Primary Specification



French

The Rowan Learning Trust

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Trust Level

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in MFL for their year group or phase) when being assessed by their teachers in their MFL lessons. Where appropriate, teachers will provide opportunities for children to apply MFL knowledge and skills in other curriculum areas and may use this information as part of their assessments. Teachers use this information to form an overall picture for each child, to determine whether they have met the stage descriptors for the end of their year group or phase.

School Level

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

Long Term Plans provider leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g., Show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation.

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.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.

OBJECTIVES	
KS2	• listen attentively to spoken language and show understanding by joining in and responding. • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • speak in sentences, using familiar vocabulary, phrases and basic language structures. • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing. • appreciate stories, songs, poems and rhymes in the language. • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • describe people, places, things and actions orally and in writing. • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

FRENCH INTENT

At Farington Primary School we believe that learning another language should capture a child's imagination and make them curious. In turn, they will actively ask questions and seek answers that will broaden their horizons and deepen their understanding of the world.

We are fully committed to ensuring
that competency in another language enables children to interpret, be creative and to exchange meaning within and across different cultures. This also allows our children to develop knowledge and skills that will lead to further opportunities later in life. We believe that embedding this knowledge will allow the children to recall this to broaden their life experiences.

FRENCH IMPLEMENTATION

Children at Farington Primary School are introduced to French from Early Years with simple words and songs. In KS1, greetings are introduced. They receive a weekly 30-minute lesson throughout the rest of school in LKS2 and UKS2 learning both written and oral language together with French culture.

Within these lessons the children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games to help them remember key words and phrases.

Children learn to develop an appreciation of a variety of different stories, songs, poems and rhymes in French that are used to engage and ignite children's interest.

A French day will be introduced within the next academic year that enables the whole school to be fully immersed in the inclusion of the French culture and to use the language in a meaningful context

FRENCH IMPACT

Our children enjoy learning a new language and widening their knowledge and understanding of a culture that may differ to their own. This helps them to learn more about the world in which they live.

Children can hold a basic conversation speaking with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say within different contexts.

By ensuring a progressive approach to the teaching of French we will ensure that children can speak with a wider vocabulary base, referring to key words and phrases that they have been taught.

Children can hold a discussion, ask questions and continually improve the accuracy of their pronunciation and intonation. This can be through translation activities and linking phonetical and decodable sounds.

To fully embed and develop the teaching and learning of French across school, preparing children for future opportunities in French speaking countries or if they need to use their learnt knowledge to engage new friends or use within a job based context.

We aim to provide our children with a valuable educational, social and cultural experience. This will help them to develop communication skills in speaking, listening, reading and writing.

Summary of Subject Content

French – Primary Languages Network is available as a Scheme of Work and as a teaching tool. Other resources are used where appropriate.

Click2Teach KS2 French SoW Contents

Term	Stage 1	Stage 2	Stage 3	Stage 4
Autumn 1	A new start	Welcome to school	Talking about us/school subjects	Revisiting me/Telling the time
Autumn 2	The calendar and celebrations	My town, your town	Time in the city	Homes and hous
Spring 1	Animals I like and don't like	Family tree and faces	Healthy eating - going to market	Playing and enjoying
Spring 2	Carnival and using numbers	Face and body parts	Clothes	Funfair and favour
Summer 1	Fruits and vegetables, Hungry giant	Feeling unwell / Jungle animals	Out of this world	Cafe culture
Summer 2	Going on a picnic / Aliens in France / Language Puzzle	The weather / Ice creams / Language Puzzle	Going to the seaside / Language Puzzle	Performance time/Trar Language Puzzl

NB:

Stage 1 is taught in Year 3

Stage 2 is taught in Year 4

Stage 3 is taught in Year 5

Stage 4 is taught in Year 6

STAGE DESCRIPTORS	
EYFS	Early exposure to chosen language will occur through opportunities taken by a class teacher to reflect a school's community. Learning simple words and phrases from peers and adults around school Joining in with songs and nursery rhymes
KS1	Listen to simple French words and phrases. Explore and practise the words for familiar French words and phrases. Join in with traditional songs, rhymes, stories, and games.

LKS2	Appreciate stories, songs and rhymes in the chosen language. Listen and respond to simple French words and phrases. Begin to recognise and read familiar words and phrases. Explore the patterns and sounds of language through songs and rhyme. Begin to engage in simple conversations by asking and answering questions. Perform songs to a range of audiences. Broaden vocabulary through familiar written material. Write simple phrases and sentences from memory. Describe people, places, things and actions orally. Understand basic grammar to the language being studied: high frequency verbs and patterns of the language.

UKS2	Appreciate stories, songs, poems and rhymes in the chosen language. Listen and respond confidently to simple French words and phrases. Recognise the spellings, sound and meaning of words. Engage in conversations; express opinions and respond to those of others; seek clarification and help. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Compose, rehearse and present ideas and information orally to a range of audiences. Read carefully and show understanding of a wider range of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a French dictionary. Write words/phrases from memory and adapt these to create new sentences of varying length, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar to the language being studied: high frequency verbs, patterns of the language and masculine and feminine.

Assessment Criteria

What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.

Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.