

# Languages curriculum

'One language sets you in a corridor for life. Two languages open every door along the way.' (Frank Smith)

## Intent

In Key Stage Two the French language is taught. Pupils are challenged to understand and respond to the spoken and written French language from a variety of authentic resources. We support our pupils to be able to speak French with increasing confidence, fluency and spontaneity. Opportunities to discuss and ask questions are provided so that children are supported to continually improved the accuracy of their pronunciation and intonation. At the end of their learning journey at primary school, we expect the children to be able to write at varying lengths for difference purposes and to have developed an appreciation of a range of writing in the French language.

## Implementation

Children engage in deliberate practice to master knowledge and skills of Languages. We use Kapow French alongside our French Concept statements to support children to understand and respond to the spoken and written French language from a variety of authentic resources. Concepts are taught and then revisited to aid mastery and retention. As appropriate, teachers enrich the children's learning of the French language through Kapow French with authentic resources and experiences that enable the children to apply their knowledge and understanding in different contexts. Kapow French use age appropriate stories, songs and games to inspire joy in learning new languages and support retention of knowledge and understanding.

## Impact

Pupils are invited to demonstrate their understanding of the French language through different means, including dialogue, annotated diagrams and written outcomes. Knowledge quizzes are used as appropriate to assess children's knowledge and retention. These low-stakes quizzes provide an opportunity for children to confidently demonstrate what they know and celebrate success in their learning journey of the French language. Progress towards milestone statements is tracked to ensure children reach or exceed age-appropriate expectations.

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## Breadth of study

### Key Stage 1

- Languages is optional at Key Stage 1.

### Key Stage 2

- In the chosen modern language:
  - Speak
  - Read
  - Write
- Look at the culture of the countries where the language is spoken.
- If an ancient language is chosen, read, translate and explore the culture of the time.



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Milestone 2	Cycle A	This is me	School Days	Birthday celebrations	Colourful creatures	Fabulous French food	Gourmet tour of France
	Cycle B	French Greetings; with puppets	French adjectives of colour, size and shape	Playground games- numbers and ages	In a French Classroom	Bon appetit	Shopping for French food
Milestone 3	Cycle A	French transport	In my French house	French music celebrations	Verbs in a French week	Visiting a town in France	French sport and the Olympics
	Cycle B	Portraits-describing in French	Meet my French family	Clothes-getting dressed in France	French weather	Exploring the French-Speaking word	Planning a French holiday



# Languages skill progression

Languages progression across all milestones

*'A people without the knowledge of their past Languages, origin and culture is like a tree without roots.'* (Marcus Garvey)

Concept	Milestone 2	Milestone 3
<p><b>Read fluently</b> This concept involves recognising key vocabulary and phrases.</p>	<ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul>
<p><b>Write imaginatively</b> This concept involves using key vocabulary and phrases to write ideas.</p>	<ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Express personal experiences and responses.</li> <li>• Write short phrases from memory with spelling that is readily understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> <li>• Use dictionaries or glossaries to check words.</li> </ul>



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Concept	Milestone 2	Milestone 3
<p><b>Speak confidently</b> This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul>
<p><b>Understand the culture of the countries in which the language is spoken</b> This concept involves the background knowledge and cultural capital needed to infer meaning from interaction</p>	<ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>	<ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>

