

Languages Curriculum Statement

*“You live a new life for every language you speak.
If you only know one language, you only live once.”*

Czech proverb



Intent – What we are trying to achieve?

At Orchard, we are bringing language to life: inspiring confidence, curiosity and cultural connection.

At Orchard, we would like our children to be enthusiastic learners of French and aim to instill a love of language learning and an awareness of other cultures. We want children to develop the confidence to communicate in French for practical purpose, using both written and spoken French. Children will develop a deep understanding of the units they are studying. They will increasingly use their prior knowledge to solve problems and develop the sophistication of French. In French, children will develop the skills to appropriately understand, speak, read, write and transcribe phrases, as well as use and manipulate a variety of key grammatical structures.

Scheme of Learning

The Scheme of Learning follows the National Curriculum. It allows for appropriate sequencing and aims to secure long-term memory as well as the enjoyment of learning a MFL. The key areas of speaking and listening, reading and writing, and grammar are developed throughout KS2 in order to prepare children for secondary education.

Implementation – How do we translate our vision into practice?

At Orchard, we use Kapow Primary’s French scheme. It is taught on a two-year rolling program to accommodate mixed aged classes; our French curriculum covers all of the relevant National Curriculum (2014) requirements for Key Stage two.

French is taught using published planning resources to ensure coverage across each subject over time and to support pupils in their acquisition of knowledge, vocabulary and skills in a well-thought out and progressive manner. The scheme of work focuses on developing ‘language detective skills’ and developing an understanding of French grammar, and key vocabulary rather than on committing to memorising vast amounts of French vocabulary.

Pronunciation is emphasized early on using our Mouth mechanics videos to support pupils with phoneme pronunciation in French.

A blocked curriculum approach has been implemented in the school to ensure coverage and progression across a number of curriculum areas.

The acquisition of knowledge in French is achieved through a range of high quality and engaging learning opportunities. French lessons are designed to provide our pupils with the scaffolding required to access the learning at all levels. Teachers ensure that any form of differentiation is appropriate and does not place a glass ceiling on learning for any child, no matter their ability or needs. We recognise that not all learning needs to be captured in written form. Whole class books, videos or sound recordings, photographs and observed conversations are often just as valuable in demonstrating understanding.

Impact – What is the impact of our curriculum on the students?

Cultural capital opportunities are enriching the lives of the children and they are beginning to be able to discuss how the experience impacts their knowledge and understanding. Children of all abilities and backgrounds achieve well in French. Children talk enthusiastically about their learning in French and are

eager to further their learning in the next stages of their education. There is evidence of good outcomes as shown in pupils' ability in French in the areas of oracy, literacy, intercultural understanding and their knowledge about the language. Their books and views reveal their enjoyment of the subject. These indicators reflect the impact of deep learning. Clear outcomes focus and French development plans guide and drive improvement. Through wider reading and experiences in French, children are beginning to gain an appreciation and understanding of the country and some of its historical links to other parts of the world and historical events.

Through high quality teaching, we develop the following characteristics in our French learners:

- The ability to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and expressing opinions.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speaking and reading aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- 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.