

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.

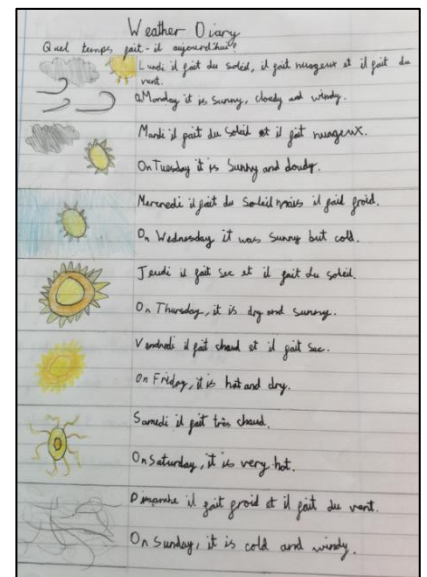
We recognise that alongside learning French, the children should learn about French culture, France and other Francophone countries. The National Curriculum highlights the opportunities learning another language can provide in terms of studying and working abroad. Through both learning about the intercultural 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

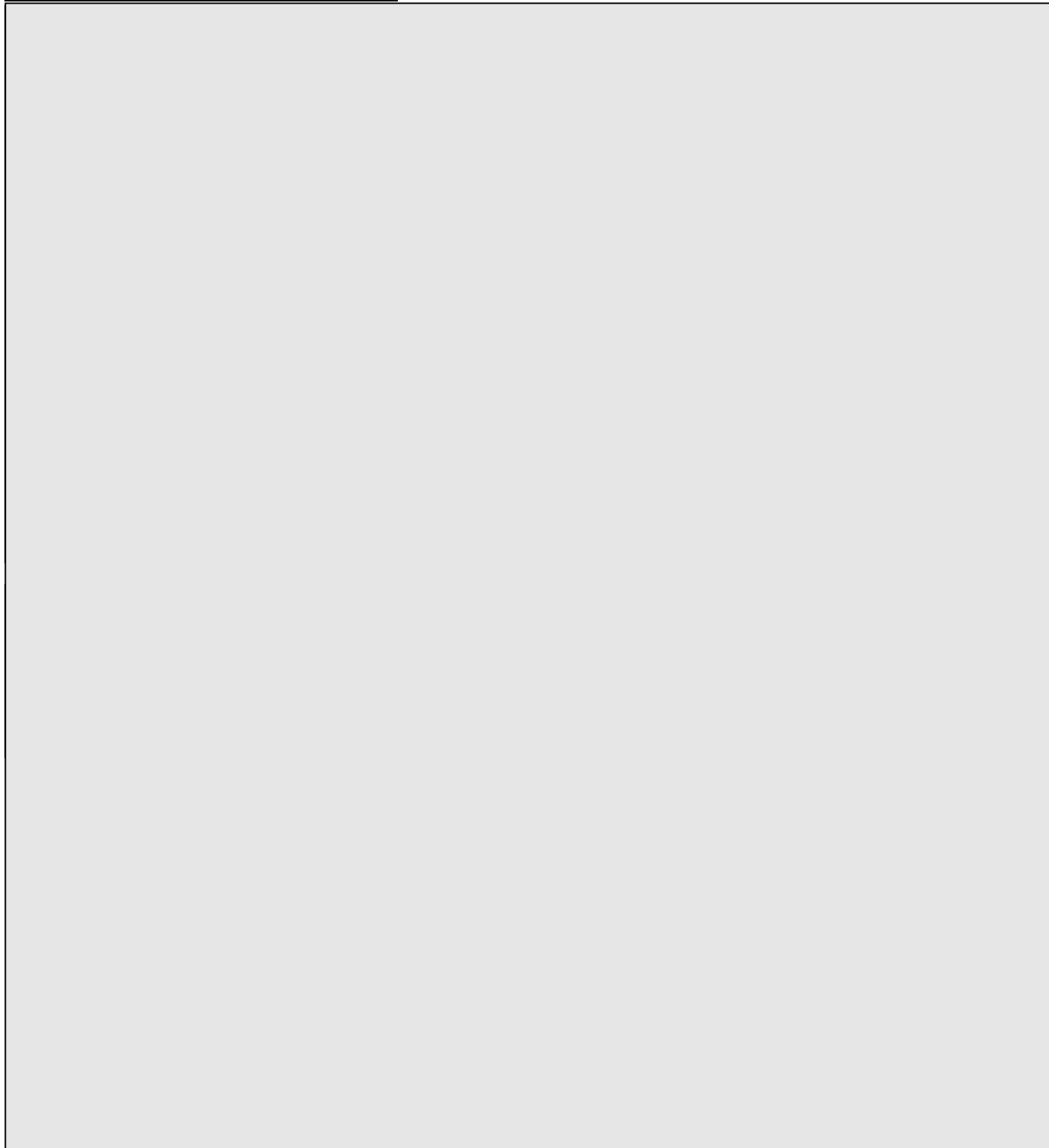
- Taught by a specialist teacher, employed through an outside agency
- Weekly lessons for Year 2, Year 3 and Year 4. Weekly lessons for half the year for Year 5 and Year 6.
- Ongoing assessment by our specialist teacher, with end of year assessments against key learning reported to parents in annual reports.
- Recent languages enrichment activities have included, at various times, after school French, Spanish and Mandarin clubs 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 speaking and listening in French in Year 2 and then French is taught progressively through KS2.
- Where children are already confident 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, with a focus on the three pillars of curriculum progression: phonics, vocabulary and grammar. 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 (written opportunities from Y3 upwards).
- 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 (currently 30 different languages are spoken across the school).
- Children develop a basic understanding of French, at least in line with the national curriculum expectations, and can apply phonics skills, grammar and vocabulary they have learned in basic reading, writing, speaking and listening tasks.

Last year's standards (three year trend):



Last year's key developments and successes in 2021/22:

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.

Intended outcome: All children make good progress in French, learning and remembering more of the key vocabulary and grammar concepts.

Target partially achieved, to be continued and developed in 22/23

School progression documents were updated to reflect the topics/content covered in the agency scheme. Regular teaching took place throughout the year and all necessary adaptations to the curriculum (due to COVID gaps) have now been completed. In general, children made good progress and end of year standards continued to be positive. In 22/23 further liaison to take place to ensure agency curriculum and teaching is refined further as school documents are developed to reflect the recommendations in the Ofsted research review document.

2. Build back enrichment opportunities in French (consider clubs, stories, songs and links with other international events)

Intended outcome: 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.

Target partially achieved, to be continued and developed in 22/23

French teaching, especially in Year 2 and Year 3, was enriched effectively with story and songs. Mandarin club (wider languages focus) was successfully set up for YR-3 for Spring and Summer terms. School community international events were celebrated as part of larger Friends events.

Key actions moving forward (development priorities for 2022/23)

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. To continue to work with the specialist French teacher (and their agency) to refine our planning, progression and assessment documents in the light of the Ofsted research review. These refinements are to have a particular focus on ensuring all children and staff have a clear focus on key learning and end points for each unit and that agency topic-based planning is aligned with the three pillars of progression in the curriculum (phonics, vocabulary and grammar).</p> <p><i>All children continue to make good progress in French, learning and remembering more of the key phonics, vocabulary and grammar concepts. Key learning and end points are well known by all staff and children.</i></p>	<p>Autumn 2022 – meeting between specialist teacher and subject leader to reflect on Ofsted research review and our curriculum documents. Refine, where needed, the key learning and end points for each year group/topic.</p> <p>Spring 2023 onwards – support specialist teacher to work towards end points and assess against key learning. Make any further refinements to curriculum documentation.</p>
<p>2. To continue to provide support for specialist French teacher by increasing the knowledge of the curriculum and involvement in teaching of class teachers.</p> <p><i>Class teachers' understanding and involvement is increased with a positive impact on pupil progress, with a particular focus on engagement and progress of SEN, disadvantaged and boys.</i></p>	<p>September 2022 onwards – class teachers to be present in French lessons</p> <p>Sharing of French data with class teachers to provide background to focus on engagement and progress of certain groups.</p> <p>Mid-year – review engagement and progress of all pupils, identifying those for any additional support.</p>
<p>3. Continue to explore and implement enrichment activities so that languages learning and skills are further enriched and valued across the school.</p> <p><i>All children continue to see the value in learning other languages and those who speak another language continue to feel this is valued and celebrated.</i></p>	<p>Autumn term 2022 – 'be the expert' individual presentations: encourage children where relevant to share their language skills for their presentation and for this to be celebrated and reinforced in class.</p> <p>Spring term 2023 onwards – investigate additional after school language clubs</p> <p>Throughout year – explore opportunities with Friends association for international element to their community events.</p>

Ofsted curriculum research review – summary and response/reflection

The Ofsted curriculum research review for languages (June 2021) reviews a wide range of relevant educational research into both primary and secondary languages teaching and highlights features which may be present in high-quality languages education.

Summarised information about features of high quality languages education identified in the review	Our response – how does this align with our teaching and learning at Christ Church
<p>Three pillars of progression in language learning: phonics</p> <ul style="list-style-type: none"> - curriculum plans show logical progression in phonics - planned practice in phonics learning 	Phonics learning is part of our planned curriculum – e.g. throughout the speaking strand of our skills progression. Part of the refinement of our curriculum documentation this year will be to specifically and separately identify the phonics learning for each stage.
<p>Three pillars of progression in language learning: vocabulary</p> <ul style="list-style-type: none"> - importance of carefully-planned sequence of vocabulary learning – to build vocabulary early and in line with other pillars - breadth and depth of vocabulary learning should be carefully considered, including prioritisation of high frequency words, careful consideration of topic words, use of vocabulary in different contexts. - building fluency and automatic recall through planned opportunities to revisit, use of vocabulary in both spoken and written language and in different topics - making links between words in word families and making links with English words 	<p>Vocabulary learning is progressively built into our planned curriculum, with specific vocabulary introduced through each topic (e.g. home, animals etc).</p> <p>High frequency words and phrases are prioritised and returned to in each topic to recap learning (e.g. expressing preferences for animals, for food; using same descriptive words to describe people and animals).</p> <p>The same vocabulary is practised and introduced in both spoken and written French.</p> <p>Links are made to English words (and children’s other home languages) throughout our teaching. Opportunities for making these links be made more explicit in our plans as we refine our curriculum documentation.</p>
<p>Three pillars of progression in language learning: grammar</p> <ul style="list-style-type: none"> - nature and rate of grammatical progression and complexity of grammatical concepts is carefully considered - grammar features are introduced explicitly – in reading and listening and through practice in speaking and writing - there are planned opportunities to revisit the grammar feature 	<p>Grammatical features to be taught are clearly set out in our curriculum progression documents for each year group. These are practised in both spoken and written French.</p> <p>Grammar features are revisited in different contexts and different year groups, e.g. position of adjective in a sentence for describing features of people, describing food, describing animals; conjugation of verb for different people when describing routines or travel; reflexive verbs revisited in different topics.</p>
<p>Pedagogy:</p> <ul style="list-style-type: none"> - teachers’ use of the target language is carefully considered - there are opportunities for practice with both models/scripts and without (which will be slower and more error-prone) - authentic texts are well-chosen - error correction is explicit and may be focused on a particular area of the curriculum <p>Assessment:</p> <ul style="list-style-type: none"> - there are meaningful assessment opportunities, aligned to the planned curriculum 	<p>Our specialist teacher deliberately uses French for high frequency phrases in the classroom (as part of incidental learning) but not throughout the whole lesson (which would be overwhelming). Opportunities for practice focus more on models and scripts at this early stage of learning.</p> <p>Stories in French are carefully chosen for their repetitive language structure or use of target vocabulary, or where children can compare and follow due to knowledge of the story in English. Errors are corrected in a variety of ways (especially orally) reflecting the suggestions given in the research review:</p> <ul style="list-style-type: none"> • <i>recasting: re-stating what the pupil said, but correcting errors in it</i> • <i>prompting: where the correction is elicited from the learner themselves</i> • <i>explanation: where explicit, often metalinguistic, information is given about a rule relating to the cause of the error</i> <p>Assessment is ongoing and formative. Focus piece of work (oral or written) to be identified as key assessment piece for each topic.</p>
<p>Culture and policies:</p> <ul style="list-style-type: none"> - school leaders ensure languages teachers have both a strong understanding of curriculum progression in languages and strong subject knowledge 	Commitment to specialist teaching for French has ensured strong and confident subject knowledge of specialist teacher. Ensuring a more joined up approach with class teachers and subject leader supports better understanding of curriculum progression alongside this.

Approach to assessment in French

Ongoing assessment

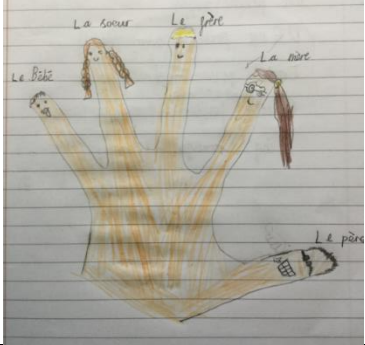
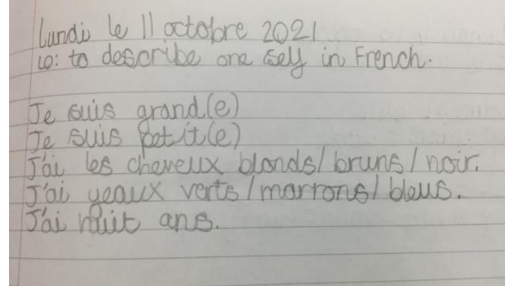
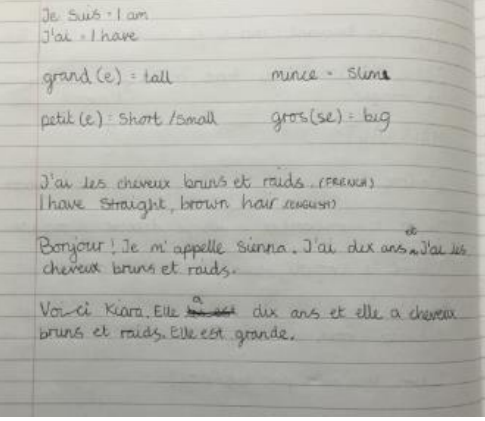
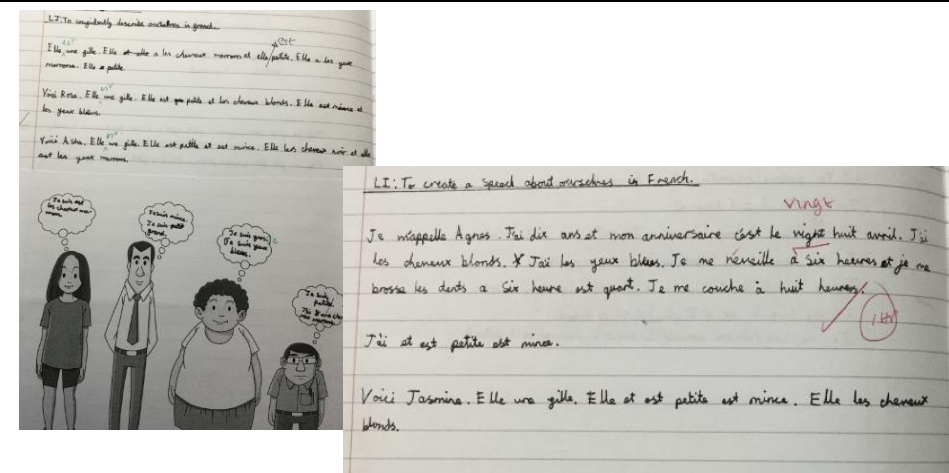
Our specialist teacher, alongside class teachers and teaching assistants who know the children well, support all children to participate in a range of engaging and accessible French learning activities. Ongoing, formative assessments are made all the time, with teachers and teaching assistants adapting the support, resources, groupings or scaffolding provided within the lesson and for the next lesson. These ongoing assessments inform adaptations to the lesson and planning and for following sessions.

Summative assessment

Key learning has been identified for each year group and is assessed against at the end of the year and reported to parents in end of year reports. This data is analysed (above) to look at whole school trends and identify any improvement priorities.

Progression in learning through KS2 – examples from 2021/22

Progression in vocabulary and grammar related to describing self and others

	<p>Year 3 Vocabulary for family members</p>
	<p>Year 4 Simple sentences to describe oneself</p>
	<p>Year 5 Recap key vocabulary (I am, I have) Recap and build on descriptive vocabulary Begin to describe others using correct verb conjugations</p>
	<p>Year 6 Recap of descriptive vocabulary to describe oneself and others</p>

Using the same grammar feature in different topics – recap of learning

Lundi
 10: To learn how to say "I like" and "I don't like" French.
 J'aime = I like
 Je n'aime pas = I don't like
 J'adore = I love
 Je déteste

Faire du shopping = going shopping
 chanter = singing
 Aller à l'église = go to church
 Regarder La TV = watching TV
 Sortir avec mes amis = having fun with friends

Lire = Read
 L'équitation = horse riding
 Écouter la musique = listening to music

Year 4 –
 learning how to say I like, I don't like – beginning to use ne pas construction

LI: To give a description about food in French.
 parce que = because
 C'est = it is
 Ce sont = they are
 J'adore le croissant parce que c'est sucré.
 Je déteste les pâtes parce que ce sont aigre.
 J'aime les ~~sucre~~ parce que ce sont sucré.

Year 5 – Building on how to say I like/I don't like with parce que and reasons

to: to express our opinions about fruits and vegetables in french.
 J'aime la banane, mais je n'aime pas la pêche.
 J'aime la pomme de terre, mais je n'aime pas la tomate.
 MAIS = BUT
 J'adore la banane, mais je déteste le poivron.
 J'adore le concombre, mais je déteste l'oignon.
 J'adore le brocoli, mais je déteste l'orange.

Year 5 – Building on how to say I like/I don't like using 'but' (using food vocabulary)

Combining and building on previous learning

Il est sept heures
 Il est huit heures
 Il est neuf heures
 Il est dix heures
 Il est onze heures
 Il est midi
 Il est minuit
 Il est trois heures et demie
 Il est midi et demie
 Il est minuit et demie
 Il est cinq et quart

- Se brosser les dents → Je me brosse les dents.
 (I clean my teeth)
 - Se doucher → Je me douche
 (I shower)
 - Se réveiller ~~se réveille~~ réveiller → Je me réveille
 (I wake up)
 - Se lever → Je me lève
 (I get up)
 - Se laver → Je me lave
 (I wash)
 - S'habiller → Je m'habille
 (I dress)
 - se coucher → Je me couche
 (I go to bed)

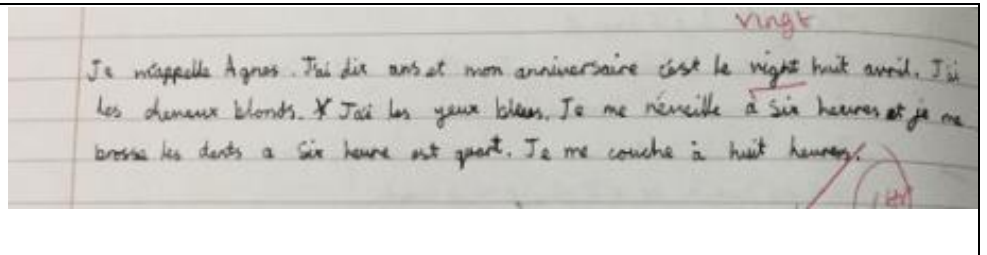
Year 5
 Common reflexive verbs for routines

A quelle heure tu prends le petit-déjeuner? Je prends le petit-déjeuner à 7 heures. Et toi?
 A quelle heure tu prends le dîner? Je prends le dîner à 6 heures.
 A quelle heure tu prends le goûter? Je prends le goûter à 4 heures.

Year 4 Beginning to tell the time (including use of numbers previously learnt in Year 2 and Year 3)

Year 6

Paragraph introducing themselves – combines descriptive features (see examples above), adjective use, reflexive verbs, time



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

- Ongoing commitment to a specialist teacher for French and the impact of this
- Commitment to class teachers supporting French teaching and learning this year
- Ways we enrich our languages teaching and learning and plans for further development in this area
- Successful introduction of French books to record work over the past few years, which children keep throughout KS2 and which support children to refer back to and use previous learning;
- Examples of work shared in this report to talk through to describe progression model and how this aligns with features described in Ofsted curriculum research review.