



# Euxton Church of England Primary School



In our Christian family, we all SHINE in the light of Jesus.

## Subject Leader Report - French 2023-2024

**SUBJECT LEADER(S):** Kirstin Lewis

### INTENTION - Subject Overview:

Learning a foreign language is an integral element of education at Euxton CE Primary: it encourages **cultural appreciation** by raising children's awareness of other cultures and traditions; **deepens their understanding of the world**; and offers them an **opportunity to communicate** with others from around the world. We aim to **inspire a love of languages**, laying the foundation for learning further languages and **equipping children to live and work in a multi-cultural world**.

Speaking a foreign language improves children's communication skills, **enabling them to express their thoughts and ideas in another language** and to understand and respond to its speakers. By studying the grammar and key vocabulary in the second language, children will also gain a better awareness and understanding of their first language. Through the teaching of languages, we aim to **enhance children's listening skills, critical thinking and memory as well as building self-confidence**.

### IMPLEMENTATION - Planning:

Learning a language **allows children of all abilities to shine** as they all begin at the same level of MFL knowledge. At Euxton Church of England Primary School, French is taught on a weekly basis across Key Stage 2 by a fluent French speaker. Children receive 30 minutes of direct teaching per week and teaching is often in the form of games, songs and oral work as children respond well to learning a language through these methods. Alternative methods are utilised for children who lack confidence, including working with a partner or in small groups or matching pictures to key words. The MFL software Rigolo is also used to promote learning.

The curriculum is structured so that **key vocabulary and grammatical points are regularly revisited**, encouraging children to retain prior learning and providing a solid base when introducing new learning. Different themes are used to teach the key terms of each topic and skills are built

systematically to enable children to write sentences and create conversations. Progression within the curriculum is mapped out through the following strands:

- Listening and Speaking (Oracy)
- Reading and Writing (Literacy)
- Grammar
- Stories, Songs, Poems and Rhymes

#### **IMPLEMENTATION AND IMPACT - Assessment, Monitoring and Evidence**

Progress is monitored both within and across sequences of lessons and teaching adjusted accordingly to suit the needs of individuals and classes. Assessment is on-going and takes place in the form of observations, questioning, verbal discussions and written work. Children receive verbal feedback and often collaborate, working together to spot errors and correct and improve their work. Children have a folder of work which they keep from Y3 up to Y6. This allows them to look over the topics covered to reinforce what they have learnt.

#### **IMPLEMENTATION AND IMPACT - Enrichment**

French is taught through the provision of high-quality resources, as well as through the implementation of a whole school European Languages Day (held each year in September), in which children learn about different European languages, the importance of learning languages and how this can help equip them for adult life. Year 4 also have a French Enrichment day where children play games, sample some French food, learn about French culture and sing traditional French songs.

Children in upper KS2 are also given the opportunity to perform a version of The Nativity in French where each child is given an acting and speaking part to retell the story of the birth of Jesus.

#### **I EVALUATING IMPACT ON LEARNING, SEPTEMBER 2022-2023**

INTENT	IMPLEMENTATION	IMPACT
Develop children's writing of French so that they can confidently construct sentences and short texts.	Introduce knowledge organisers to children to revise key vocabulary and grammar, so that children can visualise and retain the written words and write sentences and short texts more independently.	Spelling and accuracy has improved this year with the introduction of the knowledge organisers. Volume of writing has increased and children are beginning to be more independent. Children retaining vocabulary.

Develop confidence when listening to French speakers.	Children to have regular opportunities for listening exercises to pick out familiar words and phrases when a French speaker is talking. For Upper Key Stage 2, children to have opportunities to listen to native French speakers at speed.	Children have enjoyed watching familiar TV shows dubbed by native French speakers and this has increased their listening accuracy and ability to pick out familiar words and key phrases.
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### FOCUS FOR LEARNING, SEPTEMBER 2023-2024

INTENT	IMPLEMENTATION	IMPACT
Develop children's ability to construct their own sentences and evaluate them, working together to identify inaccuracies.	Children to utilise metacognitive strategies to construct sentences, combining vocabulary and grammatical structures accurately. Use knowledge organisers regularly both within and following on from lessons with children so that they can become more independent at constructing and checking their sentences.	
Secure children's retention of key knowledge and vocabulary using the masculine and feminine articles <i>le</i> and <i>la</i> .	Regular repetition of key learning, alongside knowledge organisers. Regular opportunities to sort words into <i>le</i> and <i>la</i> circles/sections. Mini quizzes to check children's knowledge. Begin teaching of <i>le</i> and <i>la</i> in Y3.	

***'I can do all things through Christ who strengthens me,' Philipians 4:13***