

CURRICULUM SUBJECT OVERVIEW - FRENCH

OUR SCHOOL VISION

The children of The Hawthorns are at the heart of all that we do. As a whole school community, we nurture and challenge our children within a caring environment, so they grow both personally and academically.

We are passionate about developing the whole child; encouraging them to have a growth mindset, believe in themselves, aspire to achieve their best and become resilient lifelong learners.

We uphold a strong sense of belonging by valuing our children's individuality and celebrating diversity to ensure all our children thrive.

OUR CURRICULUM VISION

At The Hawthorns Primary School, we aim to provide a unique and creative learning experience with high aspirations for all our pupils.

Through our French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Our exciting and innovative curriculum is tailored to inspire and challenge each individual child so they develop a passion for learning and aspire to be successful.

The curriculum offers a wealth of knowledge through real life experiences to foster a spirit of curiosity and purpose, encouraging children to make connections and equipping them with the skills needed for their futures.

It will also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read examples of literature in French. Language teaching should provide the foundation for learning further languages as children progress to their secondary schools, eventually equipping pupils to study and work in other countries.

SUBJECT INTENT

At The Hawthorns, we aim to develop all pupils'

- Resilience in language learning as well as enjoyment of it through a challenging scheme of work
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary
- Have a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud
- Recognise some of the language patterns of French and how these differ or are similar to English
- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes
- Have a deeper understanding of cultural differences and similarities
- Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Languages

CULTURAL CAPITAL

The essential knowledge that children need to be educated citizens

Learning a language gives children a new and broader perspective on the world and encourages them to question, understand and be more tolerant of the beliefs and cultures of others. Here at The Hawthorns, we believe it is very important for children to learn about other backgrounds, cultures and traditions, including other languages. The teaching of French at Primary level provides pupils with an insight into another culture and lifestyle, a greater understanding of the manipulation of language as well as providing the foundation for continued learning at secondary school. All pupils in KS2 learn French and enjoy learning about the culture of France and its language through traditional French songs, stories and games. It extends their knowledge of how language works and helps them to develop their communication skills.

IMPLEMENTATION

- The lesson plans are designed to be 30 minutes in length for Years 3/4 and 45 minutes in length for Years 5/6. There are follow-up activities to each lesson to increase the exposure time in a week
- The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years
- The lesson plans include ideas for support for the less able and to extend the more able
- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills
- Interactive whiteboard resources with audio support are provided; purchase of a set of storybooks and phonics book is a requisite to access the scheme and additional resources are recommended particularly for songs and rhymes
- The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge
- In Year 6, the content allows for revisiting and consolidating prior knowledge
- Who teaches the scheme to ensure high quality lessons is at the discretion of the school but linguistic up-skilling and methodology training is available to support its delivery as well as detailed lesson plans linked to ready-made resource templates and audio recordings of stories and rhymes read by a native speaker
- It is expected that formative assessment in each lesson informs the planning and teaching of subsequent lesson plans

IMPACT

- The lesson plans indicate which activity is an opportunity to assess progress and is linked to the KS2 targets
- A teacher assessment grid is provided to record attainment of each target for each skill in each year group and to track progress
- The completed activities in the accompanying workbooks gather evidence of the listening, reading and writing targets
- Evidence of speaking activities can be gathered by making audio recordings of the suggested activities in the lesson plans if time allows. Teachers make their judgements in real time and make notes on the assessment grid
- Children self-assess their progress at the end of each section of work using a traffic light system and comment on their grasp of the new knowledge. In addition, there is space for teachers to provide a written response
- Based on the evidence of the above records of achievement and progress, teachers can inform the parents/guardians of this, the school report proforma using the terminology- Below age related expectations, Beginning age related expectations, Working within age related expectations or Greater Depth
- All of the above provides evidence that the 'statements of intent' are met