



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL

Subject Leaders Curriculum Statement for French

September 2024

Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and '**live life in all its fullness**'. (John 10:10)

Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

This document has been written specifically by the subject leader. This document is for anyone who is interested in reading about why and how we teach this subject.

Intent

At Nutfield Church School, we believe that languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen. This includes the importance of tolerance and understanding, which is crucial knowledge in today's world.

The French Curriculum at Nutfield Church School is skill based. To ensure linguistic progression, the French curriculum at Nutfield Church School focuses on the building blocks of a language (phonics, grammar and vocabulary) over four years. It is not simply increasing pupils' stock of words, through different topics.

We aim to ensure that language skills are developed and used across the whole curriculum and to promote the personal development of every pupil, by providing them with an equal opportunity to develop their skills in speaking, listening, reading and writing.

Implementation

All children at Nutfield Church Primary School have access to a broad and rich language curriculum. Dedicated time is allocated daily to literacy throughout the school, following the Early Years Foundation Stage (EYFS) document and renewed framework for literacy.

French is taught termly in Years 3–6. Our French lessons are planned using the Rachel Hawkes scheme of learning for KS2. The French curriculum is spiral allowing for linguistic and grammatical concepts to be re-visited and developed throughout KS2. Children in KS1 are introduced to basic greetings and vocabulary through the use of the 'Norbert' the French teddy bear.

To enable access to the whole curriculum for every child, to cater for the variety of learning styles within each class and to ensure progression and reinforcement of skills and concepts throughout the year groups, we employ a variety of teaching styles to personalise and meet the needs of our learners. We want our children to find learning exciting, compelling and meaningful and use a variety of interactive teaching and learning techniques so that they can be motivated and respond successfully to their learning. We use the Rachael Hawkes Scheme of Work, which is a topic-based approach to planning so that language can be reinforced, consolidated and applied across a creative curriculum. Vocabulary across the topics is pre-taught, ensuring opportunities to repeat and revisit. In our SOW you will find:

- Active learning, which is initiated through role-play, games, mime and action, songs, storytelling and the use of puppets to model and develop all forms of communication.
- Scaffolding of sentence and grammar development activities.
- Planning opportunities to work in a variety of ways – whole-class, groups (of different sizes and compositions), as pairs (including talk partners) and individuals.
- Teacher modelling and demonstration.
- Assessment and monitoring.

Impact

The Key Stage 2 Framework for Languages defines that:

after four years of language learning most Year 6 children will be able to understand simple and spoken written language, to speak aloud and take part in short conversations and to write simple sentences. They will also understand about different cultures and have an idea about how languages work and how to learn them.

The following features are indicators of children's progression in language learning:

- an increase in the amount and complexity of language which children can understand and use.
- an increasing confidence in children's understanding and use of language.
- a growing understanding of children's own culture and those of others.
- an increase in the range and frequency of use of language learning strategies
- increased speed and fluency of response.

- increased ability to re-use language in different contexts and topics.
- growing confidence in dealing with unpredictable language.
- new insights into how language works.
- increased confidence in deducing meaning using grammatical knowledge. ¹

After four years of learning a language most children should be able to:

- listen to and understand the main points and some detail from a short-spoken passage.
- give a presentation in a clear audible voice.
- converse briefly without prompts.
- enjoy listening and speaking confidently.
- read aloud with confidence, enjoyment and expression, in chorus or individually.
- read and understand the main points and some detail from a short-written passage²

How does your subject promote diversity and help our children understand diversity

French lessons provide an in-depth look at a different country and culture. Children learn to appreciate, respect and value the differences between our two countries and cultures.

How does your subject help children understand SMSC?

Social:

French supports social development by encouraging a collaborative approach to learning. Children regularly converse in the target language.

Moral:

French supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in other cultures.

Spiritual

This is achieved through our Christian distinctiveness. We might consider:

- In what ways does my language define me?
- How does language unite or divide us?
- Are my thoughts 'language' or beyond language?
- What do we lose or gain 'in translation'?

In the Bible, Acts shows how the power of communication can break down boundaries between us. Jesus calls to all of the people of the world, seeking to unite them. Whilst the book of Genesis tells us of Babel and how God scatters the people of the Earth from speaking one language to many. Jesus seeks to create a bridge between people and in Acts we learn how the disciples are empowered by the Holy Spirit to speak many languages, in order to spread the teaching of Jesus.

Cultural

French supports the cultural development of our children by introducing them to a foreign language and culture. This helps to promote internationalism as well as helping our children to understand their role within the world.

How do you ensure pupil premium, SEND and other disadvantaged children can fully access the content?

Teachers have a statutory duty to modify the programmes of study (or National Strategy materials). "Schools have a responsibility to provide a broad and balanced curriculum for all pupils." National Curriculum, QCA, 2008. This is more than just giving pupils 'access to the

¹ Key Stage 2 Framework for language

² www.standards.dcsf.gov.uk/schemes3/documents/mfl_teachers_guide.pdf 21 Key Stage 2 Framework for languages 22 Key Stage 2 Framework for language

curriculum'. The curriculum is not immovable, like some building, to which pupils with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils.

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to:

- set suitable learning challenges
- respond to pupils' diverse learning needs, and
- overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to:

- choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or
- modify the curriculum to remove barriers so all pupils meet the same objectives.

In French lessons at Nutfield Church Primary school an inclusive learning environment is maintained. Children's preferred learning styles are identified and built on. For example: visual, tactile, auditory and kinaesthetic approaches are used when teaching. Manageable mixed ability grouping is the norm, except when carefully planned for a purpose. Instructions are given clearly and reinforced visually when necessary. Key words, meanings and symbols are highlighted, explained or written up. Children with communication impairments are given time to think about questions before being required to respond. Children are clear about the duration and overall structure of the lesson. Children understand the rewards system and are motivated to achieve the rewards available.

Good practice in your subject to share with others:

Rachel Hawkes SOW
 French workshops for KS2
 Norbert the Bear to teach French to KS1 children
 Celebrating MFL day on the 26th September

Ofsted defines Cultural Capital as: As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

How does your subject add to the cultural capital for children?

French is a topic that lends itself to developing cultural capital. We aim to provide at least one quality KS2 activity where the children can gain a wider context to their study. This will allow the children to apply their knowledge to a more 'concrete' experience and bring their learning to life. We also celebrated MFL day (26th September) in which the children were tasked with completing a variety of tasks to expand and consolidate their French vocabulary.

An Exemplar - Progression of one key skill from Reception to Year 6:

| | |
|--------|--|
| Year 3 | Say and/or repeat a few words and simple phrases |
| Year 4 | Answer simple questions and give basic information |
| Year 5 | Ask and answer simple questions. Talk about personal interests |
| Year 6 | Take part in a simple conversation |

What else do subject leaders do?

The role of the subject leader is to:

- develop, promote and ensure implementation of the whole-school language policy.
- keep up to date with local and national developments and initiatives.
- monitor, evaluate and support planning, teaching and learning of the development of language, curriculum continuity and progression.
- monitor and track progress and attainment in line with national expectations, identifying and implementing targets and next steps to ensure all pupils achieve their potential.
- lead professional development of staff through training, support and example.

Questions children could ask:

Why do we learn French and not Spanish?
 Where is French spoken?
 Why is French grammar so hard in comparison to English grammar?
 Why do some words in French sound the same as English?
 Why do we need to learn a language?

Questions Ofsted, parents or Governors could ask:

What are the aims of your curriculum?
 What is your vision?
 How do you sequence learning?
 How do you make sure children have the requisite skills?
 How do SEND and PP children do in your subject?
 What attainment and progress is there?
 What are the key skills? How do you build on this year on year?
 How do you know if children are making expected progress?
 How do you support children?
 What training do you give staff to make sure they have the necessary skills?
 How does your subject help children learn about SMSC and BV?

Also see:

SDP for the main priorities this year for each curriculum subject
 Curriculum Overview on the school website
 School vision and values on the school website