



## Subject Discipline: Languages (French)

### **Intent**

Learning a different language provides children with a window into different cultures, embedding awareness of different ways of life. This enables children to develop their understanding of our multicultural and diverse world, and respect for those within it. We intend to inspire a love of language learning, providing children with the necessary skills and encouraging them to develop a passion and curiosity. Once this foundation has been set in place, the skills can be applied to further study and used in future opportunities, throughout life and the workplace of the 21<sup>st</sup> century.

At Ranvilles, the children focus on the Modern Foreign Language of French. Through their learning, the children will develop their confidence in communicating in French, using both written and spoken forms. Building on core skills and knowledge regarding the structure of the language, the children will be able to openly express their opinions, specifically describe numerous aspects of their life and competently maintain conversations in French.

### **Implementation**

Our languages curriculum is aspirational. It is biased and shaped to meet the individual, contextual and holistic needs of all pupils. Formative assessment is used constructively to secure ambitious objectives, supporting learners to maximise their abilities.

At Ranvilles, our French lessons include six strands that run across the Key Stage. These are: speaking and pronunciation; listening; reading and writing; grammar; intercultural understanding and language detective skills. The French units cover these strands, as well as the National Curriculum attainment targets. Additionally, the skills and knowledge that are taught within each year group are sequentially taught to ensure that attainment targets are securely met by the end of Key Stage 2. The spiral curriculum, in which key skills and vocabulary are revisited with increasing complexity, ensures that pupils to revise and build on their prior learning from previous years.

Lessons include a range of teaching activities, including independent tasks, paired and group work. Throughout the learning, there is a focus on 'language detective skills' and developing a deeper understanding of the French language and grammar. These are created with all children in mind, so that everyone is able to access and enjoy every lesson. French learning can also be incorporated into the classroom environment throughout the week, outside of the weekly lessons, with bitesize grammar and pronunciation-focused sections. French vocabulary, along with English translations and images to aid understanding, is also displayed around the school, labelling key spaces on site and encouraging practise and knowledge retainment.

## **Impact**

Knowledge, built in the discipline of Languages, is utilised in the Ranvilles SMSC 'Big Debate' at the end of a half term. The Big Debate connects key subject disciplines. Learners draw on the knowledge and skills explored in French to: **S**equence ideas, **T**hink critically, **A**rticulate precisely, **R**espond respectfully and **S**ynthesise collaboratively. This process enables learners to positively push new boundaries in exploring the world. They also understand and appreciate the developmental knowledge and skills required to gain a life-long linguist.

The impact of Languages teaching at Ranvilles can be carefully monitored through both formative and summative assessments. Summative assessment is used carefully to evaluate success and plan to meet future needs. At the beginning of each lesson, there is an opportunity to revisit previous learning enabling the teacher to assess knowledge, revise and consolidate and integrate this with new learning. The languages curriculum is biased and shaped to reflect the pupils needs mindful of age-related expectations. Our assessment tracking procedures enable staff to maintain clear records of pupils' progress throughout each year group and as they move up through the school. Internal transition builds on knowledge outcomes and builds on professional expertise to benefit the pupils.

Through our implementation of lessons and phonic practice, pupils will leave Ranvilles equipped with a range of language-learning skills to enable them to continue with their French learning, or learn a new language of their choice, with confidence, in Key Stage 3.

When leaving Ranvilles, having gone through each year of French learning, the children will be expected to be able to engage in purposeful dialogue in practical situations. The skills of speaking and reading aloud with confidence, as well as reading unfamiliar words, phrases and short texts, will have become increasingly accurate, and will benefit their ability to demonstrate their understanding of spoken language through listening and responding appropriately. They will have the grammatical skills to identify word classes and apply the rules that they have learnt, and have an awareness of cognates and near-cognates, using these to tackle unfamiliar words in French, and other languages. As a result of their learning, they will be able to construct short texts on familiar topics, and can support themselves in their learning by competently using a bilingual dictionary. Accumulating these skills will enable learners to meet the end of Key Stage 2 expectations outlined in the National Curriculum for Languages.