



**R = Encourage Resilience and Perseverance**



**A = Develop Articulate Learners.**



**I = Influence Aspirations**



**N = Nurture Curiosity**



**B = Instil British and Christian Values**



**O = Provide Opportunities to build upon knowledge and skills**



**W = Wellbeing and Health**



## INTENT STATEMENT

The chosen language for our MFL curriculum is French, delivered by a subject specialist from the Primary Languages Network. The content of our curriculum is mapped progressively, within the four areas of language, speaking, listening, reading and writing.

Although non-statutory, French is introduced in KS1 (mainly through songs and actions), as it allows our children to have a great starting point in learning a language and means our children begin to develop their knowledge, primarily within the areas of speaking and listening.

Building on the knowledge accrued within Key Stage 1, reading and writing are progressively taught alongside speaking and listening, throughout Key Stage 2, for 30 minutes per week.

The learning of a language also promotes global citizenship, developing cultural understanding and providing our children with a deeper insight into beliefs, customs and cultures within the world around them. This is an integral part of our Parish Rainbow Curriculum.



## INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED

At Parish, we use the content from the National Curriculum as a basis to deliver our chosen Modern Foreign Language of French [MFL]. French was chosen, after surveying the experience of teaching staff in delivering a MFL, in addition to French being one of the languages taught at Cowley (as our feeder secondary school).

Throughout the school, our French curriculum is sequenced with each class being taught a themed unit per half-term and one unit per term in Year 6, to explore in further detail. Whilst the National Curriculum does not stipulate specific expectations for each year group, our units are covered in progressive difficulty from the expected outcomes in Year 3 units, to more demanding language expectations by the end of Year 6 units. This outlined clearly on our bespoke knowledge planners.

The units are based upon a central theme where appropriate, allowing for links to be made with key events in the world around us. Throughout each unit, whenever new language is presented, children are given repeated opportunities to practise and develop both their spoken and written language. Those points are then revisited within subsequent lessons and units, to support retrieval and retention of knowledge.

Each of the units per year group, cover all four areas of development, which we aim to lay the foundations for further study within KS3. The content progressively focusses upon grammatical understanding and phonics, learning basic grammar which is appropriate to the French language. The content is intended to be both memorable and engaging, with a focus upon songs, rhyme and actions throughout the delivery of units, to aid understanding.



## VISION

The vision is for our children to be able to acquire and develop language skills, using what they have learned in a range of contexts with increasing competence and confidence.

Learning another language gives children the valuable opportunity to develop positive attitudes to and respect for languages and cultures, other than their own. We aim to foster pupils' curiosity and deepen their understanding of both the world around them and their own language.

We believe that learning a language is vital for children. It impacts hugely on their learning - not only reinforcing their grammatical knowledge of the English language, but developing career aspirations, that are able to span across the world.



## EYFS AS THE 'BEDROCK'

Although the discrete teaching of a Modern Foreign Language is non-statutory within EYFS, it is important to promote an understanding of the world around us as a core learning goal.

ELG - Understanding the world.



## CULTURAL CAPITAL

Within our provision of foreign languages, we explore other countries and cultures through key focus events, such as Chinese New Year and the European Day of Languages.

We are current holders of the International Schools Award, with extensive links through the connecting classrooms programme providing extensive cultural capital throughout their primary school journey at Parish.



In order to develop global citizenship, the teaching of beliefs, customs and cultures is also incorporated throughout our curriculum and in a variety of subjects, including R.E, History, Geography, Art and Parish Spirit.



## READING AS THE BEATING HEART

Links to Phonics made throughout teaching and incorporated into knowledge planners.

Reading of French texts and stories are incorporated throughout KS1 and some KS2 units, where appropriate.

Use of multi-lingual dictionaries throughout KS2.

Knowledge organisers, including Vital Vocabulary created for each year group.

Opportunity for home study throughout school.



## CURRICULUM PROGRESSION

A progressive curriculum is in place across KS2, for each of the areas of development:

- Speaking
- Listening
- Reading
- Writing

Our progression of key questions also supports assessment throughout KS2.

*Ask our 'Subject Champion' for more information.*



## PEDAGOGICAL APPROACH TO TEACHING AND LEARNING (LESSON STRUCTURE)

Content stipulated on knowledge planners with lesson delivered to build on previous learning and support retrieval.

Rosenshine's Principles of Instruction, providing the principles of lesson delivery.

Use of bespoke knowledge organisers, to support independent home study and learning within school.

Use of self assessment clouds, to allow children to assess their own learning and understanding.



## STAFF CPD (LINKED TO GOOD PRACTICE)

RB attended the Primary Languages Network Conference.

Lessons are delivered by a French speaking subject specialist, from the Primary Languages Network. All teaching staff are present during weekly French lessons, as part of their CPD and reflect on their learning throughout the year.

Subject champion and Headteacher, spent time with French specialist.

Subject champion delivered staff training to all teaching staff to provide curriculum updates.



## APPROACH TO ASSESSMENT

- Retrieval based learning techniques are used every half term.
- Final assessment judgement categorised as emerging, expected or exceeding per term, in each of the four core areas.
- Assessment completed and recorded by French specialist, to ensure accuracy.
- Assessment report generated termly by our French Subject Champion, and discussed with the class teacher, once moderation is complete.
- Subject monitoring is conducted once per term, alongside the regular quality assurance of teaching, by the French Subject Champion and SLT.



## MEETING THE NEEDS OF ALL LEARNERS

All children access our French curriculum, at their appropriate learning level, with quality first teaching, the number one priority for pupil support, irrespective of ability.

Pupils are given additional adult support within lessons, dependent on their individual needs.

Gifted learners are challenged to independently write in French as a next step in the learning.



## OUR IMPACT

Primary Language Network have commented on the secure understanding of core knowledge due to investment in language provision across KS1.

Across school, there are high levels of enjoyment and engagement in learning a language with children understanding the importance for future learning.

Children have a wider understanding of French cultures/transitions, developing their cultural capital for life in Modern Britain.



## GOVERNOR COMMUNICATION

Our Link Governor:

Joanna Grime.



## SUBJECT PRIORITIES AND ASSEMENT DATA

Talk to the Subject Leader about their priorities for this year and up-to-date assessment data.