

## **Modern Foreign Languages: Intent, Implementation, Impact**

*At North Clifton Primary School, we are linguists!*

**Intent** *How does it link to our curriculum vision? What is the scope of learning? What do we intend children to learn?*

We believe that the skills, knowledge and understanding gained through learning a language, contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others.

Our curriculum intent aims to support pupils to attain the National Curriculum end of KS2 attainment targets (there are no attainment targets for KS1); We will prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully. *As the National Curriculum states; '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.'* (National Curriculum 2014 – Appendix A).

We aim to:

- Develop a love of language learning and an awareness of other cultures
- Develop the confidence and ability to communicate in French for practical purposes, using both written and spoken French.
- Teach a range of vocabulary and basic grammar so that children can write effectively in French
- Develop oracy so that pupils can communicate their ideas effectively

**Implementation** *How is the teaching of French organised?*

At North Clifton, French is taught in KS2 through discrete sessions, blocked throughout the year. French is taught directly to Y3/4 and Y5/6. Our 2-year rolling programme means that children gain knowledge in a wide range of areas, providing clear progression for the development of speaking and listening and vocabulary acquisition.

We follow the National Curriculum, using the Kapow scheme of work as a resource. This is designed with three knowledge strands, with knowledge building cumulatively. These are:

- Phonics
- Vocabulary
- Grammar.

The knowledge is then be applied within skills strands, which also run throughout each unit in the scheme:

- Language comprehension (Listening and reading)
- Language production (Speaking and writing)

Lessons will use a variety of the following techniques to encourage children to have an active engagement with French:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play – these should relate to the situations the children may find themselves in the future.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
- Reading and writing quality materials.

Cross-curricular links allow children to make connections and apply their language skills to other areas of their learning.

**EYFS/KS1:** Exploration of other cultures begins for our pupils in EYFS and KS1, which is reflected through books, resources and within our subject progression documents. Subject link activities are provided through continuous provision and teacher led activities where appropriate.

**SEND:** All lessons are inclusive and take account of children's SEND needs. Lessons are planned and resourced to enable all children to access their learning helping them to engage and be challenged.

### Recall, Retrieve and Assessment

Pupils are regularly given the opportunity for Self or Peer Assessment, alongside end of unit summative assessments, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for future lessons. Lesson planning includes regular opportunities and a range of strategies to recall and retrieve information from the children's working and long-term memories.

### **Impact** *How do we know how well the children are doing?*

Pupils know more, do more and remember more as a result of a balanced French curriculum. The impact of teaching will be monitored continuously through formative and summative assessments. Through the high-quality teaching of French taking place, we will see the impact of the subject in the following ways:

- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Be able to engage in purposeful dialogue in practical situations.
- 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
- Children develop cultural awareness and appreciation of the wider world.
- Children achieve high standards across the curriculum and meet end of Key Stage 2 stage expectations as outlined in the National Curriculum for Languages.
- Children are prepared for the KS3 language curriculum, enabling them to transfer confidently and successfully.