

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 languages clubs, a range of linked international events, connections and communications with schools abroad and French theatre performance. 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.

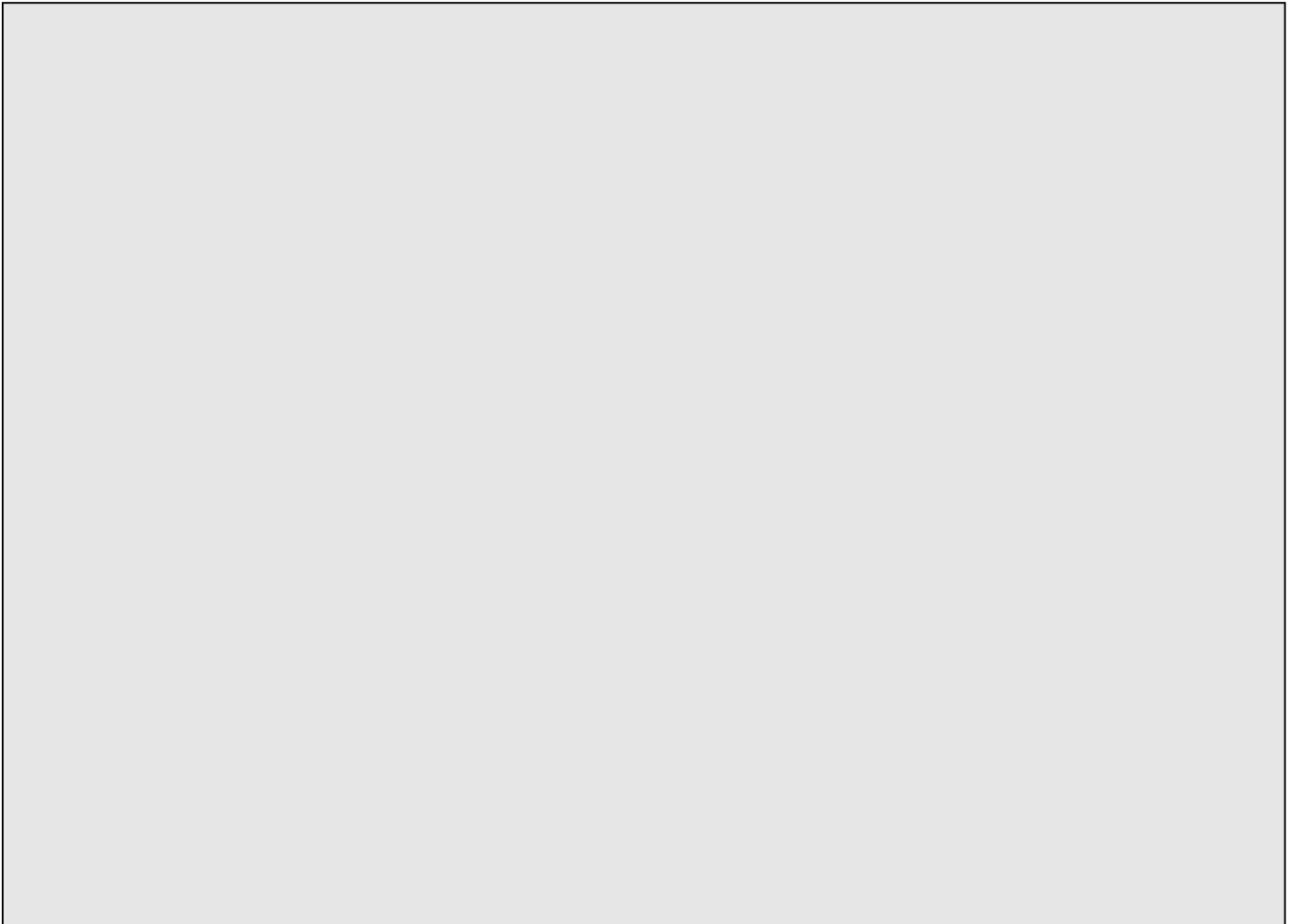


- Children have a French book which stays with them throughout KS2 to record their work and learning.
- Lessons include speaking and listening opportunities, games, songs, stories and the use of online resources as well as opportunities to read and write in French at the appropriate level (written opportunities from Y3 upwards).
- Links are made to English grammar where 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):



- Large majority of children assessed to be at or above expected standard; this is similar picture to previous two years, with a slightly lower percentage assessed as below the expected standard than in the previous two years.
- Nineteen children were below expected in Y2-6 (six of these are in SEN group and one is in the disadvantaged group). There continues to be a higher proportion of boys who did not reach the expected standard, though gap is closing – ensuring the highest possible level of boys' engagement with French continues to be a focus area.
- The proportion of children meeting/exceeding expected standard is relatively similar across all year groups, with a lower level of end of year attainment in Year 4, in general, where there are a number of individual SEN needs.
- Of the 33 children exceeding the expected standard, 25 are EAL and 8 are non-EAL. Those in the EAL group include five French speakers but also those who speak other languages at home.

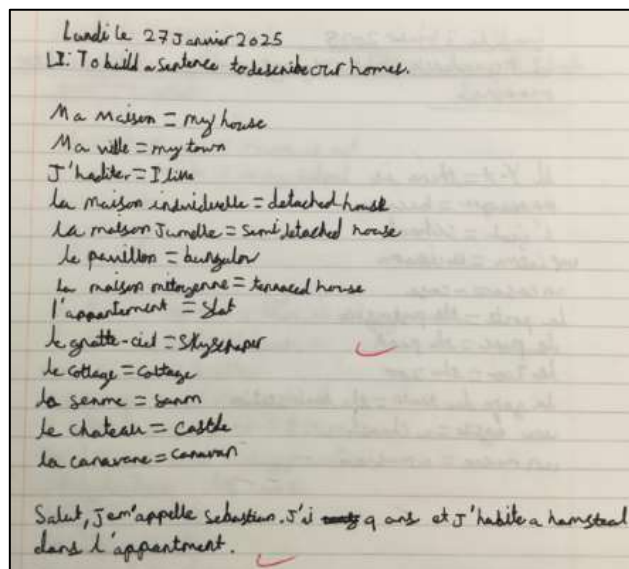
Last year's key developments and successes in 2024/25:

1. To continue to work with the specialist French teacher (and their agency) (linked to possible review and change of staffing) to continue to refine our planning, progression and assessment documents. These refinements continue 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).

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.

Target partially achieved, to be continued and developed in 25/26

New specialist agency teacher started at the school part way through the year and has made a very successful start. Formal and informal meetings continued to take place between curriculum leader and specialist teacher to discuss curriculum, progression documents and resources. Refinements were made to curriculum progression and teaching resources. In general, children made good progress and end of year standards continued to be positive. Aim to continue further liaison to ensure agency curriculum and teaching continues to align with school expectations and best practice.



2. To continue to provide support for specialist French teacher by increasing the knowledge of the curriculum and involvement in teaching of class teachers, with a particular focus on engagement and achievement of boys.

Class teachers' understanding and involvement is increased with a positive impact on pupil progress, with a particular focus on engagement and progress of boys.

Target partially achieved, but focus on boys' engagement and progress to be continued in 24/25

Class teachers (and class TAs) continue to be present and participating in French lessons to support pupil progress and build specialist teacher's awareness of individual needs. This has continued to be successful in building engagement and teachers' understanding of French curriculum and teaching but will remain a focus area in 25/26 to continue to support new French teacher and support boys' progress.

3. Build on 23/24 enrichment and continue to explore and implement enrichment activities so that languages learning and skills are further enriched and valued across the school, in particular through opportunities for exchange/sharing activities

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.

Target achieved, but activity to continue and be developed in 25/26

Individual presentations (Y1-6) and 'week in the spotlight' (Rec) continued to provide individual pupils with opportunities to share their international backgrounds and languages, as did Y1-6 poetry recitals where several pupils chose to share a poem in another language. The Friends Association international event was very successful as a celebration and sharing of the different cultures represented in the school.

Key actions moving forward - development priorities for 2025/26

Target and intended outcome	Planned actions (including dates where applicable)
<p>1. Review and refine Christ Church curriculum where needed in light of the government's Curriculum and Assessment Review</p> <p><i>Intended outcome: Christ Church curriculum aligns with national curriculum and other statutory guidance.</i></p>	<p>Review the government's Curriculum and Assessment review, when published, and identify any areas for update or refinement in the Christ Church curriculum.</p> <p>Update planning and related documentation, including 'curriculum pack' and 'curriculum statement' for the subject, to reflect any updates.</p>

	Ensure appropriate professional development and resources are in place for any changes or updates.
<p>2. To continue to work with the specialist French teacher (and their agency) (linked to possible review and change of staffing) to continue to refine our planning, progression and assessment documents. These refinements continue 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>Termly liaison between French specialist teacher and curriculum leader to discuss curriculum, pupil progress and resources.</p> <p>Review staffing for specialist French teaching with agency if necessary.</p> <p>Continue refinements to curriculum documents and teaching where necessary.</p>
<p>3. Continue to build on previous enrichment, to explore and implement enrichment activities so that languages learning and skills are further enriched and valued across the school, in particular through opportunities for exchange/sharing activities</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>Throughout year</p> <ul style="list-style-type: none"> - continue to work with the Friends Association to develop their international events - explore opportunities to link with classrooms abroad to develop language and inter-cultural learning - explore opportunities for French enrichment visits or workshops

Ofsted research review and subject report

The **Ofsted curriculum research review** for languages (June 2021) reviewed a wide range of relevant educational research into both primary and secondary languages teaching and highlighted features which may be present in high-quality languages education. See our Autumn 2022 MFL curriculum report for a summary and our response to the report.

An **Ofsted subject report** has not been published to date.



Professional development and links outside the school

Professional development in this curriculum area is provided mainly to the specialist teacher via their own outside agency, who provide up-to-date resources and planning suggestions.

Professional development for class teachers is provided by their presence in the class lessons in order to support the specialist teaching.

A range of external resources support French teaching including those provided by the outside agency and those created by Oak Academy.

Pupil voice: Autumn 2024 – children from Y3-6

With a change of French teacher due to take place, we asked the children to review their learning in French over all to help staff plan for this change.

Children understood the importance of learning a different language, but they acknowledged that lots of them already spoke a different language alongside English. Many children did not enjoy the repetitive nature of the current French lessons as much as they enjoyed other learning in school.

Children said that they enjoyed some of the songs and games which form part of the lessons, and that they enjoyed speaking activities more than writing activities.

Children in all year groups could identify key recent learning in French, e.g.

Year 6: foods – basic and in more detail

Year 5: introducing yourself, animals, telling the time

Year 3: animals, food words

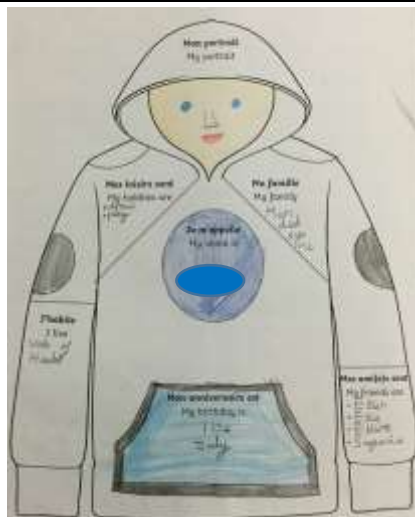
Children also gave some very valuable feedback about the French exercise books – they acknowledged that staff and children could do more to make sure these are of the same standard as other books and they wanted the books to be a good source to refer back to, full of key learning and words for them to remember.

Key points for discussion about this report

- Ongoing commitment to a specialist teacher for French and the impact of this; possible review of staffing going forward; Commitment to class teachers supporting French teaching and learning;
- 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.

Progression in learning through KS2

Progression in vocabulary and grammar related to describing self and others



Year 3
Vocabulary for family members

Initial responses to French questions in English

LO: to describe one self in French.
 Je suis grand(e)
 Je suis petit(e)
 J'ai les cheveux blonds/bruns/noir.
 J'ai yeux verts/marrons/bleus.
 J'ai huit ans.

Year 4
Simple sentences to describe oneself

Notes for oral work responding to questions about themselves in French

LO: To listen and respond to spot questions in french -
 Où habites-tu? - where do you live?
 ↳ J'habite à Londres.
 Quel âge as-tu? - how old are you?
 ↳ J'ai 8/9 ans.
 Comment te sens-tu? - how are you?
 ↳ Ça va bien/à mal.
 Comment tu t'appelles? - what is your name?
 ↳ Je m'appelle Olavia.

Je suis - I am
 J'ai - I have
 grand(e) = tall mince = slim
 petit(e) = short / small gros(se) = big
 J'ai les cheveux bruns et ronds. (roux)
 I have straight, brown hair (red)
 LO: To describe ourselves in French using a scaffold.
 Je m'appelle []
 J'ai (Paris)
 J'habite à Londres
 Je suis grand(e)
 petit(e)
 J'ai les cheveux noirs/marron/blonds/
 roux/gris.

Voici Serena Williams, elle a cheveux noir et ronds, Elle est grande et mince et elle est. (a tennis player).

Year 5
Recap key vocabulary (I am, I have)
Recap and build on descriptive vocabulary
Begin to describe others using correct verb conjugations

Year 5/6

Recap of descriptive (physical features and characteristics) vocabulary to describe oneself and others

1) Elle est grande et mince. Elle a les cheveux bruns et longs.

2) Il est grand et mince. Il a les cheveux noirs et courts.

3) Elle est petite et grosse. Elle a les cheveux bruns et bouclés et courts.

4) Il est petit et gros. Il a les cheveux bruns et raides et courts.



Voici Jacqueline Wilson. Elle est écrivain. Elle a 77 ans. Elle est les cheveux gris et courts. Elle porte des lunettes. Elle a les yeux marron.

Je suis triste (I'm sad)

Je suis heureux (I'm happy)

Je suis malade (I'm ill)

Je suis content (I'm happy)

Je suis triste (I'm sad)

Je suis excité (I'm excited)

Je suis fatigué (I'm tired)

Je suis en colère (I'm angry)

Voici [redacted]. Elle est très énergique. Elle porte des lunettes. Elle a les cheveux bouclés et c'est blondes.

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

Year 3 – using stories (Hungry Caterpillar) to learn food vocabulary and recap numbers. Both areas of learning to be built on in more complex sentence constructions below.

une pomme = apple
 deux pommes = two
 trois pommes = three
 quatre fraises = strawberries
 encore pain = orange
 de gâteau = cake
 de glace = ice cream
 un cornichon = pickle
 un bout de gâteau = chocolate
 un saucisson = sausage
 une saucisse = sausage
 aux cornichons = pickles
 petit gâteau = cupcake
 pelon d'eau = watermelon

La chenille
 elle fait des
 trous

une pomme
 deux pommes
 trois pommes
 quatre fraises
 encore pain
 de gâteau
 de glace
 un cornichon
 un bout de gâteau
 un saucisson
 une saucisse
 aux cornichons
 petit gâteau
 pelon d'eau

Lundi le 2 janvier 2024

L1. To give a description about food in French.

J'adore la pizza parce que c'est chaud et délicieux.

J'aime le popcorn parce que c'est salé et sucré.

Je déteste le chilli parce que c'est chaud et épicé.

Je n'aime pas le poulet parce que c'est chaud et salé.

parce - because
 délicieux - delicious
 sucré - sweet
 chaud - hot
 froid - cold
 salé - salty
 épicé - spicy
 parce que - because
 et - and
 aimez - do you like

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

Using food and other learnt vocabulary (e.g. hobbies)

J'aime lire car c'est intéressant.

Je n'aime pas chanter car c'est ennuyeux.

J'aime le cyclisme car c'est amusant.

Je déteste courir la musique car c'est ennuyeux.

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.

like
 I don't like

Year 5 – Building on how to say I like/ I don't like using 'mais' (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 → 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)

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 5
 Common reflexive verbs for routines

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

Je m'appelle []. J'ai dix ans et mon anniversaire c'est le vingt huit avril. J'ai les cheveux blonds. J'ai les yeux bleus. Je me réveille à six heures et je me brosse les dents à six heures et quart. Je me couche à huit heures.