



Edward Feild Primary School FRENCH in a Nutshell



VISION	We use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils, using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2.
CURRICULUM	<p>The four key language learning skills; listening, speaking, reading and writing are taught and all necessary grammar is covered in an age-appropriate way across the primary phase. This enables our pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children are taught how to look up and research language they are unsure of and they have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.</p> <p>The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating and working towards becoming life-long language learners. Learning a second language will also offer our pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.</p>
IMPLEMENTATION	All classes have access to a high-quality foreign language's curriculum using the Language Angels scheme of work and resources. This progressively develops pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2 which will be taught by class teacher or teaching assistants. 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, fluent and authentic language.

Teachers know where every child is at any point in their foreign language learning journey; lessons offering appropriate levels of challenge and stretch are taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Language Angels' scheme is categorised by '**Teaching Type**' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are currently being used in Year 3/4 lessons with our pupils who have no or little previous foreign language learning. **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 5 and 6 pupils or pupils with embedded basic knowledge of the foreign language. **Progressive** and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. *We aim to use these units in the next couple of years.* Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children are taught how to listen and read longer pieces of text gradually in the foreign language and they have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support. Early Language Units (entry level) and Core Vocabulary lessons run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units run for approximately 45 minutes.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading**

and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a **Progression Map** and **Grammar Grid** (downloadable from the “Curriculum Guidance” area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns** and **articles** and **first person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discretely throughout all appropriate units. Teachers can also use the specific **Grammar Explained** units to ensure pupils are exposed to all the appropriate grammar, so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The **Progression Map** shows precisely how pupil foreign language learning across the key skills of **speaking, listening, reading, writing** and **grammar** progresses **within** each Language Angels ‘Teaching Type’ and also how the level of learning and progression of each pupil is increased as pupils move **across** each subsequently more challenging Language Angels ‘Teaching Type’.

Each key stage has an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

	<ul style="list-style-type: none"> • Each unit and lesson has clearly defined objectives and aims. • Each lesson incorporates interactive whiteboard materials to include ample speaking and listening tasks within a lesson. • Lessons incorporate challenge sections and desk-based activities that are offered with three levels of stretch and differentiation. These may be sent home as homework if not completed in class. • Reading and writing activities are offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for. • Every unit includes a grammar concept which increases in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units. • Extending writing activities are provided to ensure that pupils recall previously learnt language and, by reusing it, are able to recall it and use it with greater ease and accuracy. These tasks help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease. <p>Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego': blocks of language knowledge that, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures.</p>
<p>ENRICHMENT and RESOURCES</p>	<p>In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:</p> <ul style="list-style-type: none"> • Foreign language celebration assemblies. • Cookery sessions of traditional foods from the country of the language being studied. • Fashion shows demonstrating typical / traditional clothing from the country of the language being studied. • Weather forecasts based on maps from the country of the language being studied.

	<ul style="list-style-type: none"> • School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.
ASSESSMENT	<p>Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each academic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.</p>
FEEDBACK	<p>Verbal feedback by teachers- feedback in foreign language and English, focusing on vocabulary and speaking and listening skills.</p> <p>Verbal feedback by pupils- children to give feedback in foreign language.</p> <p>Self-assessment-using Success Criteria</p> <p>Mid-lessons feedback by teachers and pupils</p> <p>End of lessons-reflections on learning</p>
IMPACT	<p>Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and an appreciation for other cultures. By the time they leave Edward Feild, pupils will have acquired basic skills in the 4 key strands of language learning – speaking listening reading and writing and will have acquired a solid foundation upon which to pursue further language study. Pupils will be assessed on their ability to do each of the following aspects:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources ☒ • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ☒ • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ☒ • discover and develop an appreciation of a range of writing in the language studied