



Intent

At Deighton Gates Primary School, our intent is to deliver a high-quality languages education that develops pupils' communication skills and provides them with an opening to other cultures, thus deepening 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 writing. It should inspire them to learn new ways of thinking, provide the foundation for further languages learning and equip pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

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

In order to achieve these aims we have adopted part of Twinkl PlanIt French, a scheme of work that is coherently planned and sequenced. It embeds the four main learning aims and the twelve content points for the KS2 [National Curriculum](#) for Languages.

We have identified the key 'Threshold Concepts' which set out the fundamentals of the subject. We use these threshold concepts to ensure that our curriculum offer in French is coherently planned and enables pupils to make progress across Years 3 to 6.

The **Threshold Concepts** in Languages for **Key Stage Two** are:

Listening and speaking

This concept involves recognising key vocabulary and phrases and using these to verbally communicate ideas.

Reading and writing

This concept involves using key vocabulary and phrases to write ideas.

Stories, songs, poems and rhymes



Deighton Gates Primary School

Curriculum Overview: French

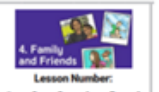
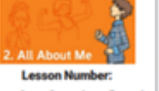
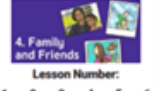


This concept involves the background knowledge and cultural capital needed to infer meaning from interaction.

Grammar

This concept involves identifying and using key features and patterns of the language; and how these differ from or are similar to English.

Sequencing

Year 3		
Threshold Concept: Listening & Speaking/ Oracy Children listen attentively to spoken language and show understanding by joining in and responding. Children can: a repeat modelled words b <u>listen</u> and show understanding of single words through physical response c repeat modelled short phrases d listen and show understanding of short phrases through physical response		
Autumn	Spring	Summer
 Lesson Number: 1 2 3 4 5 6 a a a a a a b b b b b b c c c c c c d d d d d d	 Lesson Number: 1 2 3 4 5 6 a a a a a a b b b b b b c c c c c c d d d d d d	 Lesson Number: 1 2 3 4 5 6 a a a a a a b b b b b b c c c c c c d d d d d d
Threshold Concept: Stories, Songs, Poems & Rhymes Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can: a listen and identify specific words in songs and rhymes and demonstrate understanding b <u>listen</u> and identify specific phrases in songs and rhymes and demonstrate understanding.		
Autumn	Spring	Summer
 Lesson Number: 1 2 3 4 5 6 a a a a a a b b b b b b c c c c c c d d d d d d	 Lesson Number: 1 2 3 4 5 6 a a a a a a b b b b b b c c c c c c d d d d d d	 Lesson Number: 1 2 3 4 5 6 a a a a a a b b b b b b c c c c c c d d d d d d

The units are written to be taught in a linear fashion, starting in Y3 and following through to Y6, so that language points already taught are revisited and embedded while learning new knowledge and skills.

Whilst the National Curriculum does not state specific expectations for each KS2 year group, the scheme divides the Languages aims so that they are covered in progressive difficulty from the expected outcomes in Year 3 units to more demanding expectations by the end of the Year 6 units.

In Lower KS2 children acquire basic skills and understanding of French with the main focus being on developing their speaking and listening skills. In Upper KS2 these are further developed and embedded, alongside reading and writing.

The PlanIt French progression map sets out the intended sequencing of the curriculum, showing when concepts are taught, revisited and assessed.



Implementation

The intended Languages curriculum is implemented through the planning, teaching and assessment of the subject. French is taught weekly across Key Stage 2. PlanIt French has been designed with non-specialists in mind and endeavours to make teaching and learning French an easy, fun experience for both teachers and pupils. Each lesson is carefully structured so that key vocabulary and grammatical structures are revisited alongside the introduction of new skills and content.

During each unit, teachers collect evidence and make half-termly assessments of each child's progress and attainment against the defined milestones. This is also used to inform end of year assessments which are reported to governors and parents (outlined below).

Foundation Assessment			
Class:		Year: 2021-22	Term:
Subject: French		Unit:	
Expectations for unit:			
Languages: Threshold Concepts:			
Listening & speaking/ Oracy	Reading & writing/ Literacy	Stories, songs, poems and rhymes	Grammar
Children working below the age- related expectations	Expected Children are working at age-related expectations with a basic grasp of the threshold concepts	Mastery Children are working at the age-related expectations but have mastered the threshold concepts	Identified Pupils with a Specific Talent

The aim is to ensure that all children develop at least a basic grasp of the threshold concepts, with many mastering the defined concepts by the end of each year group. The curriculum is adapted to suit the needs of all children, including those with an identified specific talent or special educational need.



Deighton Gates Primary School Curriculum Overview: French



Languages are not statutory in KS1 but teachers are encouraged to use basic French for everyday classroom activities such as answering the register, counting and following instructions. Reception and KS1 are invited to take part in French focus days and other language-themed activities.

Impact

Impact can be measured in lessons through key questioning and child-led assessment such as success criteria grids.

Senior leaders, subject leads and teachers are able to use the evidence collected alongside the assessment information to monitor and track the implementation of the subject's curriculum to ensure that our intentions are achieved.

Annual reports are created and shared with governors to highlight the impact of the implemented curriculum, its strengths and areas for review.