

PRIMARY FOREIGN LANGUAGE INTENT, IMPLEMENTATION & IMPACT POLICY

Intent

St. Peter's C of E Primary and Nursery School intends to use the *Kapow Primary* 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. The 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 *Kapow Primary's* 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 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 be working towards becoming life-long language learners.

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 and, in so doing, will always be relevant and in line with meeting or exceeding national curriculum end of Key stage 2 attainment targets.

Implementation

French is taught in years 3-6. Children, in the two mixed-age classes (Y3/4 & Y5/6) are taught specific skills, concepts and vocabulary in a dedicated weekly French lesson. All classes have access to a very high-quality foreign languages curriculum using the *Kapow Primary* scheme of work and resources. To suit the mixed-age class structure of the school, a rolling programme has been created that encompasses all of the key language components. It organises the units into a two-year rolling cycle which ensures full coverage of the National Curriculum objectives. Throughout this programme, vital language structures and skills can be revisited in different contexts, and as pupils progress through Key Stage 2, simpler vocabulary and structures evolve into more complex written sentences.

The *Kapow Primary* French scheme of work is designed with five strands that run throughout (Speaking and pronunciation; listening; Reading and writing; Grammar; and Intercultural understanding) and an overarching strand, 'Language detective skills' which are the language learning techniques used in every lesson to develop the other strands. The scheme develops these 'Language detective skills' in a progressive way so that by Year 6 pupils are able to use these strategies to confidently grapple with unknown spoken and written language and search for meaning. The development of these skills, also helps pupils develop their understanding of the English language and its grammar conventions.

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

Units, where possible and appropriate, will be linked to class topics and cross curricular themes, allowing children to make connections and apply their language skills to other areas of their learning. In addition to this, the *Kapow Primary* curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British Values.

Our French curriculum contributes to the Spiritual development of pupils by:

- Providing them with opportunities to learn about life in another country and consequently to reflect on their own lives.
- Encouraging them to practise and showcase their language learning in creative ways (raps, descriptive writing, art etc.)
- Instilling a sense of wonder around language etymology through developing language detective skills.
- Giving opportunities for pupils to reflect on their language skills.

Our French curriculum contributes to the Moral development of pupils by:

- Providing opportunities to further explore moral issues, such as stereotyping and access to education around the world.

Our French curriculum contributes to the Social development of pupils by:

- Promoting communication and conversation skills.
- Giving them opportunities to cooperate with a group towards a shared goal.
- Ensuring that there are regular opportunities to work with their peers from different backgrounds and abilities.

Our French curriculum contributes to the Cultural development of pupils by:

- Fostering respect for French culture and subsequently other cultures as well.
- Encouraging pupils to reflect on their own cultural heritage when considering cultural differences.
- Celebrating cultural differences as a positive thing.
- Exploring the commonalities between French and British culture.
- Raising awareness of the need to challenge cultural stereotypes.
- Developing awareness of social conventions in France and that social conventions differ between cultures.
- Celebrating cultural achievements in France (art, architecture, sport, music).

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. The scheme of work focuses on developing '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.

Teachers are provided with a *Progression of Skills and Knowledge* document which 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.

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. Kapow Primary 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.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the mixed-age long-term planning documents provided by *Kapow Primary* to ensure progression of skills across the age range. Short-term planning is also provided in the form of unit overviews (covering the learning targets for each 5-lesson unit) and individual lesson plans laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.

Each teaching unit is divided into 5 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 with 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.

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. We think of the progression within the 5 lessons in a unit as '**language Lego**'. We provide blocks of language knowledge and, over the course of a 5-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Impact

The impact of Kapow Primary's scheme will be monitored continuously through both formative and summative assessment, in line with school policy. An assessment spreadsheet will be used by teachers to assess and record children's understanding and progress in each lesson. This information will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders.

Pupils will be aware of their own learning goals and progression, as each unit offers an 'Assessment Quiz' and 'Knowledge Catcher', which they complete at the start and end of a unit. Pupils are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations. If pupils are not progressing in line with expectations, which has been identified by the assessment spreadsheet, an intervention programme will be put in place to address any areas that require attention.

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.