

## Subject Statement

### INTENT

Torriano Primary School uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious French curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their French learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. 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.

At the end of Key Stage 2, children are given the opportunity to visit Paris on a four day residential trip to apply the language skills they have learned and immerse themselves in a different language and culture.

### KNOWLEDGEABLE LEARNERS

- The French curriculum will be continuously updated and reviewed, creating a dynamic programme of study. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase
- The curriculum reflects the aims and content of the National Curriculum.
- The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way. This will enable children to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.
- Children will build on previous knowledge gradually as their lessons recycle, revise and consolidate previously learnt language whilst building on all four language skills:
  - listening
  - speaking
  - reading
  - writing
- All children including those who have SEND or are disadvantaged are supported to fully access the French curriculum. This includes additional adult support, adapted resources and the use of visual supports.



### CONFIDENT COMMUNICATORS

- We intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people.
- Children will know that, in a multilingual society, it is a valuable skill to be able to communicate effectively with others in another language.
- Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.
- Children will be engaged and prepared to continue language learning at secondary school.



### ACTIVE CITIZENS

- Learning to speak another language enables children to live in a global world. When children leave Torriano Primary, they will have a natural curiosity and confidence to explore other countries, cultures and languages.
- Lessons are contextualised to make them purposeful to ensure that children understand how it can explain and impact the world around them.
- All children will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a new language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.
- Finding out about the traditions and beliefs of another culture will support an ethos of acceptance and respect for difference.



### IMPLEMENTATION

- All classes will have access to a very high-quality foreign languages curriculum which shows clear progression.
- A language specialist is the curriculum leader for French across the federation.
- Children have weekly lessons in French throughout Key Stage 2.
- Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.
- Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.
- Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.
- Teachers use a Progression Map and Grammar Grid to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge: Grammar is integrated and taught discreetly throughout all appropriate units.
- Pupils will be aware of their own learning goals and progression with a child friendly overview so that all children can review their own learning at the start and at the end of each unit. They will know and will be able to articulate their learning.

In addition to following the lessons provided in the Language Angels scheme of work and resources, the school also do some of the following:

- Foreign language celebration assemblies.
- Story readings with French-speaking community members.
- School celebrations of national days from the French-speaking countries (e.g. Bastille Day, boules competition across the federation).
- Collaboration with other schools (competitions, video logs, pen pals) to encourage using acquired skills in real-life situations.
- Collaboration with French-speaking companies (theatre groups, cinemas etc. ) to further encourage using acquired skills in real-life situations (e.g. BFI film trip)

## IMPACT

- Pupil learning and progression is assessed at regular intervals.
- Teachers will aim to assess each language skill (speaking, listening, reading and writing) regularly to be able to provide reference points against which learning and progression in each skill can be demonstrated.
- The opportunity to assess children's learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit.
- Other forms of assessments are encouraged: video recordings, self-assessment grids.
- Monitoring processes, such as book looks, track the progression of children using their French skills and practising the recall of key knowledge.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>LISTENING</b>			<p>Explore the patterns and sounds of language through songs and rhymes.</p> <p>Link to spelling, sound and meaning of specific words Join in with actions to accompany familiar songs, stories and rhymes</p> <p>Repeat words modelled by teacher, show understanding with an action</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Say a simple rhyme from memory; join in with words of a song or storytelling</p> <p>Pick out known words in an 'authentic' conversation</p>	<p>Listen more attentively and for longer</p> <p>Listen to and appreciate poems, songs and rhymes in the language.</p> <p>Follow text in the songs, identifying words.</p> <p>Listen to 'authentic' conversation, picking out familiar phrases and sentences</p> <p>Begin to show understanding of more complex sentences in 'authentic' conversation,</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and appreciate stories and poems in the language. Identify patterns of language</p>

					picking out specific vocabulary	and link sound to spelling
<i>SPEAKING</i>			<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Communicate with others using simple words and short phrases</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Name objects and actions and link words with a simple connective</p>	<p>Ask and answer questions with a rehearsed response using appropriate intonation</p> <p>Communicate with others with improved confidence and accuracy.</p> <p>Use common phrases</p> <p>Use description words e.g. colours, size</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Learn to incorporate a negative reply</p>	<p>Begin to use action words</p> <p>Ask and answer more complex familiar questions with a scaffold of responses</p> <p>Ask for clarification and help</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity</p>	<p>Engage in short scripted conversations</p> <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Express opinions in short conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p>
<i>WRITING</i>			<p>Copy simple vocabulary</p> <p>Attempt to write taught vocabulary (single words) from memory</p> <p>Attempt to write simple phrases from memory</p>	<p>Attempt to write simple, short taught phrases from memory</p> <p>Write simple, short taught phrases from memory</p> <p>Write simple, short taught sentences from memory</p>	<p>Write taught sentences from memory including questions and responses</p> <p>Learn to manipulate the language and be able to substitute words for suitable alternatives.</p> <p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p>	<p>Present ideas and information in writing to an audience</p> <p>Adapt taught phrases to create new sentences</p> <p>To write a series of extended sentences</p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</p>
<i>READING</i>			<p>Read familiar words and short phrases accurately</p>	<p>Read aloud short pieces of text applying phonics knowledge.</p>	<p>Understand longer passages in French and start to decode meaning of unknown</p>	<p>Be able to tackle unknown language with increased accuracy by applying phonics</p>



			<p>by applying phonics knowledge.</p> <p>Understand the meaning in English of short words read in French</p> <p>Begin to recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p>	<p>Understand most of what we read in French when it is based on familiar language.</p> <p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases begin to show understanding of more complex written phrases</p>	<p>words using cognates (similar words) and context.</p> <p>Increase knowledge of phonemes and letter strings using phonics knowledge.</p> <p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of simple writing</p> <p>Practice using a dictionary to find the meaning of unknown words</p>	<p>knowledge, including awareness of accents, silent letters etc.</p> <p>Use a dictionary to understand the definition of unknown words</p> <p>Practice reading longer texts aloud, containing taught phrases and vocabulary.</p> <p>Present ideas and information orally to an audience</p>
GRAMMAR			<p>Use un/une with nouns to identify gender</p>	<p>Use I and you</p> <p>Use adjectives with nouns - Introduce simple adjectival agreement</p> <p>Be able to form positive and negative versions of phrases. e.g. j'aime/ je n'aime pas</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles.</p> <p>Begin to use verbs in the first person e.g. Je fais (I do/make)</p>	<p>Consolidation of earlier grammar work</p> <p>Begin to use verbs in the second and third person</p> <p>Start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives.</p>