**Languages - French**

**Intent**

Learning a foreign language is a vital part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should provide opportunities for pupils to communicate for practical purposes, as well as foster their curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to through simple, structured conversation and in writing sentences. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

1. Understand and respond to spoken and written language from a variety of authentic sources
2. 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
3. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. Discover and develop an appreciation of a range of writing in the language studied.

Children have weekly lessons in French throughout Key Stage 2, using the resources and units of work from Language Angels, in addition to other resources. In Lower KS2, children acquire basic procedural knowledge and understanding of French, with a strong emphasis on developing their speaking and listening confidence. This will be embedded and further developed in Upper KS2, alongside reading and writing, gradually progressing onto more complex language concepts and greater learner independence.

It is intended that when children leave Holy Trinity, they will have developed a natural curiosity and confidence to explore other countries’ cultures and languages, understanding that, in a multi-cultural society, it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning in Key Stage 3.

**Implementation**

In line with the National Curriculum for Languages, pupils are taught to**:**

1. Listen attentively to spoken language and show understanding by joining in and responding
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. Present ideas and information orally to a range of audiences
7. Read carefully and show understanding of words, phrases and simple writing
8. Appreciate stories, songs, poems and rhymes in the language
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clear
11. Describe people, places, things and actions orally and in writing
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

This is done through a weekly (or bi-weekly) French lesson, taught by the class teacher or an HLTA.

**Impact**

We measure the impact of learning through the following methods:

* Observing children completing speaking and listening activities.
* Marking of written work.
* Interviewing the pupils about their learning (pupil voice).
* Moderation of pupil’s work, with the opportunity for a dialogue between teachers.
* Annual reporting of standards across the curriculum to parents.
* Learning walks.
* Subject tracking.

Teachers assess if the knowledge taught is retained by the children, revisiting as necessary, and also if learners are able to apply the procedural knowledge they have been taught in a variety of ways, showing independence with their learning. Impact will also be measured through key questioning during lessons, child-led self-assessment and summative assessments aimed at targeting next steps in learning.

The Languages subject leader monitors the impact MFL teaching is having on the children’s learning through work scrutiny, to ensure there is progress of knowledge and skill development.