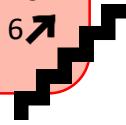


# Subject on a Page- French

## Intent – we aim to...



Teach skills that progress from year 3 to year 6



Inspire our children to have a lifelong curiosity about the world and different cultures



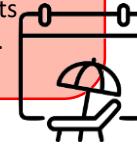
Develop our core 5R Values



Motivate our children to continue studying languages beyond Key Stage 2.

KS3

Empower children to use their language skills in everyday situations so that they can appreciate its usefulness.



Teach children to read passages in French and deduce meaning through context.



Teach children the fundamentals of French grammar.



## Implementation – How do we achieve our aims?

### Planning

All teachers use the Lightbulb Languages™ scheme of work for KS2. This progressively develops pupil skills in French through regularly taught weekly lessons from Year 3 to Year 6. Children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex and fluent language structures. The planning provides varying levels of challenge.

**The Lightbulb language scheme is also supported by a clear four-year progression document that details the progression steps within the three areas of language proficiency and development: Oracy, Literacy and Cultural Understanding.**

We teach French within our mixed year groups. The Lightbulb scheme has been adapted to a rolling programme in which key language structures (eg vocabulary phrases) and skills can be revisited in different contexts, particularly earlier on in Y3/4. We have also started (Nov 2022) to plan for differentiated opportunities for Returning Pupils to demonstrate higher level / progressive language skills. We would expect our Returning Pupils to demonstrate an increased confidence and understanding as well as increased complexity of responses. Essentially, core skills are revisited in the scheme.

In longer Terms – and primarily within Y5/6 – we have planned opportunities to support our topic lessons. This is often in the form of intercultural understanding (countries, scientists, artists, astronauts!)

### Lesson Structure

Each unit and lesson has clearly defined aims and objectives and each lesson incorporates ample speaking and listening tasks within it. Lessons incorporate oracy sections and desk-based activities that will be offered with two levels of stretch and differentiation. Reading and writing activities are offered in all units and some extended reading and writing activities are provided within Year 5 and 6 so as to move from simple phrases and sentences and into exploring passages of text. We understand that that we may have native speakers (1: Y6, Nov 2022) who will possibly be more secure than the teacher and so will provide opportunities to cater for this/these students through extension, modelling and an opportunity to support peers.

### Vocabulary

Specific vocabulary is made explicit in planning, and within individual lesson slides. For each unit, vocabulary is displayed in class on the board and is directly referred to in lesson. Teachers promote the use of effective vocabulary during verbal responses in lessons.

### Assessment

Children are formatively assessed throughout the year to ensure they are making progress. Each lesson plan references the Lightbulb Language Scheme's progression document providing teachers the opportunity to understand where the child's learning fits within the progression document. Teachers will aim to assess each language skill (Literacy, Oracy and Intercultural Understanding) so as to demonstrate progression in each skill. **As of 2022, in Y5/6, children sit an end-of-term assessment assignment hosted on Microsoft Teams. This summative assessment is used to inform of pupil progress along with any planning/differentiation adjustments for the following term (and year). For July 2022, Mr. Pyburn will use this summative assessment data to inform the head of MfL at the local secondary school.**

### Values

**Respect:** the learning of a new language brings about the opportunity to promote respect of different cultures and religions (c/f British Value); of individuals, of a collective people; of traditions and practices.  
**Resilience:** the rigour inherent in learning a new language, its vocabulary, pronunciation and grammar will provide children with ample opportunities to demonstrate their resilience.  
**Reflection:** learning skills like empathy leads to stronger mental health by enabling children to connect and feel connected with the wider world.  
**Relationships:** through an enjoyment of language learning, our children can aspire to visit a French speaking country and use what they have been taught.  
**Responsibility:** through developing the building blocks of language learning, children can take forward the responsibility of language learning into KS3 and beyond.

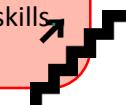
### SEND

Our language lessons are consistently planned to cater for all ability levels so that every child may make progress in the subject. In particular, there is a focus on enabling access for all children and teachers to use multimedia (especially French songs), sensory and differentiated resources to achieve this whilst also ensuring that these pupils are not excluded from the teacher input phase of language sessions. The aim of this differentiation is to encourage independence for these children by reducing adult reliance. We also use peer-support and targeted questioning.

## Impact – How do we know if we've achieved our aims?



Books - and the child - show a progression of language skills



Children will show an awareness and appreciation for different cultures compared to their own.



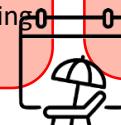
Children can tell us how our five school values are exemplified in French.



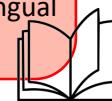
Children can use their skills as a foundation to language learning and enjoyment in KS3.

KS3

Children will be able to use French oracy skills in class and – if the opportunity allows - to use French vocab in French-speaking destinations.



Children will be able to read passages and write short texts in French drawing upon resources to support, e.g. bilingual dictionaries.



By the end of KS2, discussions and written work from children will show their competence in areas such as simple verb conjugation, m/f (& adj. adj.) and knowledge of cognates

