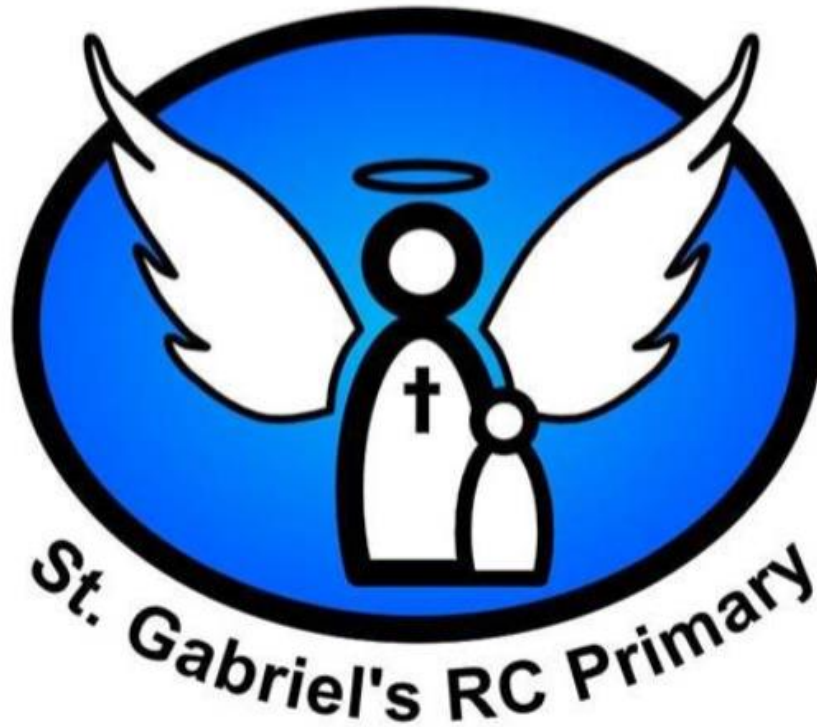




French

Intent, Implementation and Impact Policy

Intent, Implementation and Impact in French

INTENT	Subject Statement	At St. Gabriel's, we want to ensure that our children are able to speak a foreign language with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say; through discussion, asking questions and continually improving the accuracy of pronunciation and intonation. We are beginning to learn how to listen, speak, read and write in French. We enjoy singing songs, playing games, and listening to simple stories. We find out interesting facts about France. We provide opportunities for our children to understand and respond to spoken and written language from a variety of different sources and also to appreciate another culture and its traditions. We aim to foster children's curiosity and deepen their connections with the wider world, whilst also equipping them with the skills and confidence to interact with others in it.
	Subject Expectations	• The curriculum is followed in 6 weekly blocks to KS2 classes for 1 hour a week. • It encourages children to develop 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 speaking, listening, reading, writing and understanding. • Develop an ability to express themselves in speech (roleplay/mingling activities/interviewing/presentations/reading aloud) and writing. • Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language. • Be able to manipulate language to speak or write from word to sentence level 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 (particularly action songs), stories, rhymes. • Have a deeper understanding of cultural differences and similarities. • Develop skills that will open up opportunities later in life for further foreign language study at KS3 and the possibility of working and living abroad. • Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Languages.

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	Conditions for learning	<u>Displays / Working Environment</u> - A small display of previously learnt vocabulary is available in each classroom with new vocabulary added as it is introduced. <u>Learning Behaviours / Attitudes to Learning</u> The school's Learning Behaviours (independence, collaboration, resilience, making links and being active & engaged) should be evident. An increase in children's writing stamina in the language should also be seen over time. <i>Learning behaviours:</i> <i>Active and engaged- the teacher plans engaging lessons and promote a positive attitude to French.</i> <i>Resilience- we encourage the children to never give up and persevere when faced with challenges. As a school we promote the 'power of yet.'</i> <i>Collaborative- we provide opportunities for the children to work collaboratively.</i> <i>Making links. Due to a well-planned curriculum, we offer opportunities for the children to make links with their learning.</i> <i>Independence- we scaffold our work so that all children have the opportunity to work independently.</i> <u>Learning</u> - We promote the active learning of languages through a range of teaching methods to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. - Children are engaged in activities which can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. - Written work is kept in workbooks, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books. - Children are engaged in lively language lessons which are interactive, kinaesthetic and practical where possible. - Children enjoy their learning, especially when this is cross-curricular including subjects such as art, drama, geography and music. Children are actively involved in planning, rehearsing and presenting roleplays, songs and rhymes and really enjoy this part of their learning.
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	Planning	<u>Progression and Sequencing</u> - The Primary Languages Network is scheme is accessed online and consists of 4 stages/years of learning for KS2 including 6 units of work per stage. <u>Planning</u> - Planning and resources are provided in the scheme of work and adapted and supplemented by a specialist class teacher to suit the needs of each cohort and challenge is planned for. - We strive to make the curriculum as creative and cross-curricular as possible. - Activities should match the strengths and interests of the pupils. - Interactive recall games are available through the virtual learning platform that are integrated into lessons and available to access independently. <u>Structure of Lessons</u> - Teaching time 1 hour per week. 6 weekly blocks - Blocks start with an introduction to new vocabulary and children have an opportunity to use their language detective skills to look for cognates and near cognates to support links with English and any other home language to help their understanding. - The unit of work progresses providing opportunities to practise new language across all 4 skills of speaking, listening, reading and writing. - At the end of the 6-week block, a consolidation of learning takes place usually in the form of a creative written piece, presentation or roleplay to celebrate language learning success. The following is a guide in the structure of a French lesson - <i>I do, we do, you do</i>: - 5/10-minute recall with the whole class of prior learning. - Teacher input to whole class. - Teacher models the language, drills pronunciation using focus sounds and practises as a whole class. - Teachers present opportunities to solidify content e.g.: communicative learning partner activities, whole class mingling activities, group tasks, individual edit and improve this word/sentence opportunities. - Children practise the content sometimes on whiteboards, allowing the teacher the chance to assess who needs support and identify misconceptions. - Children complete tasks in books. Depending on children's understanding, they may have different starting points. For example, if a child has shown a good understanding in a previous lesson, they may begin the task at the start of the lesson / access a challenge while the teacher is supporting children who are not yet secure with the objective. <u>Resourcing</u> - The PLN website is updated and revised regularly with seasonal specials and opportunities for CPD and any updates to the curriculum. - A range of realia and practical pictorial resources and bilingual dictionaries are available. - Knowledge organisers and specific word banks are provided to support learning.
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IMPLEMENTATION	Curriculum	<u>Scope and Sequencing</u> - In the French curriculum appropriate target language vocabulary is introduced and practised and opportunities to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language are incorporated. Children are able to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries. There is access to specialist language teacher and native speaker pronunciation in every lesson. Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 years of language learning. Language learning skills and links between languages and literacy are explored age and stage appropriately. Within the body of the lessons there are opportunities to sing, play games, perform, develop extended writing, keep a record, and make links across the curriculum. <u>Substantive Knowledge Summary</u> <u>LKS2 – Stage 1:</u> - Explore core language, personal information and basic conversation (introduce 1st and 2nd person singular questions and answers). - Recognise and use nouns in singular and plural forms. - Understand noun gender. - Know there is more than one word for 'a'. - Express simple opinions. - Retrieval of familiar core language content. - Appreciate, follow and understand simple stories, linked to language learnt. - Introduction to the geography and culture of the target language country. - Hear and identify phonemes and recognise graphemes. <u>LKS2 – Stage 2:</u> - Retrieval of core language content. - Develop how to use singular and plural nouns with adjectives to describe. - Understand noun gender. - Know there is more than one word for 'a' and 'the'. - Read, understand, follow, and use commands. - Express simple opinions. - Produce simple descriptive sentences. - Participate in simple dialogues. - Practise 1st and 2nd person singular questions and answers. - Hear and identify phonemes and recognise and read aloud graphemes. <u>UKS2-Stage 3:</u> - Continue to develop and extend skills in language retrieval. - Produce familiar personal information sentences in 1st and 3rd person singular. - Begin to explore the conjugation of a regular present tense verb (to wear). - Create spoken and written extended sentences including conjunctions and giving an opinion. - Engage in extended role play dialogues. - Say and write detailed description including a verb, nouns and a variety of adjectives. - Begin to consolidate understanding of how to use nouns in a simple sentence with adjectives. - Use a modal verb (to be able to) plus infinitive to create persuasive sentences, including a variety of sentence starters. - Recognise, use and apply familiar phonemes and graphemes confidently.
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UKS2-Stage 4:

- Retrieval of core language content.
- Create complex sentences including conjunctions.
- Explore and use common present tense verbs (to be, to have, to play).
- Write descriptions including verb, nouns and variety of adjectives.
- Secure understanding of how to use nouns in a simple sentence with adjectives.
- Use language structures they know to create their own adapted sentences.
- Use knowledge of language to create performances.
- Explore and appreciate the origins of another country's culture.
- Recognise, use, and apply familiar/unfamiliar phonemes and graphemes confidently.

KS3:

- Retrieval and development of core language content acquired at KS2 as a platform upon which to build and apply transferable skills to learn another language or continue in the same language.

Disciplinary Knowledge End Points

LKS2 End Points (Stages 1 and 2):

- To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language.
- To begin to form educated guesses based on the context of the language.
- To begin to use memory hooks to help remember. To begin to understand what helps make me a better language learner.
- To engage with opportunities to practise to aid long-term memory.
- To develop confidence to 'have a go' and learn from any mistakes.
- To write single words and set phrases with support.
- To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language.
- To begin to practise bilingual dictionary skills.
- To develop as global citizens through broadening the understanding of the target language and culture

UKS2 End Points (Stages 3 and 4):

- To improve confidence to spot and use the terms 'cognate' and 'semi-cognate' when working with new or unfamiliar language.
- To have an awareness of the term 'false friends' (words which appear as cognates but have other meanings) and begin to be able to spot them.
- To use reading comprehension strategies such as skim and scan to understand unfamiliar language.
- To use context to form educated guesses and use this and prior learning to aid translation.
- To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in the target language.
- To develop the ability to speak fluently (without conscious thought).
- To use a model effectively to aid writing grammatically accurate and extended sentences.
- To develop the ability to use and create memory hooks to remember more.
- To develop metacognitive strategies to learn and remember more language.
- To know how to use opportunities to practise to improve long-term memory and recall.
- To use a bilingual dictionary independently to look up unfamiliar words.
- To develop as global citizens through broadening the understanding of the target language and culture.

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	Pedagogy Teaching and Learning Quality 1st teaching based on current research	• Concepts embedded and progressed in each year group across 4 skills (Core Skills Progression). • Opportunities for creativity and individuality are planned for and implemented within lessons. • Cross-curricular work is planned for and utilised as regularly as possible. • Use of a range of artefacts/books/pictures/video used as a stimulus. <u>Learning</u> • Mix of practical and written tasks. • Learning activities promote creativity and individuality. <u>Teaching</u> • A range of learning and teaching strategies are utilised throughout the teaching of French as detailed below: - modelling - provide models / guide pupil practice independent practice; - enabling and deliberate practice; - weekly review using retrieval questions; - new content of knowledge and skills introduced in small steps; - spacing and interleaving - ensure cognitive load theory practices are utilised from short term memory to long term memory; - growth mind-set; - metacognition; - build resilience; - scaffolding; - use of technology.
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	Meeting the needs of the learner	<u>Planning</u> • Long term planning: Curriculum coverage and progression of skills document used to plan on a half termly basis. • Medium Term planning details the unit overview, the sequence of lessons, grammar and phonics focus and key performance indicators. • Short Term planning provides weekly detail of the teaching and learning process This includes objectives, key vocabulary and information on meeting the needs of the learner. <u>Provision for SEND / disadvantaged</u> <i>Teaching and learning support strategies and resources that build on the strengths of children with SEND/ disadvantaged and remove barriers to learning.</i> <u>Communication and Interaction-</u> ➤ Vocabulary is reflected on the working wall and is to be referred to as a resource to support the children. ➤ Subject specific vocabulary can be shown on a word mat with pictures. <u>Cognition and learning</u> ➤ Scaffolding ➤ Differing levels of challenge ➤ Short input including an 'I do, you do' approach. <u>Social, Emotional and Mental Health</u> ➤ Allowing children to have brain breaks and take part in mindfulness sessions ➤ Support materials for children to refer to <u>Physical and Sensory Needs</u> ➤ Providing concrete resources where appropriate • Inclusion strategy. Allow opportunities for ALL children to be included by varying activities and support. • SEN children are given alternative ways of showing their understanding of French for example: drawing a picture, joining in with verbal games rather than recording their responses and using actions. • Visual aids, songs, actions, games, oral and aural activities make the lessons varied and interesting and helps children to access the learning • Dyslexia friendly fonts/backgrounds, PowerPoints which aren't crowded and use dual coding (visuals to support language) so as not to overload working memory <u>Challenge</u> • G+T children can be given iPads and dictionaries along with the knowledge of how to use translation tools so that children can extend their own learning. • More able children are encouraged to be ambitious by adding more detail/extending sentences/taking on the role of the teacher in games.
IMPACT	Review and Assess Assessment for Learning	<u>Questioning</u> <u>Review of learning</u> • The teacher effectively checks for understanding during the lesson and to check for learning at the end. • Children are encouraged to reflect on their grasp of the new knowledge at the end of each lesson using 'I can' statements clouds. <u>Feedback to improve</u> • Teachers give explicit, detailed and constructive feedback to improve verbally throughout the lesson and in written marking in books. Many activities which involve a physical as well as a verbal response are incorporated. • Children are asked challenged with questions about language, similarities and differences when appropriate in their books to further develop their understanding of grammatical concepts.

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	Summative assessment	- At the end of each 6-week block children complete a 'Puzzle it Out' summative assessment and data is collected and shared 3 times a year. - Children are informed of progress by sharing whether they are WT (working towards), M (Meeting) or Ex (Exceeding) in each skill; listening, speaking, reading and writing.
OTHER	Culture	Love of French flourishes throughout school by: - Enrichment opportunities world book day celebrations, European Day of Languages with French cuisine for lunch, French breakfast, seasonal specials including fireworks, Christmas and New Year traditions in France, Carnival and Easter. - Engagement opportunities – exciting and interactive stories e.g. On Va Marcher Dans La Jungle, Le Géant affamé, French tongue-twisters and topics that are linked to children's interests.
	Wider curriculum opportunities / Cultural capital	- Out-of-school online materials (Duolingo and PLN Knowledge Organisers through the school website) will enhance the impact on enjoyment and intercultural understanding. - Children are taught to expand their knowledge of other countries, cultures and traditions, sensitivity to difference, consideration of 'otherness', and a multi-cultural society. - Comparison of home and other countries, similarities and differences (maps, locations, climate, culture).
	Reading within the Curriculum Area	Children have access to texts which challenge their understanding of new target language content and grammar concepts which also provide a model to support writing.
	Related Policies	- Handwriting and Presentation - Feedback and Marking to improve - Teaching and Learning - EAL - SEND - Assessment