



## French Curriculum Offer

<b>Intent</b>	<p><b>Purpose:</b> Pupils know that they learn to speak French to communicate with French speaking citizens. They understand that they need to be able to learn the four skills of listening, reading, speaking and writing to learn French effectively.</p> <p><b>Relationships:</b> Pupils learn where French is spoken and the location (in maps and on a globe) of French-speaking countries. Pupils learn about key events (festivals) and places in France, and how they differ to key events and places in Britain. French art and artists are referenced and translations of familiar stories are read to the pupils.</p> <p><b>Impact:</b> Pupils are able to converse with each other in French, read and write words, phrases and sentences in French and can understand spoken French. Pupils learn about how French culture differs from their own (food, schooling, festivals).</p> <p><b>Metacognition:</b> Pupils understand that learning to speak a foreign language means that they need to speak aloud in a variety of situations, asking and answering questions and giving their opinions. Pupils who are reluctant to speak aloud as individuals are given the opportunity to converse in small groups, with a partner or with a teacher until they gain the confidence to speak in front of the class. Pupils understand that repetition is key to learning to speak French and that learning is repeated several times during KS2.</p> <p><b>Experiences:</b> Pupils are encouraged to share their own experiences (holidays to French-speaking countries and how they used their skills and knowledge to communicate with others. Books, stories, songs and videos are shared with the class. Several 'French' days have been held to immerse the pupils in French language, culture, music and food. The whole school is involved in these events to introduce EYFS and KS1 to the French language.</p>
<b>Implementation</b>	<p>French is planned using the Bracknell Forest Scheme of work, which was developed with the introduction of the 2014 curriculum, as a starting point; however, topics have been adapted to suit the interests of the learners. Learning is personalised by adapting activities to suit the ability of the learners e.g. pupils who have difficulty writing will focus less on this skill and more on the oral skill.</p> <p>Assessment in LKS2 is based more on the oral and listening skills of the pupils than the written skills (most vocabulary and sentences are copied at this stage to familiarise the pupils with how the words look and how they are spelt). In UKS2, writing, spelling and reading as well as oral skills, including pronunciation, are teacher-assessed.</p> <p>A pupil is considered to be GDS if they are able to recall all taught vocabulary and grammatical rules and apply these independently in new or</p>



	<p>unfamiliar situations. Pupils self-assess constantly, especially with their oral work, and are given the opportunity to revisit, practise and improve.</p> <p>Key skills such as reading and writing are used when recording learning and accessing new and key information, both in English and French. Oracy skills are practised throughout French lessons, providing opportunities for pupils to discuss and share ideas in the form of group work, class conversations and hotseating.</p> <p>Subject leaders have a high standard of subject knowledge, support the teaching of their subject and ensure that staff feel confident to teach this area of the curriculum.</p> <p>Key concepts and topics are chosen for their relevance to pupils' lives and are revisited throughout KS2.</p>
<b>Impact</b>	<p>Pupils understand the importance of being able to communicate with non-English-speaking citizens.</p> <p>Pupils feel confident about learning to speak a foreign language and will often take their learning out of the classroom, showing their enjoyment and passion for the subject.</p> <p>Pupils learn everyday vocabulary that is relevant to them (e.g. school, sports, hobbies, family, animals) which means that they are able to understand and relate to the subject matter, and they are able to voice opinions, likes and dislikes.</p> <p>Pupils show their ambition for learning to speak a foreign language by their constant curiosity and quest to find, use and understand new vocabulary.</p>