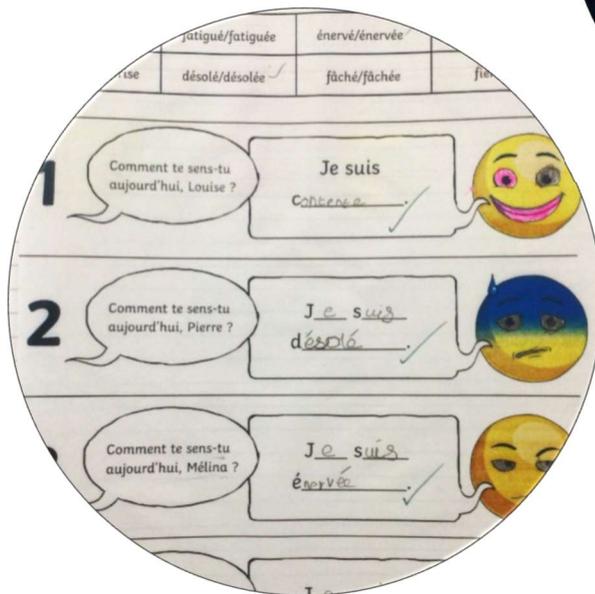




How we teach French



This document outlines: the intent and rationale behind our French curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the French curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children are inspired to want to learn another language. We aim to instil a love of language learning and an awareness of other cultures.	Children enjoy learning to communicate in French and being able to speak in another language. They are encouraged by being given regular stimulating and enjoyable lessons which build confidence and promote the skills of listening, speaking, reading and writing.	Children to have the knowledge, skills and understanding of both spoken and written French. They have the confidence to speak in French and understand how important other languages can be in their future.

At Godmanchester Bridge Academy we follow the Kapow Primary French scheme of work, which aims to provide all of our children in Key Stage 2 with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Our current MFL is taught in French. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and an understanding of France and the French culture.

Our French scheme of work supports pupils to meet the national curriculum end of Key stage 2 attainment targets.



The French scheme of work is designed with three knowledge strands that run throughout our units with knowledge building cumulatively. These are: [Phonics](#), [Vocabulary and Grammar](#).

This knowledge can then be applied within our skills strands, which also run throughout each unit in the scheme:

- [Language comprehension \(Listening and reading\)](#)
- [Language production \(Speaking and writing\)](#)

Through our French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

The scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, and key vocabulary rather than on committing to memory vast amounts of French vocabulary. Pronunciation is emphasised early on using our Mouth mechanics videos to support pupils with phoneme pronunciation in French.

All Pupils:

- access an adapted differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- are named on each lesson seating plan so that pupils are known to staff and a feeling of each pupil having their own place in the community is fostered.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.
- receive feedback in lessons that results in further progress across the curriculum.

Some Pupils Need:

- verbal and written scaffolding to ensure that pupils have a clear understanding of the expectations.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- one-to-one interaction and targeted intervention by the teacher.
- different font sizes, cloze activities, writing or speaking frames to support learning
- knowledge organisers / vocabulary booklets
- a specific seat in lessons to meet a sensory or a learning need.
- differentiated lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.
- targeted interventions to fill gaps in understanding.
- extra support in a lesson from an additional adult so that the pupil's needs, academic or pastoral are effectively met.

Specific Pupils Need:

- personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- curriculum adaptations to allow for engagement through pupil interests
- personalised home learning to be set and/ or support in school to complete home learning.



The impact of our French scheme is monitored continuously through both formative and summative assessment. Each lesson includes assessing pupils against the learning objectives and a unit quiz which is used both at the beginning and the end of the unit.

After the implementation of the French curriculum, pupils should leave Godmanchester Bridge Academy equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

The expected impact of following our French scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the National curriculum for Language



Subject Map

Year	Unit 1	Unit 2	Unit 3
3	French greetings with puppets	French adjectives of colour, size and shape / French playground games – numbers and age	In a French classroom / A circle of life in French
4	Portraits – describing in French / Clothes – getting dressed in French	French numbers, calendars and birthdays	French food – miam, miam!
5	French monster pets	Shopping in France & Verbs in a Week	Meet my French family
6	Portraits – describing in French	Clothes – getting dressed in French / French numbers, calendars and birthdays	French food – miam, miam!