

### **Intent**

Children and families at Christ Church speak many, many different home languages and we celebrate, value and utilise this through introducing children to ‘tasters’ of different languages from the very beginning of Reception through activities such as children’s ‘week in the spotlight’ presentations, learning to answer the register in different languages and learning in classes and assemblies in preparation for a range of school events which celebrate the diversity within our school.

Our curriculum provision for Modern Foreign Languages begins in Year 2 where our intention is to capitalise on the thinking behind critical age theory by introducing basic French before the statutory age detailed in the National Curriculum. We hope that all children will enjoy learning a new language and go on to develop a curiosity and a desire to learn more while they are at an age when they are less self-conscious about mispronunciation and attempts at a correct accent. In Key Stage 2 we seek to maintain this enthusiasm as well as ensuring all children receive the entitlement as set out in the National Curriculum. In collaboration with our specialist teacher, our topics are devised and organised to ensure that children’s knowledge builds over time with opportunities for the children to use vocabulary and grammar previously learnt in linked topics later on. Through learning another language, we also aim to develop the children’s skills in listening, speaking, reading and writing in both French and in English as there are strong literacy links in this curriculum area.

We recognise that alongside learning French, the children should learn about French culture, France and other Francophone countries. The National Curriculum highlights the opportunities learning another language can provide in terms of studying and working abroad. Through both learning about the intercultural aspects and learning basic French itself, we endeavour to address the disparity in cultural capital which may exist between children in our school. All children are given the opportunity to experience success in learning a different language and this, in conjunction with our strong careers programme, develops children’s knowledge and aspirations about exciting future opportunities both at home and abroad.

Our long-standing commitment to the employment of a specialist teacher for French ensures children throughout Key Stage 2 receive consistently high-quality teaching. Specialist teaching also ensures:

- correct accent and pronunciation
  - adaptation of the curriculum in line with the needs of varying cohorts
  - a good knowledge of each child which grows as children move through the school
- A range of enrichment opportunities are provided, for example dual language story books available in class book corners, events which celebrate culture and languages, songs linked to the topics children learn and after school languages clubs.



### **Implementation**

- Taught by a specialist teacher, employed through an outside agency
- Weekly lessons for Year 2, Year 3 and Year 4. Weekly lessons for half the year for Year 5 and Year 6.
- Ongoing assessment by our specialist teacher, with end of year assessments against key statements reported to parents in annual reports.
- Recent (pre-COVID) enrichment activities include after school French club for all year groups, as well as after school Spanish club and a range of linked international events. Children often share their learning in French in class assemblies.
- Children are provided with a taster of learning different languages in Reception and Year 1, focusing on sharing the languages spoken in children’s homes. There is a non-statutory introduction to basic French in Year 2 and then French is taught progressively through KS2.
- Where children are already fluent French speakers, extension work, usually higher level reading or writing tasks in French, is provided, and children also use their skills to model to others.
- Skills are taught progressively through KS2 in the four areas of speaking, listening, reading and writing. Content, including the related vocabulary and grammar is returned to and built upon throughout KS2 to revise and consolidate children’s learning from previous years.
- Children have a French book which stays with them throughout KS2 to record their work and learning.
- Lessons include speaking and listening opportunities, games, songs, stories and the use of online resources as well as opportunities to read and write in French at the appropriate level.
- Links are made to English grammar where ever it is relevant (and to children’s other home languages)

## Impact

- Children leave our school understanding the importance of learning another language and confident to have a go at learning this vital skill (whether it be starting a new language at secondary school or continuing with French).
- Children feel that their wide-ranging home languages are valued.
- Children develop a basic understanding of French, at least in line with the national curriculum expectations, and can apply skills, grammar and vocabulary they have learned in reading, writing, speaking and listening tasks.
- Children continued to use and develop their skills in French during our period of home learning.

## Last year's standards (two year trend):

--

## Last year's key developments and successes in 2020/21:

- Continue to develop our French enrichment activities: consider visits/plays/workshops/purchase of further French story books/ languages day – target not yet achieved due to COVID restrictions, moved forwards to 21/22
- French books have been introduced across Years 2-6 which children are using for recording children's learning and work in class. These are passed up from year group to year group for children to refer back to in order to help them use and build on previous learning – books continue to be used and were passed up from previous year; school closure period meant there is less continuity of work to refer back to than planned – 20/21 target partially achieved
- Build on learner voice work last year to find our children's views about their French learning and progress and how we value the range of languages in all year groups – 20/21 target partially achieved with discussion about French in some pupil voice sessions in 2020, to be built on in 21/22

The **anti-racist curriculum review** document prompted us to reflect on the characters used in resources to teach French and when learning about the French-speaking world (do they represent the breadth of French-speaking nationalities

and cultures?). The review also asked whether multilingualism is celebrated and valued; in Christ Church this is already seen as a strength with many opportunities to share and celebrate differences including languages.

### **COVID impact – remote learning provision and the recovery curriculum**

In the first period of school closure (March – June 2020) class teachers in Y2-6 included several French activities in their home learning tasks. These tasks were set by our French specialist teacher at an appropriate level for each class to consolidate learning in school and included links to online games and activities. In the second period of school closure (Jan- March 2021) there was less opportunity for this as we were in the period between specialist teachers, though some tasks were set by class teachers.

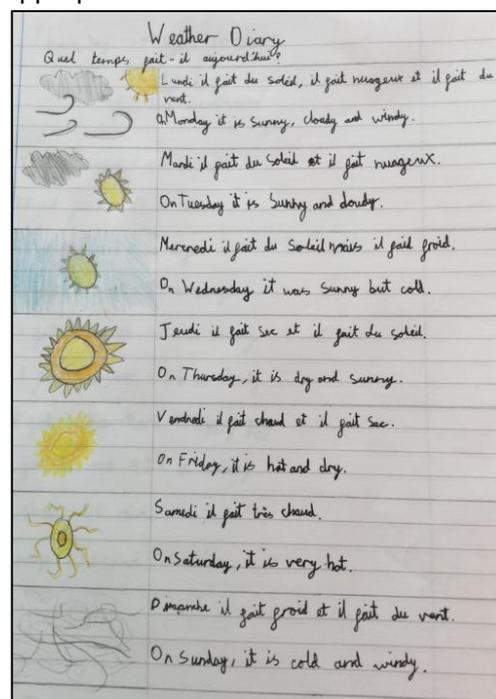
The DfE recovery curriculum document stresses the importance of pupils revisiting key vocabulary and grammar this year, as learning a language is progressive and any parts of the learning sequence which have been missed out need to be revisited. Our new specialist teacher has had to make adaptations to the planned progression to cover key vocabulary and grammar points in some classes.

<https://christchurchschool.co.uk/wp-content/uploads/2020/05/Year-2-fractions-festivals-and-French.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2020/04/Year-2-Buddhist-communities-and-animals-in-French-April-2020.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2020/04/Reception-languages-April-2020.pdf>

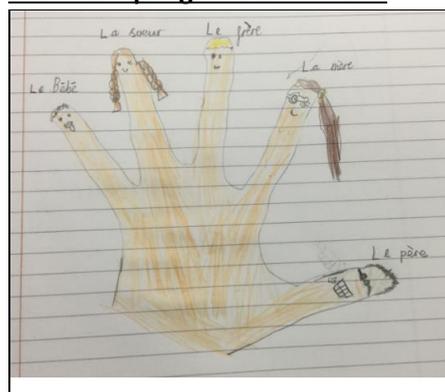
### **Year 4 home learning – weather diary →**



### **Key actions moving forward (development priorities for 2021/22)**

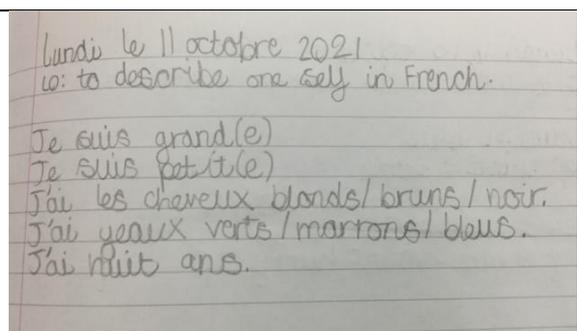
Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. To work with the new specialist French teacher (and their agency) to align their sequential planning and our skills progression and to make any adaptations to this to ensure gaps in provision, due to closure periods, are filled.</p> <p><i>All children make good progress in French, learning and remembering more of the key vocabulary and grammar concepts.</i></p>	<p>Autumn 2021 – new specialist French teacher induction, use of agency scheme and resources, plus assessments, to assess any gaps or areas to revisit</p> <p>Spring 2022 onwards – make ongoing adjustments to planning and teaching to ensure progress for all classes, with regular reviews with subject leader</p>
<p>2. Build back enrichment opportunities in French (consider clubs, stories, songs, visitors, languages day and links with other international events)</p> <p><i>French teaching is enriched with a range of activities to engage learners and ensure that the subject (and languages in general) are valued and celebrated.</i></p>	<p>Spring 2022 onwards – investigate alternative providers for after school languages clubs, plus other enrichment opportunities</p> <p>Links with Friends international event?</p>

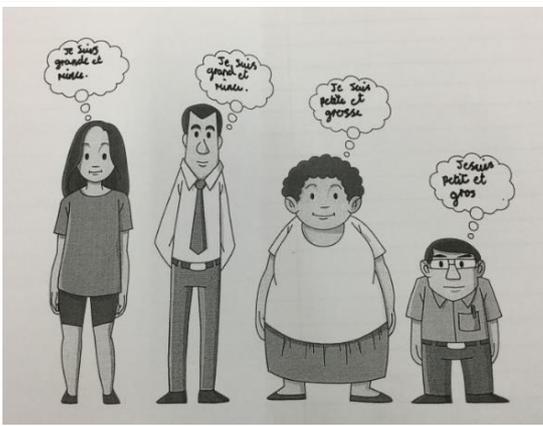
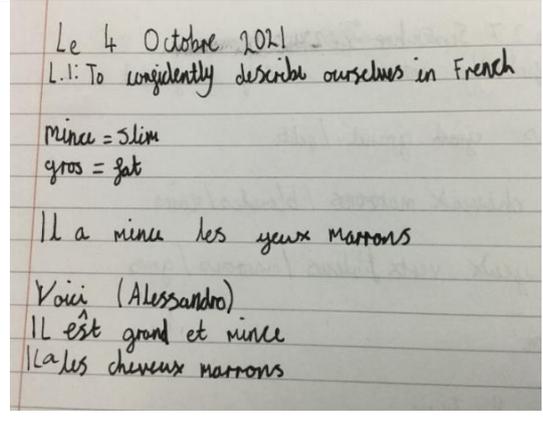
### **Work sampling – Autumn 2021**



←Year 3 –  
vocabulary for  
family members

Year 4 – simple  
sentences to  
describe  
oneself →



	<p>←Year 6→ Expand descriptive vocabulary and describe oneself and others</p>	
---	---	---

### Pupil voice

Autumn 2021 – children from Y2, Y3, Y4, Y6

**All children could explain what they had been learning this year in French. They could recall specific learning from their books and work, for example:**

*Year 6: Learning how to describe ourselves including emotions and numbers up to 40. We've learnt names of shops and body parts. We learn not only vocabulary but sentences too. We have learnt to have a conversation including your age, where we live, and what we like. We learnt linguistic patterns. Using French to describe everyday actions and repeated patterns like getting up and brushing your teeth. We learnt to write numbers in French as well as be able to say them. We used our learning of numbers to help tell the time.*

*Year 4: learning clothes, fruit and vegetables vocabulary as well as being able to describe. We learnt all the different names for clothes but we also learnt to describe them using colours.*

**Children could describe how their learning is building on learning in previous years:**

*Year 6: In y3 we learnt to say hello and goodbye which helps to start our conversations now. In Y5 we learnt to say I am and I have which then helps in the conversations this year about age and where I live.*

*Year 3: We learnt how to describe how we were feeling in Y2 and now we have done more about feelings and having a conversation with a partner.*

**Children could describe a range of ways they are helped to remember their learning, e.g. games, using what they learn, recaps at the beginning of lessons.**

### Key points for discussion with governors about this report

- Change in specialist teacher for French – how we are building back consistency with this
- Ways we enrich our languages teaching and learning and plans for further development
- Successful introduction of French books to record work and support children to refer back to and use previous learning