

Askwith Primary School

Modern foreign languages rationale:

'Learning a language is 'a liberation from insularity and provides an opening to other cultures'. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life.' (Ofsted 2021)

Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the pupil's mind and the 'could dos' or the teacher behaviours that alter the states in the pupil's mind. In French, we recognise the 'must haves' as the alteration to long-term memory that allows pupils to retrieve knowledge fluently, and to have a positive self-image as a learner. We recognise the 'could dos' as sequenced lessons in French of the essential knowledge; the explicit teaching of vocabulary, grammar and phonic knowledge which go hand in hand. The fundamental role of French at Askwith Primary School lies in enabling 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 pupils to communicate for practical purposes. It should foster pupils' curiosity and deepen their understanding of the world. (National Curriculum 2013). At Askwith Primary School, we believe that all pupils' education begins in Early Years. Our progression document shows the sequential steps of essential knowledge to be acquired from Reception to Year 6. Our intent is that the children know more, remember more and therefore do more. To this end, it is vital that building our pupils' characters so that they are responsible, respectful, resilient and robust is an embedded part of our ethos which permeates all aspects of our school and wider curriculum.

French Curriculum: intent and implementation 2022-2023

Intent	Implementation
<p>All knowledge is embedded from 2021-2022</p> <p>The planning, teaching and assessment of the French curriculum is informed by the nine principles of cognitive science (Daniel Willingham)</p> <p>All staff have an up-to-date knowledge of dialogic/cognitive science principles throughout the school</p>	<ul style="list-style-type: none"> • Daily deliberate practice of connected knowledge/ high frequency/topic based vocabulary • Knowledge checks to identify gaps/misconceptions • Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking • Working memory capacity and the alteration of long -term memory is considered when planning and teaching (planned thinking time, checks) • Connected knowledge, particularly knowledge of vocabulary, phonics and grammar are built upon to deepen understanding • Training programme for all staff • Series of lesson studies for Tas

<p>Monitoring and evaluation continues to be robust and role of TAs developed in this process</p>	<ul style="list-style-type: none"> • Drop-ins planned • Recordings analysed
<p>French is taught throughout the school through deliberate practice in a supportive environment which enables pupils to improve their fluency leading to mastery and an alteration to their long-term memory</p>	<ul style="list-style-type: none"> • Curriculum meets the needs of all pupils; pupils are provided with the appropriate level of challenge • Pupils to regularly articulate how they know more, remember more and therefore do more • Instil a growth mind-set ethos by talking about successes and failures in terms of effort not ability • Pupils to practise using French daily to build fluency and automaticity which will build confidence
<p>The curriculum is balanced and sequenced appropriately in order to develop the attributes and qualities needed to understand and participate confidently in French and reach end of key stage expectations</p>	<ul style="list-style-type: none"> • All teachers involved in planning to ensure smooth transition between key stages
<p>Oracy is taught deliberately, explicitly and systematically across the school and throughout (Quality of Education 2,3,4)</p>	<ul style="list-style-type: none"> • Family group focus - children to discuss learning in French
<p>Writing is valued in French</p>	<ul style="list-style-type: none"> • Transcription opportunities are planned into each unit
<p>In the early years, pupils predominantly learn French through speaking and listening As pupils progress through KS2, they learn French through listening, speaking, reading and writing</p>	<ul style="list-style-type: none"> • Planned chants/songs • Clear progression in phonics: • when to teach differences between English sound-spelling correspondences and those in French • planned practice and review of phonemes and how these link to graphemes • how small differences in sound can unlock meaning for pupils • Strong verb lexicon being built systematically
<p>Further develop pupils' understanding of how feedback contributes to knowledge build up</p>	<ul style="list-style-type: none"> • Work scrutiny focuses on examples of high quality feedback • Pupil discussions re: how is the feedback helping them?

and positive attitudes to learning	<ul style="list-style-type: none"> • Pupils present the impact of feedback to parents/governors • CEO/governors question pupils on the impact of feedback
Enhancements/leadership opportunities reflect needs 2022-2023 including living in modern Britain	<ul style="list-style-type: none"> • Increase leadership opportunities in French in KS2
Further develop pupils' readiness for their next steps	<ul style="list-style-type: none"> • Establish French links from KS3 IGS and PHGS re: transition • Questionnaires to Y7 pupils • 'Life in France' days throughout the year enable all pupils to be immersed in French traditions and culture
French rationale is updated where relevant	<ul style="list-style-type: none"> • Evidence informed practice continues to inform effectiveness of French rationale

SMSC in French

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the French curriculum.

Spiritual education in French is developed when looking at different traditions and cultures and appreciating how others live. Pupils have a sense of fascination when linking their own language to another language and exploring the new words and phrases. Pupils get excited about learning a new language. All pupils are at the same starting point and it allows them to build a foundation for their next step in MFL.

Their **moral** education in French is through their recognition of the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Pupils are learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.

Socially, French allows rich opportunities for pupils to interact socially and proactively use the target language either through pair or group work. Pupils are encouraged to use each other as a learning tool and develop social strategies for dealing with mistakes.

Cultural education in French allows pupils to begin to appreciate the similarities and differences between France and Britain.

Vocabulary in French

Our dialogic approach is integral to our practice. All classrooms are language-rich and support children to develop their bank of vocabulary and language. The vocabulary for each unit of knowledge is identified and pre-planned including previously taught vocabulary and current vocabulary.

Knowledge in French

Substantive knowledge in French is based on the acquisition of the knowledge of how to listen, speak, read and write in the language.

Why this? Why now?

The rolling programme of units of knowledge allows for mixed year classes to acquire essential knowledge over two years (year A and year B). The curriculum is ambitious for all pupils; appropriate challenge will be provided to meet needs.

The units of knowledge are deliberately chosen to enable pupils to build language knowledge which is relevant to them and which they could practise in real-life situations if visiting France.

Stretch and Challenge

Dame Alison Peacock tells us in her book *Assessment for Learning without Limits*, we can get it very wrong when "false, limiting assumptions are made about children's capacity to learn."

There is no national definition of 'most able'. Abilities are not fixed and the situation is always fluid. In every primary classroom, there will always be a wide range of abilities that change over time. We believe, therefore, that when 'stretching and challenging' our pupils, it is vital to do so within an ethos of high expectation and knowing our pupils well. This enables our planning to be focused and therefore effective in meeting the needs of all pupils.

Creativity

Children develop creativity in French through connecting prior knowledge to new knowledge and adapting this to create new sentences and therefore build dialogue.

Fundamental British Values

Fundamental British values are interwoven through all aspects of French teaching. Pupils learn about French life, culture and customs.

Assessment in modern foreign languages

Children are assessed prior to a unit of French beginning and the lessons are planned based on the outcomes of these checks. This also gives children the opportunity to demonstrate any connected knowledge held in their long-term memory. Children continue to recall their knowledge daily, in short bursts, to ensure an alteration to long-term memory. They will also be assessed at set intervals after the end of a unit in order to recall this knowledge and to ensure that the knowledge has been fully embedded in their long-term memory.

In the academic year 2022-2023, the previous year's learning will be deliberately practised daily. End of topic assessment takes place approximately two weeks after the end of the topic. Two further knowledge checks take place approximately six weeks and then twelve weeks later in order to ensure that the knowledge is embedded in the children's long-term memory. Work from each year group will be moderated by staff to ensure that there is a progression in knowledge and that children are meeting their endpoints.

Enhancements in French

Each year, KS1 and KS2 children can access a French extra-curricular club which provides them with the opportunity to enrich their language learning. In addition to this, planned 'Life in France' days throughout the year enhance the knowledge and cultural capital of all of our pupils.

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