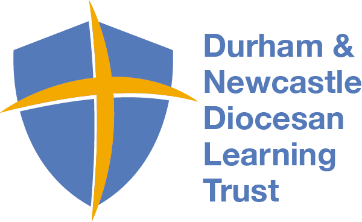


**Holy Trinity C of E Primary**

**French**

MISSION STATEMENT ‘To provide an excellent education in a Christian Environment’

Our Vision: “Excellent education in a Christian environment.”

Our Mission: Holy Trinity School is a church and village school in the truest tradition. We have a school ethos based on 'Love thy neighbour as yourself' - Matthew 22 Vs. 3-9, of which we are all extremely proud and which has served the Church families and the village community for a huge part of the community's history. Our aims are to meet the needs of individual children so that they are able to make the most of their abilities and to achieve personal excellence, whilst providing spiritual, moral, social and cultural guidance with the aim to prepare them to take on the responsibilities of later life; including those related to fundamental British Values, in an atmosphere of a caring Christian setting, where there is equality of opportunity for all children.

Holy Trinity C of E Primary School, DNDLT, have chosen to follow the French scheme of work created by Kapow. Children receive weekly lessons and follow the scheme closely.

Intent

The French scheme of work aims to instil 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.

The 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 French scheme of work is designed with three knowledge strands that run throughout our units with knowledge building cumulatively. These are:

* Phonics
* Vocabulary
* Grammar

This knowledge can then be applied within our skills strands, which also run throughout each unit in the scheme:

* Language comprehension (Listening and reading)
* Language production (Speaking and writing)

Our National curriculum coverage 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 the 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 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, and key vocabulary rather than on committing to memory vast amounts of French vocabulary. Pronunciation is emphasised early on using our Mouth mechanics videos to support pupils with phoneme pronunciation in French.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all.

Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. This has been created with the understanding that many teachers do not feel confident delivering the full languages curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Lessons include a section entitled, 'Teacher knowledge - language points' to explain key grammar and other details to the teacher before the lesson, together with a Key vocabulary and pronunciation presentation with sound files to demonstrate the correct pronunciation.

Many of the other presentations included in the lessons also include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning.

Impact

The impact of the 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 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 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.

How does Kapow Primary’s French scheme of work align with the National curriculum?

National curriculum aims Language comprehension (Listening and reading) Language production (Speaking and writing)

* 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.
* 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.
* The Kapow Language comprehension and Language production skills strands align with the National curriculum aims.

Assessment

Formative assessment

Every lesson begins with the ‘Recap and recall’ section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on. Each lesson contains the ‘Assessing progress and understanding’ section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson.

Summative assessment

Each unit of work assesses children’s understanding and retention of key knowledge using an assessment quiz with multiple choice and open-ended questions.

In addition, each unit uses a knowledge catcher. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes, and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year.

Tracking Progress

The teacher’s assessments are recorded at three points throughout the year at the end of each term (Autumn, Spring and Summer). The Subject Lead tracks the curriculum assessment document to ensure that the children are progressing in their learning and interventions; recapping their learning if needed. The overall summative teacher assessment in summer term forms the baseline for target setting by the subject leader.

Review Date: March 2026

Subject Lead: Mrs Baines