

Foreign Language Rationale

Our Vision

LOVE, LEARN, SHINE.

SHINE in the light and love of God.

LOVE

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

LEARN

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

SHINE

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.

Luke 8 V16.

Vision into Curriculum

Our vision translates directly into our curriculum in that:

Our curriculum promotes a love and appreciation of life and learning enabling children to *SHINE*, realise a passion for what is possible and enjoy life in all its fullness.

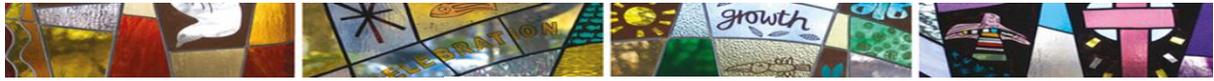
National Curriculum Purpose and Aims for Foreign Language

A well planned and effectively implemented curriculum begins with a sound and secure knowledge of the National Curriculum purpose and aims for the subject.

National Curriculum Purpose for Foreign Language

Learning a foreign language is an amazing opportunity for the pupils as it provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes and learn new ways of thinking. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.





Linguistically literate

Whilst the teaching of a foreign language does not formally begin until KS2, many of the principles and skills needed to learn to speak, read and understand a language are taught from Early Years and KS1. From the beginning of their school life, the children are taught to associate letters with sounds in order to both read and write. They are also taught to listen to the sounds that can be heard and find the corresponding letters. They widen their own vocabulary through searching for new words and meanings and deciding how and when it should be used. As they move through KS1, they learn that a language has grammar rules that need to be followed in order to understand and use it properly. These same skills can be applied as they reach KS2 and being to learn French. They will start to notice the similarities and differences between the languages and apply the early reading skills they have to learning new sounds in French.

By the time the children reach the end of Year Six, they will be linguistically literate through showing a secure understanding of the basic foundations of vocabulary, grammar and written skills required to continue their study of French at KS3. This will mean that they will be able to hold a conversation in French about the areas they have learnt about such as colours, food, towns and greetings to each other. Their vocabulary will include a range of adjectives and verbs that will allow them to speak about personal preference and to ask questions to someone else, understanding their response, in order to gain information about them. This will also be reflected in their written work. In addition to this, they will be able to construct simple sentences that have taken into account the grammatical changes that are required in French such as the word order in a sentence and the ending of a word change for feminine words.

National Curriculum Aims

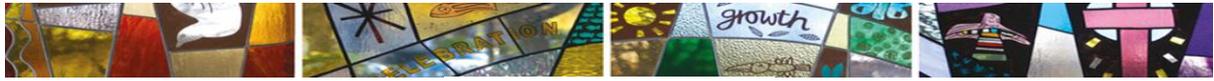
To ensure that all children can:

- 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.

Primary Foreign language helps children to:

- build foundations for future study of a language.
- develop an understanding of how a language is structured grammatically.
- Gain a wider vocabulary of everyday words and phrases in French.
- Develop a knowledge and respect of a different culture to their own.





Quality First Curriculum Implementation in Foreign Language

The knowledge gained in the study of a Foreign Language refers to their understanding of phonology, grammatical structures and vocabulary of the language. This will enable the children to communicate and understand ideas, feelings and many daily routines and matters in French through drawing on their knowledge of the language. They will show this understanding both verbally and in writing and explore the linguistic patterns in the language in order to widen their French vocabulary and understanding. In addition to this, they will also gain an understanding of the French culture, such as the traditional foods, a typical town or city as well as the hobbies and interests of children similar in age to themselves.

In French, this is the understanding and recall of vocabulary, questions and answers and the correct use of the grammatical framework. It will also be seen in the development of the correct pronunciation of many words. As they move through KS2, this will be progressive as the children will have the knowledge and understanding to link previous learning and develop their sentences and vocabulary.

Disciplinary knowledge is seen in the study of a foreign language, through the processes of learning new vocabulary in isolation before using and applying this knowledge when speaking and writing in sentences. The children will be required to bring together the grammar and vocabulary they have learnt in order to speak in a clear and grammatically correct manner so that they can express their own thoughts of feelings in French. They will also be able to adapt and change the generic questions and answers to reflect their own opinions or to speak about themselves personally.

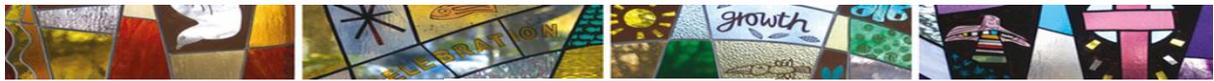
The sequence of learning that French is taught by in St Peter's School, allow the children to build on the knowledge and understanding that they gain each year. In lower Key Stage Two, they are given the opportunity to create the foundations of a basic understanding of the grammar of French as well as the common phrases and greetings that will allow them to begin to communicate in a different language. From the beginning of their learning of a language they will be expose to the range of different sounds and pronunciations and given opportunity to practise speaking and hearing these. As they move to upper Key stage Two, they will be given different contexts to develop and use their known vocabulary and continue to build on the foundations that have been laid. For example, applying their knowledge of colours to describing a variety of different flags from around the world.

Our foreign language curriculum also has strong links to the development of British Values within the children of our school. It develops tolerance and respect of a culture and beliefs that are different to their own. The children will also be given opportunity to explore what it means to be a global citizen and widen their view of the world beyond their immediate locality.

The decision to teach French as the foreign language was taken following discussions with other local primary and secondary schools. Discussion showed that;

- Children in KS3 at all local secondary school study French.
- Most primaries were already or were planning to teach French (therefore meaning most children would be starting KS3 with a similar level of knowledge).





- We are also trialling a scheme and resources, Language Angels, to support the teaching of French at KS2. (This was an important consideration to support non-specialist teachers and develop confidence in delivering a foreign language).

Essential Characteristics of French

A feature of our curriculum design is the use of Essential Characteristics. These are the learning characteristics developed through the subject overtime. They act as a common thread between all the units studied in a subject and are developed from Early Years to Year 6.

In French they are;

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

French Threshold Concepts

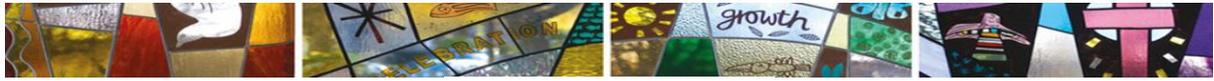
A further feature of our curriculum design are Threshold concepts.

Threshold concepts are the 'big ideas' that shape children's thinking within each subject. The same threshold concepts will be explored in every year group and children will systematically build their understanding of them. An important principle, is that exploring concepts will never be complete; children will continue to explore them for as long as they continue to study the subject.

In French they are;

- **Read fluently:** This concept involves recognising key vocabulary and phrases.
- **Write imaginatively:** This concept involves using key vocabulary and phrases to write ideas.
- **Speak confidently:** This concept involves using key vocabulary and phrases to verbally communicate ideas.
- **Understand the culture of the countries in which the language is spoken:** This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.





Monitoring & Assessing Progress in French

By progress, we mean children knowing and remembering more. The key question we ask is; *'has a child really gained the knowledge to understand the key knowledge and concepts?'*

Assessing children's progress is vital in order to establish their acquisition of knowledge and skills is building confidence and fluency in all subjects. At St Peter's learning always starts with the children's prior knowledge and any misconceptions they may have. At the beginning of each Language Angels Unit, there are age related activities provided as a way of obtaining the children's prior knowledge. The teacher then uses these findings to access units of work that are appropriate for the children. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher. This is particularly important when teaching the pronunciation of phonemes that differ to the English language. We are currently trialling and exploring approaches to assessing children's recall of their learning to assess how effectively knowledge and skills have been embedded and mastered.

We track progress through teacher judgement, supplemented by frequent low stakes knowledge recalls (frequently in quiz format) and occasional formal tests to ensure knowledge is recalled and children are genuinely building upon secure prior knowledge.

In most subjects we are developing, knowledge organisers summarise key vocabulary (with agreed definitions), facts, and concepts. These clarify what has to be taught and are used as the basis of quizzes so that teachers can check the knowledge has been embedded.

In addition to assessing if children have secured the agreed key knowledge, 'Milestones' related to the threshold concepts are used to assess children's understanding and progress. Systematic planning of opportunities to learn and practice the knowledge and skills of each milestone is built into each subject planning overview.

A blocked approach to curriculum delivery including systematic structured opportunities for recall is currently being developed and implemented.

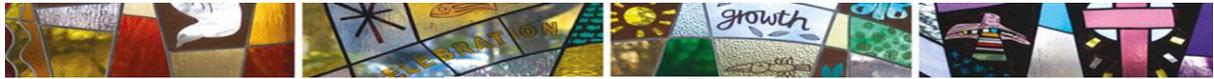
SEND in Foreign Language

Wherever possible or appropriate children with SEND access French along with their peers as we recognise the importance for all our children to access our curriculum in line with our curriculum design principles.

For some children with SEND, particularly those with high needs, access to French is considered along with ensuring they have access to their personalised or adjusted curriculum. For example, enabling access to specialist programmes such as those advised by speech and language therapists, occupational therapy programmes or the SEN Hub. These programmes are timetabled to minimise the impact on the child's access to a broad and rich curriculum. Typically, these programmes are identified in EHCPs and ILPs and curriculum adaptations are agreed with parents.

Higher attainers in this subject are challenged to ensure they become fluent with the core key concepts through additional questioning and prompts (and tasks where appropriate) which helps extend their verbal reasoning skills in a foreign language. This allows them to delve deeper into the subject content.





For children with SEND, access to the learning in French during lessons may need to be differentiated and scaffolded, whilst the planned, progressive curriculum content is retained. Children are supported to succeed through:

- Breaking down tasks into smaller chunks to achieve and prioritising understanding over task completion.
- Giving sufficient time to process instructions, or adapted verbal or written instructions.
- Wherever appropriate or possible, information is supported by pictorial or concrete cues.
- Scaffolded questions from adults and orally rehearsing thoughts with an adult.
- Where appropriate or necessary, pre-teaching vocabulary or concepts.
- Resources that support reduced cognitive load. E.g. knowledge organisers which contain the key vocabulary and knowledge that the children can apply to their learning.

For children with very high needs, they may require additional resources such as social stories to learn challenging concepts or "rules" in line with their vulnerabilities in French. They are supported with additional teaching assistant time that is proportioned to enable children to succeed in this subject whilst promoting independence.

