

At Chirton School we believe that learning another language provides children with opportunities to express themselves, and develop an appreciation of another culture which unlocks opportunities to engage with the wider world.



Intent – We aim to move children on from Chirton...



Having the confidence and enthusiasm to verbally communicate ideas and thoughts in French.



Expressing themselves in written French using key vocabulary and phrases.



Appreciating the culture, customs and history of French and the French speaking countries around the world.



Read French with some degree of fluency, recognising key vocabulary and phrases.



Taking a resilient and experimental attitude to learning languages forward in their lives in order to broaden their horizons.



Implementation – How do we achieve our aims?

Scheme of Work

To ensure a consistent approach to teaching French we use the Kapow Scheme of work as the basis for our teaching. This provides teachers with the ability to plan learning for mixed-age classes that builds progressively upon the grammar and vocabulary that children have already acquired. The scheme uses a spiral approach to teaching which ensures that themes and topics are built upon such as reusing the adjectives learnt in Faith Class once they have entered Courage Class. The complexity of the language the children are exposed to gradually progresses and they move from more oral repetition and vocabulary acquisition in the early stages of Faith Class into sentence and paragraph writing in Courage Class. In all areas of learning children are given opportunities to communicate for practical purposes around a range of familiar subjects and routines. For example, describing family members, naming items of transport, ordering food and drink. Cross curricular links are made across the units to allow children to make connections and apply their language skills in other context and to other areas of learning.

6 Key Strands of Learning

All of the learning throughout the French curriculum is taught with six key strands running throughout:

- Speaking and Pronunciation
- Listening
- Reading and Writing
- Grammar
- Intercultural Understanding
- Language Detective Skills.

The focus on our teaching is on developing the skills to learn a language and on being a 'language detective' who can identify similarities in vocabulary, grammar and sentence structure. This, as opposed to learning and memorising vast quantities of subject specific vocabulary, will enable children to develop the skills necessary to continue developing their understanding of French and provide a firm foundation for other language learning.



Implementation (continued)

CrossCurricular

Children are exposed to key French vocabulary in other key subjects in a 'drip feed' approach across the week. For example, counting the number of children in class in French rather than English, giving basic classroom instructions in French, identifying French speaking countries in geography lessons. This enables children to continue to develop and consolidate their knowledge and understanding outside of the designated French lesson.

SongsandStories

To expose the children to the rich culture and language that French offers stories and songs are interwoven across the French curriculum. Each term children are taught a new song and are encouraged to unpick the language, join in with increasing fluency and accurate pronunciation and explore the patterns and sounds of the language. The songs are carefully selected to either link closely with the content being taught as an additional way to develop language acquisition or to fit contextually with the time of year taught and to expose children further to the French culture (such as singing songs in French during our annual carol service). Children are also exposed to a wide range of stories, some well known stories such as 'The Hungry Caterpillar' which have been translated into French and other stories that they are encouraged to retell themselves using the Story Maker approach.



Impact: How will we know we have achieved our aims?



Pupils are able to engage in purposeful dialogue in practical situations, speaking and reading aloud with confidence.



Pupils make increasingly accurate attempts at reading unfamiliar words, phrases and short texts and are developing the ability to comprehend what has been written.



Pupils will demonstrate an understanding of spoken language by listening and responding appropriately.



Pupils will be able to construct and present short texts on topics that are familiar to them with increasing accuracy.



Pupils will make links between the sound, spelling and pronunciation of a growing range of vocabulary.



Pupils will understand that they can broaden their vocabulary by using a bilingual dictionary and will be able to do this with increasing confidence and accuracy.