

# Crich Junior School



# French

Our curriculum is designed using and extending the National Curriculum and conforms to the Equality Act and SEND regulations 2014, which ensures accessibility and inclusion to all children.

At Crich Junior School, our curriculum is designed to build on children's prior learning, provide meaningful and memorable learning experiences where our children are taught to be independent, confident and resilient learners.

Our curriculum has been designed to ensure that all children leave us with a wide body of knowledge, and the skills needed to be successful, lifelong learners with a real curiosity about the world around them.

The curriculum encompasses all the planned learning that is sequenced to promote learning, personal growth and development. Whilst fully including all statutory elements of the National Curriculum, our curriculum also gives our children the chance to explore a variety of additional 'enrichment' experiences, learning and opportunities to ensure all our children thrive and find their passion.

Our children are at the heart of every aspect of our curriculum. Developing the children's ability to learn more, know more and remember more is underpinned by quality first teaching of a broad body of knowledge and vocabulary. We provide engaging opportunities where children are immersed in independent problem solving techniques. We are committed to developing the whole child. Children have a strong awareness of their local community, their role within it and the value they bring to it. Children leave our school with a sense of belonging to an inclusive tightly-knit community where they have the confidence, knowledge and skills to make decisions, self-evaluate, and feel valued.

Our curriculum is based on the following key principles:

- A clear, shared vision of the knowledge and skills our children need to take advantage of future opportunities, responsibilities and experiences of later life.
- Commitment to a rich, varied, academic, practical problem-solving curriculum experience, which is inclusive for all our children.
- A curriculum that reflects the needs of the local community context.
- Planning and sequencing. Knowledge builds on previous learning.

Our Unique Intent:

- Practical Problem Solving rich curriculum
- Bushcraft, gardening, cookery, STEM technologies, local community projects etc
- Develop self worth
- Timetable designed to enable creative curriculum.

# I want to be:

**an independent  
learner**

**resilient**

**respectful and  
tolerant**

**knowledgeable  
and curious**

**happy**

**confident**

**a team player**

**creative**

**healthy and  
active**

**a problem  
solver**

**kind**



## Introduction

At Crich Junior School, we provide our pupils with a high-quality French provision in order to foster their curiosity of different countries and cultures around the world. Our teaching enables pupils to express their thoughts and ideas in another language (French) and to understand and respond to its speakers, both in speech and in writing. Our curriculum leaves children with a firm foundation for further learning in languages and it is our intent to foster creativity and cultural understanding in our children to enable them to grow into global, empathetic citizens for the future who can confidently communicate in both their native and possibly another language.

The National Curriculum state that children should be taught to :

- listen attentively to spoken language and show understanding by joining in and responding.
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- speak in sentences, using familiar vocabulary, phrases and basic language structures.
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- present ideas and information orally to a range of audiences.
- read carefully and show understanding of words, phrases and simple writing.
- appreciate stories, songs, poems and rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing.
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The National Curriculum for Languages aims to ensure that all pupils:

- 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.

## Intent

Early Start French offers a carefully planned sequence of topics ensuring progressive coverage of the skills required by the national curriculum, along with providing an introduction to the culture of French-speaking countries and communities. Our aim is to foster all our children's curiosity and help deepen their understanding of the world. The curriculum allows the opportunity for children to gradually build on their skills. Early Start French helps us to enable children to express their ideas and thoughts and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of our teaching is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers. Through our French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies, along with our intent to foster creativity and cultural understanding to enable them to grow into global, empathetic citizens for the future who can confidently communicate.

### **Characteristics of a Linguist:**

The confidence to speak with good intonation and pronunciation.

Fluency in reading.

Fluency and imagination in writing.

A strong awareness of the culture of the countries where the language is spoken.

A passion for languages and a commitment to the subject.

The ability to use language creatively and spontaneously.

An independence in their studies and the ability to draw upon a wide range of resources.

## Implementation

Throughout KS2, the children are taught French in single classes. The curriculum is delivered through the use of Early Start French and all National Curriculum requirements are met over a 4 year period. We use 3 modules which build on the children's knowledge and understanding of the language as well as a module about Morocco, all which offer an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures are built into the lessons. We are constantly challenging and expanding children's confidence with a particular emphasis on the spoken word and enjoyment of the language.

Each class studies 3 units per year, which develop their vocabulary, alongside new grammatical knowledge. We use videos, bilingual dictionaries, pictures, games and activities to build up their knowledge and love of French.

## Impact

We believe that by delivering an interesting and stimulating curriculum, French is enjoyed by all pupils across the school. Teachers have high expectations of all pupils in both their spoken and written work. All children are encouraged to ask and answer questions along with using new vocabulary and sentence structures. By providing a stimulating and progressive Languages curriculum, that encourages children to think and express themselves creatively, we are preparing all our pupils to be global citizens both now and in their future roles within the global community.

## French Curriculum Planning

At Crich Junior School, French is taught through a topic based approach as part of a creative curriculum. Topics are designed to engage and excite all our learners and ensure that all aspects of the curriculum are taught over a four year period.

## Progress, Achievement & Assessment

Children are monitored on a regular basis to check progress and all children are encouraged to take responsibility for their own learning, for example, discussions with the teacher about an area they would like to know more about within a topic. Children are encouraged to make personal assessments of their own work, through evaluating activities and identifying what needs to be improved. We also look back at prior learning with questioning, quizzes, etc to see if they remember what they have learnt, as well as to embed prior vocabulary. This varies slightly, depending on the year group. Children and adults are also able to recognise the progress being made by regular discussions with the teachers.

Assessment is an integral part of the teaching process. It is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback and marking is given to the children as soon as possible.

## Spiritual, Moral, Social and Cultural Development

**Spiritual:** MFL supports Spiritual development by getting the pupils excited about learning about the world around them and being curious about other languages and cultures.

**Moral:** MFL supports Moral development by encouraging pupils to recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language.

**Social:** MFL supports Social development by helping children understand how different cultures have and continue to impact Britain.

**Cultural:** MFL Supports Cultural development by encouraging children to appreciate the similarities and differences between Britain, France and other French speaking countries.

# French Long Term Plan 2022-23

	<b>Aut</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3/4</b>	Days of week & numbers 13-30 (units 14&13)	Birthday & dates (unit 13&14)	Pets (unit 9)
<b>Year 4/5</b>	The weather (unit 2.7)	Where do you live? (2.1)	Leisure (2.13)
<b>Year 6</b>	Morocco	Mini beasts (3.04)	At the Zoo (3.05)

Skill	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<p>Repeat words modelled by teacher, show understanding with an action</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>
Skill	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Use common phrases</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p>Engage in short scripted conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p>

Skill	Year 3	Year 4	Year 5	Year 6
<b>Writing</b>	<p>Copy simple vocabulary</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Children can write simple words and several short phrases from memory</p> <p>Children use understandable spelling.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>	<p>Adapt taught phrases to create new sentences</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling</p>
Skill	Year 3	Year 4	Year 5	Year 6
<b>Reading</b>	<p>Begin to recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p>	<p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p>	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of a piece of writing based on the current topic</p> <p>Read short passages and pull answer questions on what they have read.</p>	<p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>Can use a dictionary or word list.</p>
Skill	Year 3	Year 4	Year 5	Year 6
<b>Grammar</b>	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p>	<p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p>	<p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p>	<p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>