

## 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"><li>• Recognise, pronounce and recall vocabulary relevant to the topics covered (following the North Yorkshire Scheme of Work).</li><li>• 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).</li><li>• Know how to construct sentences including position of different adjectives; use of conjunctions.</li><li>• Become familiar with French phonics, including accented letters.</li></ul>	<ul style="list-style-type: none"><li>• Develop oral, aural and reading skills.</li><li>• Use intonation to convey or infer meaning.</li><li>• Present and perform</li><li>• 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.</li><li>• 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.</li><li>• Apply French phonics, including accented letters, to make reasonable attempts to pronounce and spell new words.</li></ul>

<ul style="list-style-type: none"> <li>• 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.</li> <li>• Know about another culture and relevant aspects of physical and human geography.</li> </ul>	<ul style="list-style-type: none"> <li>• Use cognates and near cognates to unpick sentences containing unfamiliar vocabulary.</li> <li>• Be aware of false cognates</li> <li>• Draw comparisons between French and English. E.g. the position of the adjective/ gendered nouns/ masculine, feminine and plural suffixes.</li> <li>• Recognise French spelling patterns in English words e.g. words ending –gue.</li> <li>• Be able to communicate, empathise with and understand a wider range of people.</li> </ul>
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### **Implementation -**

**Key Stage 1** N/A

### **Key Stage 2**

- French lessons are prepared, resourced and delivered for 30 minutes every week by a competent linguist in school.
- 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 kept informed about the progress and attainment of the pupils in their class where they do not teach the class themselves.
- 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 in which they are given opportunities to develop their reading and writing skills. For the first term of every year, the focus is on developing their competence in the oral and aural aspects of language learning to ensure they have a secure foundation upon which to develop their skills in reading and writing French. They also learn to read some key phonic sounds.
- 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.
- The teacher and pupils will be able to refer to previous learning and how it has created 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 phonics, vocabulary and structures 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 in reading and writing will be in French exercise books.
- The progression documents used for assessment will track where children are working within the MFL curriculum (WTS/EXS/GDS).