



Intent

Our French curriculum at St Mary's is designed to cultivate linguistic proficiency and promote cultural awareness. We aim to equip children with the confidence to apply their language skills in a number of situations and to ultimately lay the foundations for future language learning.

Our curriculum will provide for our pupils:

- 1. Purposeful Practice / Hands-On Learning:** Children engage in purposeful practice through vocabulary exercises, listening tasks and interactive games. Each lesson begins with a recap of prior learning before introducing new vocabulary or grammatical concepts.
- 2. Working Together Well:** Children work together to role-play real-life situations they might encounter when visiting a Francophone country.
- 3. Oracy and Vocabulary Development:** Strategies such as spaced-repetition and active recall in the form of songs, actions and games are used in order to commit new vocabulary into children's long-term memories. This allows children to confidently apply this knowledge to reading, writing, speaking and listening tasks.

The curriculum at St Mary's Primary School is designed to be interactive and accessible to all pupils.

Implementation

Leadership

As the French subject lead, I am passionate about creating an engaging curriculum which cultivates curiosity from our pupils when it comes to other languages and cultures. Through our curriculum, I aim to provide pupils with a solid foundation in key language-learning skills.

Organisation

French is taught weekly across Key Stage 2 ensuring that there is ample opportunity for spaced repetition and practice of our four key skill areas: Reading, writing, speaking and listening.

Planning

St Mary's uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. Content is continuously reviewed, creating a dynamic programme of study that is clearly outlined in long-term planning. This ensures that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase.

Language Angels lessons encompass a variety of engaging activities designed to enhance language acquisition. These activities typically include interactive games, speaking and listening exercises,

vocabulary building tasks, and cultural exploration, all aimed at fostering a comprehensive understanding of foreign languages in a stimulating environment.

CPD

Each unit of lessons includes a teacher guide, ensuring that teacher knowledge of the necessary vocabulary and grammar is accurate and extensive. Where possible, our French lessons are taught by our subject leader, who has a degree in modern foreign languages and is a fluent speaker of French.

Impact

At St Mary's we want pupils to progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes. The expected impact of adopting and adapting the Language Angels scheme of work is that children will:

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations, ask and answer questions and express opinions
- speak in sentences using basic language structures
- develop accurate pronunciation and intonation
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in French
- broaden their vocabulary
- write phrases from memory
- describe people, places, things and actions orally and in writing
- develop an understanding of phonology and grammatical structures

Assessment in French plays a crucial role in measuring pupils' understanding and engagement with the subject. Formative assessment is woven throughout each lesson and will inform the pace of learning for each individual class.

At the end of each unit, we implement a summative assessment which tests pupils in the four key areas of speaking, listening, reading and writing. These assessments allow pupils to showcase their understanding as well as allowing teachers to identify any gaps in pupil knowledge.

We believe that pupils should leave primary school feeling confident in their language-learning abilities. They should leave with the necessary foundations on which to build more complex, fluent and authentic language knowledge.

