



Brompton and Sawdon Community Primary School

Curriculum Intent Statement for French

We intend for all children to develop positive attitudes towards other languages and cultures. This interest should be encouraged by being given regular stimulating and enjoyable lessons which build confidence and promote the skills of listening, speaking, reading and writing. 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 know how important other languages can be in their future.

We recognise that all of our school Pillars support the acquisition of languages. We intend that our Languages (French) curriculum and lessons give opportunities to:

- Collaborate / contribute / support others / learn from a range of people (**our Family Pillar**)
- listen and be heard / explore a range of traditions / learn about cultural differences and contexts (**our Respect Pillar**)
- Learn about similar of opposing views to hunting and conservation / Explore differences and similarities in habitats and diets (**our Nature Pillar**)
- Learn about different people, places and outlooks / different events, views and beliefs (**our Rainbow Pillar**)
- Show resilience / be independent / ask questions and investigate / present, challenge and be challenged (**our Ready to Fly Pillar**)

Implementation

French is taught to children in Year 2 upwards by Madame Cordingley, a native French Languages teacher. Children are encouraged to develop their speaking and listening skills in every lesson through conversational work, songs and rhymes and stories. Topics and simple plays are used to interest and engage the children, while grammar and sentence structure are taught specifically. As knowledge and confidence grows, children record their work through pictures and written work. Opportunities are taken to supplement these lessons by using French at other times during the school day, for example when greeting children or taking the register. Traditional tales and other well-known stories are utilised within the French curriculum in order to predict vocabulary and build confidence in recognising the translation of new vocabulary.

Impact

Children enjoy learning French and are interested and excited by the diversity of language and cultures. This supports the understanding of our British values including individual liberty, mutual respect and tolerance. They sing a number of songs and rhymes which they have learned by heart. They are increasingly able to clearly speak a number of phrases as they progress through the school and can read and write some simple French. They increasingly notice and understand basic grammar including feminine, masculine and plural forms and key features French including accents and word order. They are beginning to learn the key verbs which will help them further progress their learning. They can discuss some similarities and differences between French and English and talk about aspects of French traditions and culture.

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

If they can't learn the way we teach, we teach the way they learn.