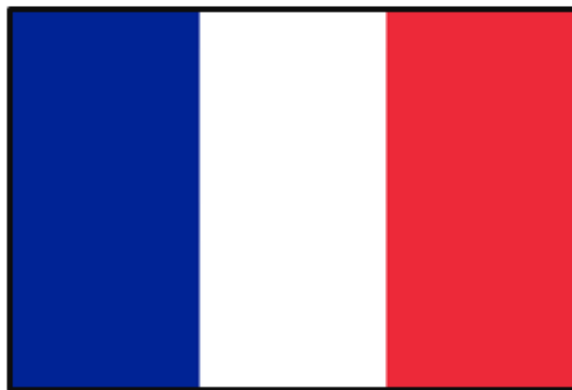




How French is taught at
Swindon Village Primary School



Intent, Implementation and Impact

French at Swindon Village Primary School

Curriculum Intent

SVPS has designed a French curriculum for Year 3 – 6 which allows children to gain a broad and full understanding that is outlined in the National Curriculum.

Our curriculum inspires pupils to be able to communicate with each other about topics that are relevant to their experiences.

We offer a range of ways to learn the subject so that it is interesting and enjoyable. This will aim to deliver lessons that:

- help the children understand and respond to spoken and written language from a variety of authentic sources
- help the children 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
- help the children to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- help the children to discover and develop an appreciation of a range of writing in the language studied

Children's skills will be developed in line with a clear skills progression found in the curriculum document online. This document [\(click\)](#) enables the children to develop new skills each year and covers all strands of the NC.

The National Curriculum Expectations are:

The focus of study in modern languages will be on practical communication. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

- 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 Languages – key stage 2
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neutral 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.

Curriculum Implementation

Throughout their time at SVPS, children will cover a wide range of exciting topics. They will have learnt and developed the words and phrases in accordance with the SVPS skills progression document. This allows the children to acquire and develop their vocabulary appropriate to their year group and also ensures progression throughout the school.

This is how it works in Year 3 – 6

- planning is based on a progressive curriculum, but previous assessments give a starting point for individuals.
- Planned teaching for at least three hours per half term, in some year groups this is broken down to 10 x 30-40 minute lessons, in others the teaching is taught in blocks.
- Start each session with speaking and listening revision of language learned previously.
- Teach language based on familiar areas – the home, food, meeting people, familiar songs and stories.

Teachers are expected to:

Teach a progressive curriculum with areas of vocabulary revisited and built on each year. Our curriculum has a clear progression in core skills of reading, writing speaking and listening.

- Planning documents give clear guidance on ways to teach and revise speaking and listening.
- In year groups, teaching is timetabled to make use of staff expertise and skill to ensure that children have access to high quality teaching.

SVPS ensures that all children can access learning in French by:

- Adjustments of task
- Small group or 1:1 support where and when necessary
- Afl strategies used in the classroom to assess children's learning and adapt teaching or tasks where necessary
- Providing additional activities to challenge children
- Power points that show how to pronounce the French words, next to the English word.
- Displays that have vocabulary that the children have recently learnt, this changes each term to match their current learning.

SEND or EAL children are supported at SVPS by:

- Seating children alongside good role models to support one another
- Providing visual or practical prompts
- Teaching lessons using a variety of techniques to appeal to different learning styles such as visual, auditory, kinaesthetic

Curriculum Impact

All children in the school will be able to speak confidently about their French learning, skills and knowledge. They will have a good depth of knowledge about the topics studied and will be able to apply this knowledge and skills to their learning in the future.

Children engaged in French learning are:

- Engaged and enthusiastic learners
- A variety of techniques used to encourage active engagement – games, role play and songs.
- Engagement and perseverance
- Self-motivated children
- Children talking about, sharing and reflecting on their learning

At SVPS we know our children are doing well by:

- Teaching lessons which are planned skills progression document and prior learning
- Marking and feedback
- Book scrutiny and pupil interviews
- At the end of each year the skills are highlighted according to whether a child has demonstrated that they have met a skill and a summary judgement is made of whether the child is Working Towards, Working At or Secure in the skills for their year group.

Children at SVPS will become excited about the French they are learning. They will gain an insight on the similarities between the two countries. Children will also develop a confidence in their ability to communicate orally and in their writing of French.