted, where appropriate, so that disadvantaged pupils, pupils with SEND, pupils known to social care and those facing other barriers to learning can access the same ambitious curriculum and thrive.

Implementation: What do we teach?

The French scheme of work supports pupils to meet the National Curriculum end of Key Stage 2 attainment targets (there are no Key Stage 1 attainment targets for Languages).

The French scheme of work is designed with three knowledge strands that run throughout our units, with knowledge building cumulatively. These are:

- **Phonics**
- **Vocabulary**
- **Grammar**

This knowledge is then applied within our skills strands, which also run throughout each unit in the scheme:
unit in the scheme:

- **Language comprehension (Listening and reading)**
- **Language production (Speaking and writing)**

Through the 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 confidence before written French is incorporated more fully in Year 4 and beyond. The scheme is a spiral curriculum, with key skills, grammar and vocabulary revisited repeatedly with increasing complexity so that pupils revisit, remember and build on previous learning over time.

Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of learning. French also contributes to strong foundations in communication and language, reading, writing and vocabulary development by teaching pupils to listen carefully, speak clearly, read with increasing accuracy and write with growing confidence for a range of purposes.

Implementation: How do we ensure that knowledge and skills are progressive?

Years 3-6

- Our National Curriculum mapping document shows which of our units cover each of the national curriculum attainment targets as well as each of these strands within it. (See Website)
- Our progression of skills and knowledge shows the skills that are taught within each year group and how these develop year on year to ensure attainment targets are securely met by the end of Key Stage 2. (See Website)

Implementation: What units do we cover and when do we cover them?

Because we have mixed-age classes, we operate a two-year cycle for Languages. Units are mapped out with links to our curriculum drivers of Community, Diversity (D), and Social Mobility (M), as indicated below. The precise knowledge and skills taught in each unit are set out in our progressive knowledge and skills documents and the National Curriculum mapping document on the curriculum section of our website. Please note: the order in which the units are completed may be altered if necessary.

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Years 3/4 Cycle A	Portraits – describing in France	Meet my French family	Clothes getting dressed in France	French Weather	Exploring the French speaking world	Planning a French holiday
	C D M	C D M	C D M	C D M	C D M	C D M
Years 3/4 Cycle B	French Transport	In my French House	French music celebrations	French verbs in a week	Visiting a town in France	French sport and the Olympics
	C D M	C D M	C D M	C D M	C D M	C D M
Years 5/6 Cycle A	Portraits – describing in France	Meet my French family	Clothes getting dressed in France	French Weather	Exploring the French speaking world	Planning a French holiday
	C D M	C D M	C D M	C D M	C D M	C D M

Years 5/6 Cycle B	French Transport			In my French House			French music celebrations			French verbs in a week			Visiting a town in France			French sport and the Olympics		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M

Implementation: What do French lessons look like?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton. Teaching is informed by evidence about how pupils learn so that lessons focus on the most important knowledge, vocabulary and concepts, present new learning clearly, revisit prior content, check understanding systematically and adapt teaching in response to misconceptions and gaps.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium-term plans which highlight learning objectives, assessment opportunities and sticky knowledge designed to help pupils remember content in the long term. A subject specialist for MFL then plans and adapts units of work around big questions that need answering. These units integrate opportunities for speaking, listening, reading and writing, alongside discussion and creativity, while addressing the specific needs of pupils so that all can reach their full potential regardless of starting point. Knowledge organisers for each unit provide a highly visual record of key knowledge, pronunciation, grammar, vocabulary and language structures. Planning is sequenced carefully so that pupils revisit and build on prior learning.
Quality First Teaching	Lessons are delivered by a member of staff who specialises in Languages. Teaching incorporates a range of strategies including independent tasks, paired and group work, role-play, language games and language detective work. Our scheme focuses on developing pupils' understanding of phonics, grammar and key vocabulary, rather than committing large amounts of vocabulary to memory without context. Lessons are practical in nature and support pupils in listening carefully, speaking clearly, reading accurately and writing with increasing confidence. Quality first teaching in French is secured through high expectations for all pupils, well-structured lessons with clear objectives, adaptive teaching, the use of formative assessment to inform teaching, and a focus on engagement, challenge and progress.
Effective Target Setting through Meaningful Assessment	Assessment is an integral part of teaching and learning in French. Teachers use ongoing assessment within lessons to check pupils' understanding against the learning objectives and intended knowledge and skills. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. Information from assessment supports future planning, adaptation and intervention, ensuring that all pupils are appropriately supported and challenged. Summative records are then used by teachers and subject leaders to monitor patterns in attainment and progression over time.
Targeted Support	Staff Solution Circles are used to support data analysis and identify what support children will need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held regularly. Adaptive teaching, appropriate scaffolds and reasonable adjustments are used in lessons so that all pupils, including disadvantaged pupils and pupils with SEND, can access the same ambitious curriculum. Opportunities to stretch pupils' learning are also

	provided when required. Pronunciation is emphasised early on through focused phonics teaching and the use of mouth mechanics videos to support accurate phoneme pronunciation in French.
Purposeful Learning Environment	MFL is celebrated with displays in and out of the classroom, and on social media. Learning resources and visual prompts are easily accessible to enable children to work independently, and shared displays are used to celebrate final products and parent engagement days. Regular access to alternative learning spaces, such as the library, hall and outdoor areas, is also explored to enhance the learning experience.
Extended Curriculum	Children are given the opportunity to attend a trip to Paris to practise and apply their language skills in a meaningful context.
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning. They are given opportunities to borrow books on France from the school library and library bus to supplement their knowledge and interest. Reading, speaking, listening and subject-specific vocabulary are developed within French so that pupils can communicate their understanding clearly and confidently.

Impact: What will our children have learnt from our Languages Curriculum?

Through our carefully planned and sequenced curriculum we work to develop learners, from their individual starting points, who are:

Community Builders who are aware that they are part of a small rural community with a very long and proud history and can use this sense of community spirit to work collaboratively with others for the common good.

Clear Communicators who are literate and numerate in all contexts and aware that they are part of an enormous diverse wider world that will provide endless opportunities for them to apply these skills.

Successful learners who are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

After the implementation of French, pupils should leave school equipped with a secure foundation of language-learning knowledge and skills that enables them to study French, or any other language, with confidence at Key Stage 3.

The expected impact of following the French scheme of work is that 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.
- Meet the end of Key Stage 2 expectations outlined in the National Curriculum for Languages.

Impact: How do we track progress?

The impact of our scheme is monitored through both formative and summative assessment. At the start of each unit, pupils complete a knowledge catcher to help teachers identify prior knowledge and establish a baseline for learning. In each lesson, teachers use assessment guidance to check pupils' understanding against the learning objectives. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. At the end of each unit, pupils complete a unit quiz to assess what they know and remember from the learning journey. As part of our Kapow scheme, pupils also complete endpoint assessments through Time to Shine activities. These provide opportunities for children to apply and showcase the full range of knowledge and skills from across the unit, while helping teachers assess how securely pupils have completed and understood the tasks within the learning journey. To support this further, we also carry out book looks, pupil interviews and regular moderation exercises to check the progress made and identify how best to support pupils moving forward.