

The Federation of Skelton Newby Hall and Sharow C of E Primary Schools

Intent, Implementation and Impact Statement for French

Subject Leader – Lauren Copperthwaite

Intent -

- Children develop a lifelong love of language learning and make substantial progress in French over their time in KS2.
- They develop an understanding of another culture and can make comparisons between France/England and French/English.
- Speaking and Listening: Children are able to speak rehearsed French confidently, moving from individual words to simple and then compound sentences; they are able to speak spontaneous French with increasing confidence, applying the vocabulary and sentence structures they have become familiar with.
- Writing: Children are able to write vocabulary and construct written sentences in French.
- Reading: Children are able to recognise and understand words and increasingly complex sentences in French; they can attempt the pronunciation of unfamiliar words.

- **Key Stage 1**

Knowledge	Skills
N/A	N/A

- **Key Stage 2** Vocabulary Grammar Phonics Language links Geography and culture

Knowledge	Skills
<ul style="list-style-type: none"> • Recognise, pronounce and recall vocabulary relevant to the topics covered (following the North Yorkshire Scheme of Work). • Know and make use of vocabulary that can be applied to any topic e.g. conjunctions, prepositions, verbs, adjectives, intensifiers (très-very) and mitigators (assez – quite). • Know how to construct sentences including position of different adjectives; use of conjunctions. • Become familiar with French phonics, including accented letters. 	<ul style="list-style-type: none"> • Develop oral, aural and reading skills. • Use intonation to convey or infer meaning. • Present and perform • Use a dictionary (both the French to English side and the English to French side) to find meaning of new vocabulary and discover new words. • Apply knowledge of grammar such as masculine and feminine (this is relevant for learning other languages too), and the impact on the spelling and pronunciation of vocabulary when pluralised. • Apply French phonics, including accented letters, to make reasonable attempts to pronounce and spell new words.

<ul style="list-style-type: none"> • Know the relationship between French and English; know that some words are related through borrowing or shared origins so they are cognates or near cognates; know that some borrowed French words retain their spelling rules e.g.: blond/blonde and fiancé/fiancée. • Know about another culture and relevant aspects of physical and human geography. 	<ul style="list-style-type: none"> • Use cognates and near cognates to unpick sentences containing unfamiliar vocabulary. • Be aware of false cognates • Draw comparisons between French and English. E.g. the position of the adjective/ gendered nouns/ masculine, feminine and plural suffixes. • Recognise French spelling patterns in English words e.g. words ending –gue. • Be able to communicate, empathise with and understand a wider range of people.
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Implementation -

Key Stage 1 N/A

Key Stage 2

- French lessons are prepared, resourced and delivered for one hour every week by a peripatetic languages teacher (Madame Heap).
- The teaching of MFL on an ongoing basis, rather than as a block as the other foundation subjects are within our 'blocked curriculum', allows for the regular practice and repetition that are required for effective language learning.
- French is taught as a two-year rolling programme to reflect the mixed-age setups across the federation.
- Class teachers are provided with the scheme of learning at the beginning of the year; half-termly overviews and assessment data are shared by Madame Heap throughout the year to ensure staff are kept informed about the progress and attainment of the pupils in their class.
- Lessons offer pupils regular opportunities to engage with listening to and speaking in the target language, including through classroom exchanges like the giving and receiving of instructions or requests.
- Pupils have French exercise books to record their learning and develop their reading and writing skills.
- Pupils have individual Duolingo accounts to encourage them to engage with language-learning beyond the lesson and support the development of their vocabulary acquisition, as well as their speaking, listening, reading and writing skills.

Impact –

Key Stage 1 N/A

Key Stage 2

- Children will be able to discuss their historical and current learning from French lessons.
- Madame Heap and pupils will be able to refer to previous learning as a foundation upon which to build the new learning, both within and across French units.
- Pupils will be able to use – and demonstrate a good understanding of – the vocabulary covered in previous and current learning. They will be able to use key words and phrases, such as conjunctions, pronouns, and high-frequency verbs, to connect the vocabulary covered in any unit and construct sentences with increasing independence.
- Evidence of understanding and progress (reading and writing) will be in French exercise books.
- Termly assessments done by Madame Heap will demonstrate children's progress and attainment in French.
- The progression documents used for assessment will track where children are working within the MFL curriculum (WTS/EXS/GDS).