



Broom Leys Primary School



French

Intent:

Broom Leys intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will be both equipped to and enthusiastic about continuing to study languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase. As a result, our curriculum offering will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the pupils improve overall attainment in other subject areas. In addition, the pupils will be taught how to look up and research language they are unsure of.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will work towards becoming life-long language learners.

Implementation

Broom Leys Whole School Curriculum Map:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Phonics Lesson 1 I'm Learning French (Early Language Teaching)	Animals (Early Language Teaching)	Musical Instruments (Early Language Teaching)	Little Red Riding Hood (Early Language Teaching)	Fruits (Early Language Teaching)	Ice Creams (Early Language Teaching)
Year 4	Phonics Lesson 2 Presenting Myself (Intermediate Language Teaching)	Family (Intermediate Language Teaching)	My Home (Intermediate Language Teaching)	Goldilocks and the Three Bears (Intermediate Language Teaching)	In Class (Intermediate Language Teaching)	Habitats (Intermediate Language Teaching)
Year 5	Phonics Lesson 3 What is the date? (Intermediate Language Teaching)	Weather (Intermediate Language Teaching)	Do you have a pet? (Intermediate Language Teaching)	At the Café (Intermediate Language Teaching)	Clothes (Intermediate Language Teaching)	The Olympics (Intermediate Language Teaching)
Year 6	Phonics Lesson 4 At School (Progressive Language Teaching)	Regular Verbs (Progressive Language Teaching)	The Weekend (Progressive Language Teaching)	Planets (Progressive Language Teaching)	Me in the World (Progressive Language Teaching)	All About Me - Transition Project

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2.

Pupils will progressively acquire, use and apply a growing bank of vocabulary, sentence stems, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey.

The planning of different levels of challenge and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units

are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

Language Angels are categorised by '**Teaching Type**' to ensure that the language taught is appropriate to the level of the class and introduced when the pupils are ready.

- **Early Language** units are entry level units and are most appropriate for pupils with little or no previous foreign language learning.
- **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for pupils with embedded basic knowledge of the foreign language.
- **Progressive** units are the most challenging units and are suitable for pupils with a good understanding of the basics of the language they are learning.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate and Progressive units are designed to run for approximately 45 minutes.

Pupils will be taught how to listen and read longer pieces of text gradually in the foreign language. They will also have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support. They will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading and writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge.

Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns and articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form, conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units.

Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons will incorporate **challenge sections** and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use.

Each pupil will have a French book that will follow them through their learning journey and act as a bank of reference materials to help them with their spoken and written tasks going forward.

In addition to the core curriculum, all pupils will have the opportunity to engage in additional experiences and celebrations to inspire an interest in and enthusiasm for language learning. These will include:

- European Day of Languages assembly (Whole School - September 26th).
- Ice cream parlour experience (Year 3 – Summer 3)
- La Fête des Rois experience (Year 4 – Spring 1)
- French Café experience (Year 5 – Spring 2)
- All About Me transition project (Year 6 – Summer 2)

Impact

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and

grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the pupils become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives.