

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 aims 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 written and spoken French.

Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

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).

Implementation: What do we teach?

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 can then be applied within our skills strands, which also run throughout each 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 skills, before incorporating written French in Year 4 and beyond. The 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.

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 skills develop year on year to ensure attainment targets are securely met by the end of each key stage. (See Website)

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

Because we have mixed aged classes, we operate a two-year cycle for Languages. Units are mapped out with the links to our Curriculum drivers of Community, Diversity (D) and Social Mobility (M) as indicated below. The precise knowledge and skills that are taught in each unit are indicated in our Progressive Knowledge and Skills Documents and the national Curriculum mapping document that is on the Curriculum section of our website. Please note: The order in which the units are completed may be altered if deemed 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.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium term plans which highlight learning objectives, assessment opportunities and sticky knowledge objectives designed to help pupils remember long term content. A Subject Specialist for MFL then plans and tailors units of work based around big questions that need answering. These units of work integrate technology, opportunities for discussion and creativity to address the specific individual needs of pupils so that all pupils can reach their full potential regardless of their starting point. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts, and vocabulary.

Quality First Teaching	Lessons are delivered by a member of staff who specialises in Languages. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, and key vocabulary rather than on committing to memory vast amounts of French vocabulary.
Effective Target Setting through Meaningful Assessment	Individual and class strengths and areas for development are identified and used to inform future planning and interventions. Assessment sheets are used to track whether children achieve Learning Objectives and Cornerstones is used to collate information to enable subject leads to ascertain the number of children in line to achieve national expected standards.
Targeted Interventions	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 once every twelve weeks. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Pronunciation is emphasised early on using our Mouth mechanics videos to support pupils with 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 e.g., library, hall, outside to enhance the learning experience is also explored
Extended Curriculum	Children are given the opportunity to attend a trip to Paris to practise their skills
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning. They are provided with opportunities to borrow books on France from the school library and library bus to supplement their knowledge and interest.

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 very 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 range of language-learning skills to enable 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 stage expectations outlined in the National curriculum for Languages.

Impact: How do we track progress?

The impact of our scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child. Children complete endpoint assessments which we call Products., We then complete book looks/ pupil interviews and regular moderation exercises of this work to check on the progress made and identify how we can support your child in the future