



Languages at Archbishop Cranmer C of E Primary Academy

Curriculum rationale

At Archbishop Cranmer the teaching of a foreign language, which in our context is French, encourages pupil confidence and creative skills. We help our pupils to develop an awareness of cultural differences through the study of language and other countries, drawing links with our Geography curriculum and school values, rooted in SMSC development. Skills of listening, speaking, reading and writing are necessary to enable children to use and apply their French learning in a variety of contexts, such as speaking with peers in partnered conversations, in front of their class, or the school in class assemblies, with the aim that our pupils will develop confidence to use these skills whilst on holiday in France, or speaking to other French speaking people outside of school. It is our intent that our French curriculum lays these foundations for future language learning, and instils curiosity and key knowledge which they can apply to future learning at secondary school, and in real-life experiences. We ultimately provide an opportunity for children to communicate more effectively with others, whilst helping 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.

Curriculum Content and Sequencing

Our scheme of work is designed with six strands that run throughout: speaking and pronunciation, listening, reading and writing, grammar, intercultural understanding and language detective skills. It 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 the units, allowing children to make connections and apply their language skills to other areas of learning. In our MFL French lessons, substantive and disciplinary knowledge are explicitly taught and blended in teaching and planning as both are key to progress in learning.

What we aspire to...

Our pupils will leave Archbishop Cranmer equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at learning at Key Stage 3 and beyond.

Children will:

- Be able to engage in purposeful dialogue in practical situations (e.g. ordering in a café, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases and short text
- 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 familiar words in French, English, and other languages
- Be able to construct short texts on familiar topics
- Meet the end of Key Stage 2 expectations outlined in the National Curriculum for Languages.

Support and Training

The scheme includes a teacher handbook to guide, CPD videos, learning outcomes, class tracking, progress checklists, schemes of work for each unit including lesson plans, resources and worksheets. It also provides an audio of every word so teachers don't have to worry about getting the pronunciation wrong!
Toot Hill Primary Teaching Programme

Progress and Assessment

Learning outcomes by strand based on the National Curriculum Programme of Study Outcomes are 'levelled' in terms of stages – roughly corresponding to years 3-6 ensures coverage and sequential learning. Each lesson includes guidance to support teacher assessment against the learning objectives. A spreadsheet including the learning outcomes for the children with secure understanding and those working at greater depth enables teachers to keep records of formative assessments for each child. Stickers containing the Up2 (learning objective) and Go4 (steps to success) are used within individual lessons to provide ongoing formative assessment of pupil outcomes. Verbal feedback and opportunities for rich discussion in every lesson will also provide teachers with informative assessment for learning opportunities to adapt and monitor learning outcomes.

Big Ideas and Culture of Opportunity French Club

Vocab Each lesson introduces new words to help children expand their French vocabulary.

Songs Catchy French singalong — they're brilliant for introducing the topic in a fun and friendly way (and you'll be humming them for days afterwards).

Games As well as being great fun, they are crafted to help improve pupils' vocab, reading, listening and comprehension skills!

Stories Beautifully illustrated stories brings together all the key vocab — all written in complete sentences to help children build confidence in tackling more complex grammar.

Cross Curricular inc. SMSC

Mathematics - learning number. Geography – exploring maps and photographs of different countries. SMSC – hearing and speaking different languages, respecting others.

