



BARNACRE ROAD
— PRIMARY SCHOOL —

French Curriculum Statement

At Barnacre Road Primary School, our vision is to provide for our children a broad and balanced curriculum which is ambitious for all learners. We aim to ensure that children leave our school equipped with the knowledge, skills, cultural capital and qualities to succeed in the next stage of their education and to make a positive contribution to their local community and society as a whole.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

French at Barnacre Road: Our Intent

Our French curriculum aims to instil in our children a love for language learning, an appreciation for different cultures and knowledge of the wider world. We aim for our children to develop confidence in French communication for practical purposes, using both written and spoken French. Our curriculum aims to develop children's understanding of French grammar and its phonics system.

At Barnacre Road, our French curriculum is based on the Kapow scheme of work through which 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.

In addition, our curriculum ensures 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 writing in the language studied.

Our French curriculum supports pupils to meet the National curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for Languages).

By the end of Key Stage Two, children will be able to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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.

Knowledge and Skills in our French Curriculum

Our French curriculum, informed by Ofsted's subject research review, is based around the three knowledge strands: phonics, vocabulary and grammar.

Phonics

A comprehensive French phonics programme has been embedded into the Kapow Primary French scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.

Our 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.

Vocabulary

As the Ofsted research review recommended, the Kapow Primary French scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts.

This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.

Grammar

Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary French scheme.

Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.

These three knowledge strands form the basis of our curriculum and support the children to develop the two skills strands of language comprehension and language production. In addition, children develop their cultural understanding of the French-speaking world.

Our French Curriculum Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Greetings	Adjectives of colour, size and shape	Playground games, numbers and age	In a French classroom	Transport	A circle of life
Year 4	Portraits and describing people	Clothes	Numbers, calendars and birthdays	Weather and the water cycle	Food	The Eurovision song contest
Year 5	Monster pets	Space exploration	Shopping	The French-speaking world	Verbs	Family
Year 6	Sport and the Olympics	Football champions	In the house	Holidays	Visiting a town in France	Consolidation

Our progression document (appendix 1) details the precise knowledge taught in each unit of work.

Implementation

From year three onwards, French is taught as a discrete subject discipline for approximately forty minutes per week. Teachers follow the progression guidance from the Kapow Scheme of work to plan what will be taught in what order.

Our French curriculum has been designed to be a spiral curriculum. This means that essential grammatical concepts and vocabulary are revisited in new contexts with a higher degree of complexity, allowing pupils to revise and add to their existing knowledge. Teachers are

familiar with the whole school progression document and revisit prior learning at the beginning of, and regularly throughout, units of work.

Knowledge organisers are provided to children for each unit of work. These include key grammatical knowledge and vocabulary as well as guidance around phonetic pronunciation. These are shared with parents via our school website.

Each unit of work provides children with an opportunity to develop their skills in speaking, listening, reading and writing, although the focus in year three is largely on spoken French, with written French incorporated in year four and beyond.

French lessons focus heavily on achieving correct pronunciation; non-specialist teachers are supported through use of Kapow's 'mouth mechanics' videos which model correct pronunciation. Lessons also focus on developing children as 'language detectives,' equipping them with the skills to look for cognates, understand key grammatical knowledge and recall key vocabulary.

French lessons begin with a recap of prior learning, from prior year groups, terms or lessons. Key vocabulary is included in lesson starters, modelled by adults within lessons and displayed on classroom displays. Lessons incorporate various learning strategies, including independent work, paired or team work, role-play, song and rhyme, language detectives activities, dictionary work and language games. Teachers adapt lessons to best meet the needs of their class.

Written work is completed in French exercise books. Oral work is recorded and stored digitally in school.

French learning is supported outside of the lesson through incorporation into daily routines. In addition, we encourage learning of French at home by signposting families to web-based resources (via the school website) and by including a French activity into each half term's optional 'homework menu.'

Children with Special Educational Needs and Disabilities

Our French curriculum is inclusive and ambitious for all learners and we expect that all children should be successful, regardless of any special educational need. All learners are given full access to the French curriculum. Class teachers will adapt teaching inputs and provide additional support through scaffolding for any child who requires support. Strategies to support children with Special Educational Needs or Disabilities might include adaptation of resources, adult support, pre-teaching of vocabulary or content and alternative ways of recording understanding. Class teachers are supported by our SENDCo, Mrs Mellor, in meeting the needs of all learners.

More Able Children

Teachers may identify children as more able in French, either through end of unit summative assessments or through observation in lessons and formative assessments. In French, we may identify a child as more able if they:

- Have a strong desire to put language together by themselves
- Show creativity and imagination when using language
- Have a natural feel for languages
- Pick up new language and structures quickly
- Make connections and classify words and structures to help them learn more efficiently

Children will be challenged in their learning through open ended tasks which allow them to explore the language further, including with support of bilingual dictionaries and verb conjugation grids.

Impact

The expected impact of our curriculum 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.

The Impact of our curriculum is constantly monitored by class teachers through formative and summative assessments. Our scheme of work includes guidance for teachers in assessing pupils against learning objectives. Teachers use lesson starters (recaps) to identify gaps in children's knowledge and subsequently plan opportunities to close any identified gaps.

At the end of each unit of work, assessment quizzes are undertaken and 'knowledge catchers' are completed in order for children to demonstrate what they have learned and remembered. At the end of each unit of work, children are assessed based on their performance in lessons and summative assessment quizzes and recorded on the school's internal tracking system as working below the expected standard, working at the expected standard or exceeding the expected standard. Assessments are moderated in staff teams annually.

Standards of teaching and learning in French are monitored by the subject leader, curriculum leader (deputy headteacher) and the headteacher, as well as the SENDCo who will monitor

French provision for children with Special Educational Needs and Disabilities. Monitoring may include: pupil interviews, work scrutiny and lesson observations.