



Hebden Royd C.E. (VA) Primary &
Nursery School

**Modern Foreign Languages
Curriculum Policy 2022**

Intent

Kapow Primary's French scheme of work aims to instill a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

Kapow Primary's French scheme of work supports pupils to meet the National Curriculum end of Key Stage 2 attainment targets (there are no Key Stage 1 attainment targets for Languages).

Implementation

The Kapow French scheme of work is designed with six strands that run throughout. These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

Our National Curriculum mapping shows which of our units cover each of the National Curriculum attainment targets as well as each of the strands.

Our Progression of skills and knowledge shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.

Through Kapow Primary's French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils, retain their French learning, we provide information about how to incorporate French into the classroom environment every day in our 'During the week' sections.

Impact

The impact of Kapow Primary's scheme can be monitored continuously through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is also available to record children's progress in each lesson to enable you to build a picture of their learning through each unit. After the implementation of Kapow Primary French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

The expected impact of following the Kapow Primary French scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the National Curriculum for Languages.

Social, Moral, Spiritual and Cultural

Modern Foreign Languages contributes to our children's SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

Guidelines

The 2014 National Curriculum states that the teaching of a foreign language is compulsory in Key Stage Two. It aims to ensure that all pupils can understand and respond to the spoken and written foreign language, can speak with increasing confidence, fluency and spontaneity, can write at varying length for different purposes and audiences and discover and develop an appreciation of a range of writing in the language studied.

Links to Core Subjects

English: Due to the nature of learning, pupils will develop speaking and listening skills through conversation and role-play activities. Very little reading or written work is undertaken. Maths: Further activities which develop pupils' speaking and listening skills include the use of mathematical games such as bingo. ICT: use of the Interactive Whiteboard during activities can be used to encourage word recognition, reading and listening skills, as well as providing an interactive element to the lesson. The internet also allows access to the language in "real life", thus making the learning more creditworthy.

Equal Opportunities

As the emphasis in lessons is on oral and aural development, this makes the majority of activities more accessible to more pupils. Barriers that can often hinder a pupil's learning often stem from needing to read or write well in order to process information.

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to discuss their disability and to participate fully in school life.

Review Framework

This policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance).