



Itchen Abbas Primary School

'Growing Hearts and Minds'



Subject Development and Rationale

French (Languages)

Intent of our French (Languages) Curriculum

Our French scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future. Kapow Primary's French scheme of work supports pupils to meet the national curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for Languages).

Implementation of our Computing Curriculum

Teachers have expert knowledge of the subjects they teach. Teachers ensure that their own speaking, listening, writing and reading of French support pupils in developing their language and vocabulary well. If they do not, they are supported through CPD to address any gaps.

How is French taught?

The implementation of the curriculum relates to how the learning is going to be delivered across your school, taking the intent of the learning, and translating it into a progressive and effective curriculum.

When using a scheme, such as Kapow Primary, the majority of this aspect is taken care of. The Kapow French scheme of work is designed with six strands that run throughout. These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

The Progression of skills and knowledge shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.

Through Kapow Primary's French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils, retain their French learning, we provide information about how to incorporate French into the classroom environment every day in our 'During the week' sections.

Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full languages curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression. Lessons include a section entitled, 'Teacher knowledge - language points' to explain key grammar and other details to the teacher before the lesson, together with a Key vocabulary and pronunciation presentation with sound files to demonstrate the correct pronunciation. Many of the other presentations included in the lessons also include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning.

French is taught across each half term in Years 3/4 and Years 5 & 6. In Year 6 this academic year, we have a child who has joined us who is fluent in French and is preparing to take her GCSE when she joins secondary. As a result of our close links with our feeder secondary school, Henry Beaufort, we have shared resources and created a plan to enable her to continue to be stretched, and supported, while in Year 6. She has a separate scheme of work and French dictionary to support her study and these strong links will strengthen as she nears the end of primary, in preparation of her impending GCSE.

To raise the profile of French we run a French club for children in Years 3-6. This is where children have the opportunity to learn songs, play games and to hear stories while having fun. In 2022-23, the percentage of children (from Year 3-6) attending was 18%.

Impact of our Curriculum

Assessment and Progression

- Progression documents inform teachers of the level at which each class or year group need to be working to achieve age expectations.
- At the end of each unit is a post-assessment where children are able to demonstrate what they have learnt.
- Teachers assess children through observation and the final outcome which are then used to inform future planning.

Monitoring and Pupil Voice

- Subject leaders evaluate the understanding of knowledge and vocabulary through pupil voice of different groups of children and abilities. This supports the subject leaders evaluation of the subject.
- Subject leaders regularly scrutinise children's work in books to evaluate impact of teaching, advise the teacher on even better if and identify next steps in CPD.

- How teachers have adjusted their lessons and supported children with additional needs so that all children have appropriate stretch and support.

After the implementation of Kapow Primary French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

The expected impact of following the Kapow Primary French scheme of work is that children will:

- ✓ Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- ✓ Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- ✓ Speak and read aloud with confidence and accuracy in pronunciation.
- ✓ Demonstrate understanding of spoken language by listening and responding appropriately.
- ✓ Use a bilingual dictionary to support their language learning.
- ✓ Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- ✓ Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- ✓ Be able to construct short texts on familiar topics.
- ✓ Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.