

## Askwith Primary School

### Modern foreign languages rationale

"A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries." (National Curriculum 2013)

Intent	Implementation	Impact: to be reviewed at the end of the year
<p>Through children learning a foreign language it should help to develop their understanding of the world. French is broken down into four sections; listen, speak, read and write, all four areas will be covered each year but the topics will be on a two year programme.</p> <p>The French ladders are for Key Stage 2 and are split into two groups, year 3/ 4 and 5/6. The Year 3/ 4 children will be heavily weighted towards developing the skills to listen and speak French. Whereas the Year 5/6 children will be more weighted towards reading and writing in French.</p> <p>By the end of year 6 children should know, apply and understand the skills and processes within French.</p>	<p>Have a balanced curriculum that is sequenced appropriately in order to develop the attributes and qualities needed to understand and participate in French.</p> <p>This will be shown through the planning and the planning ladders.</p> <p>French is divided into four parts; it will be taught in lessons and will be built upon throughout each year (see ladders). Topics covered in each year group will be on a rolling programme.</p>	

\*Possible topics within French; food, animals, weather, body parts, family, hobbies.

### Substantive and disciplinary knowledge in modern foreign languages

**Substantive knowledge** in French will be based on the knowledge of how to listen, speak, read and write in the language. Whereas the **disciplinary knowledge** in French will be their interpretation of the language and through the children's choice of what they would like to read, talk about and write about in French and how to present it.

## **Creativity**

Creativity within French will be divided into 'Big C creativity' which is shown through the arts and drama that benefits others and 'Little c creativity' which is unique to them and is shown through making connections, problem solving and creative thinking. **Big C creativity** in French will be through role play, posters or information sheets. Whereas **little c creativity** in French will be through making connections between their own language and others, thinking about the differences between other countries and attempting their own ideas and learning from their mistakes.

## **British Values**

Within French the British Values that will be focussed on are respect and tolerance as children will need to understand the differences between other cultures and languages. This will help to support the context of Askwith as the monoculture is a barrier with few children being EAL.

## **Assessment in modern foreign languages**

Assessment in French will not be very formal or as regular as other subjects. It will consist of a prior knowledge quiz outlining any misconceptions the children have which will be addressed immediately. There will then be a post assessment two weeks after to show the progression of children. Children will then recall their knowledge regularly within their day to day lives as they will be encouraged to speak in French as well as English at school.

**Reviewed May 2019**