



St. John's
CE Primary School

French Curriculum Statement

Intent

At St John's Primary School French is the chosen Modern Foreign Language (MFL), taught from Year 3 to Year 6. We provide an MFL Curriculum that offers children opportunity to have a really enjoyable and positive experience of language learning. We wish to provide a firm foundation giving them the vocabulary, knowledge and skills on which to build on as they enter secondary school. We aim to develop their confidence, providing a safe yet aspirational learning environment where mistakes can be made but learnt from and for the children to see themselves as linguists.

We recognise that children for whom English is an additional language. We want these children to view themselves positively as being multilingual. This is an area of the curriculum where these children can particularly excel and be positive role models.

At a time when MFL is on the decline in our secondary schools nationally, it is essential that we do our utmost to promote this for those children who have an aptitude for languages and provide them with the best start to reach their full potential what

The French curriculum at St John's meets the NC requirements and is shaped by our whole school Christian values and curriculum drivers. It has the following aims and rationale:

- To nurture an interest in learning languages in a manner that is engaging and fun
- To develop the children's speaking and listening skills. This in turn will support impact across the curriculum
- To develop children's awareness of the different structures and syntax of languages
- To enhance their knowledge and awareness of other countries and cultures
- To develop the children's confidence and resilience

Much research has shown that learning a language has many benefits for brain development

Implementation

At St John's we use a programme of work called 'Salut!' This is a comprehensive scheme that provides clear progression of vocabulary, knowledge and skills required in learning a language from Year 3 upwards.

The Salut! programme provides a yearly overview, medium term plans and individual lesson plans. It provides teachers with a clear teaching sequence within each unit, which enables learners to build on prior learning. In addition, it specifies a step-by-step guide on how to structure a lesson so that new content can be taught and learnt effectively.

Depending on the year group, this is either taught in one 40 minute lesson with daily 5 minute sessions to reinforce vocabulary, grammar and phonics. Alternatively, it can be taught daily for 15 minutes so encompassing these activities and reinforcing new learning each day. Salut! focuses on developing the

four main skills required when learning a language namely; speaking, listening, reading, and writing. It does this through progressive half termly units (see appendix). These units build on prior vocabulary, knowledge and skills learnt throughout the 4 year programme.

Although French is not formally taught until Year 3, we seek to foster a love of languages across the whole school. We celebrate the various languages that are spoken by children and families within our school community. This is done right from the Foundation Stage and through KS1, encouraging multilingual children to help us to learn greetings in their languages and for the whole class to use these when answering the register.

Teaching, learning and assessing

The following is a basic structure of a lesson which occurs over the week, although the way this is taught may vary depending on the year group, topic and the needs of the class.

- Introduction to new vocabulary and then review of prior learning
- Learning through games/songs to reinforce the new vocabulary taught and phonics
- Work covering the vocabulary and /or grammar that has been introduced
- Classroom activities that can be used in the lesson or at other points in the week.

Teaching is informed by continuous assessment of and for learning and, as such, vocabulary, phonics, grammatical structures or specific skills e.g. listening, that need addressing can be identified or practiced accordingly.

At St John's we use quizzes and role play scenarios, (for example; a visit to a café, presenting a weather forecast) to assess children's learning at the end of each unit. These assessments, like the units, are progressive and focus on the 4 skills of listening, reading, speaking and writing.

The emphasis is very much on creating a learning environment where mistakes are seen as an opportunity to learn something new. Children use the vocabulary displayed in their class as cues to help them with their learning.

We have an annual French Day which children from the Foundation Stage upwards take part in. This includes an opportunity to visit a French Café and participate in various cross- curricular activities that widen the children's knowledge of French and the French culture in different and fun ways. It also provides opportunities for children to work across year groups thus developing our school community further. We offer French Club for Yrs. 3-4 in the Summer term.

In addition, our geographical enquiries provide opportunities to learn about other countries and languages. Each class has a board displaying vocabulary from their current unit.

The MFL Subject Leader is responsible for both monitoring the teaching and learning of French, supporting those who are teaching. The subject leader receives regular CPL on subject leadership and can access support from a local middle school. She also has contact with two of our local secondary schools. The subject leader attends and leads the MFL DSAT network group.

Impact

As children progress through our MFL curriculum at St John's they develop in their confidence, resilience and oracy skills. They build on the vocabulary, knowledge and skills that are required in the acquisition of a language. Our chosen scheme allows for progressive repetition enabling concepts to be revisited ensuring that vocabulary, knowledge and skills are established securely in the long term

memory. These concepts are then transferrable to other languages, curriculum subjects and indeed to life in general.

Over time children know more. They are able to recall more vocabulary and grammar and their accuracy of pronunciation improves. Children can explain their thinking and learning. They can explain the skills they need and learn in MFL and identify links and patterns with languages they already know. The resultant sense of enjoyment, excitement and passion for language learning in the children is nurtured in preparation for the next phase of their education in KS3.