



Curriculum Intent for French

At West Leigh we aim to foster in our pupils a keen interest for language learning. Through engaging lessons, we endeavour to lay good foundations for future learning by providing children with the tools and skills needed to become successful language learners.

'We are citizens of the world'

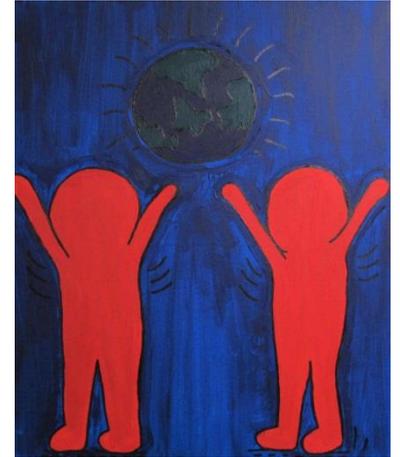
French has been chosen after careful consideration given to the socio economic background of our pupils, many of whom regularly holiday in France or even own a second home there. All pupils are timetabled to receive a dedicated 30-minute weekly lesson delivered by a qualified specialist French teacher who is also a native speaker.

According to the feedback received from local secondary schools, most of our pupils enter secondary education with a good grounding in the subject and go on to achieve well in their language-learning journey.

West Leigh's French curriculum is bespoke and organised across the four year groups in a progressive and coherent topic-based scheme of work. The topics have been chosen to suit our learners, their development and interests and be relevant to their age group and abilities. Each unit of work introduces high frequency vocabulary as well as one or two core structures and a few phonics. The scheme of work has been carefully sequenced to ensure that the topics studied both within year groups and across year groups build upon prior knowledge, allowing vocabulary and core structures to be revisited regularly to ensure long-term retention through regular practice and repetition. For example, in year 3, the careful sequencing of the learning of numbers, colours, fruits, ice cream flavours, snacks and shopping vocabulary enables at each new stage of learning, the systematic revisiting and consolidation of the vocabulary learnt in the previous topic.

We support our SEND and vulnerable children in French in a variety of personalised ways to ensure they can make maximum progress in French. These include adapted activities, visual aids, gestures and modelling to reinforce vocabulary and sentence structures. Repetition, scaffolded speaking and writing tasks and small-group or 1:1 support help children build confidence and make steady progress in listening, speaking, reading, and writing.

To meet the requirement of the National Curriculum all four skills: speaking, listening, reading and writing are given equal weighing. Whenever possible, the French curriculum also offers opportunities for cross-curricular links, especially in numeracy, literacy and geography. In addition to the strict linguistic requirement of the National Curriculum, our curriculum also offers a strong emphasis on cultural awareness and the importance of understanding cultural differences. Each year group has a specific cultural awareness focus that reflects the language taught in that particular year group. In year 3, children learn about food and mealtimes in France. Pupils in year 4 consider different ways to celebrate key events and calendar dates. Children in year 5 are encouraged to research places of interest and French landmarks while looking at the geography of France. In year 6, pupils complete a small project about school life in France and are asked to compare and evaluate the differences between the French and the English educative system.



In terms of methodology, emphasis, especially in lower KS2 is placed on enjoyment. We endeavour to make the process of learning as fun as possible to make it memorable. A multisensory and kinaesthetic approach is often chosen to cater for all types of learners and allow all pupils to make substantial progress.

In year 3, pupils work mostly at word and short set phrases level with a greater emphasis put on oral work. Pupils are able to follow simple classroom instructions given in French, practise using and memorising high frequency vocabulary relating to food and drinks while learning the importance of repetition and correct pronunciation. They can use set phrases to perform simple communicative tasks such as introducing themselves, ordering snacks and expressing preferences.

Year 4

In year 4, pupils are beginning to be able to adapt model sentences to express themselves both orally and in writing, for example when describing their pets, members of their family or their weekly sporting timetable. They are encouraged to use simple adjectives of size and colours as well as conjunctions to extend their work.

Year 5

In year 5, pupils are beginning to show understanding of slightly longer pieces of spoken and written French. They are able to use speaking and writing frames to convey their own meaning as seen for example when showing understanding and producing simple physical descriptions following the topics on clothes and parts of the body.

Year 6

By the end of year 6, some pupils are able to use their grammatical knowledge, ability to conjugate regular verbs in the singular form and vocabulary to generate complex sentences using vocabulary from current and past topics alike as seen for example when describing their daily routine. They can use an increased number of structures to express preferences and justify opinion with subordinate clauses. They are also beginning to show global understanding of longer texts such as stories, letters and emails.