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| Subject Leader Curriculum Intent, Implementation and Impact Overview | | | | |
| Subject: French | | | Subject Leader: Lauren Wolstenholme | |
| Intent | Research link | Implementation | | Impact |
| To plan and deliver a curriculum that embeds the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning. |  | * **Curriculum** - The MFL National Curriculum is planned for coverage in full within the KS2 school curriculum. Our MFL curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. We follow the ‘La Jolie Ronde’ Scheme of work to ensure coverage and progression across school. * **Language** - Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. Knowledge organisers are used to remind children of key vocabulary. Language is revisited during the day through, instructions being given in French or answering the register. * **2 Year Cycle** - Our curriculum is taught on a two year cycle (Year A and Year B) in Year 3/4 and Year 5/6.) * **French Lessons: -** French lessons are taught each week to progressively build on knowledge and language skills. Lessons are as practical and verbal as possible to expose children to the language. * **Basic skills** - ICT skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context. British values, SMSC and protected characteristics are also re-visited and linked to our French learning. * **Enhancement** - We plan INSPIRE and extra-curricular opportunities. Year 5 and 6 hold a French Café event each year. Year 3 and hold a Mardi-Gras event. * **Environment**- Signs around school in French, displays in the classroom. * **Assessment**- The academy is developing assessment grids that allow the children to respond to the objectives they are confident in and teachers are able to mark if children are beginning, achieving or exceeding expectations. Teacher assessment is used and moderated by the subject leader and recorded or target tracker. | | Children will know more, remember more French vocabulary.  Children will have the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.  As linguists children will learn lessons from MFL to influence the decisions they make in their lives and their understanding of different cultures. |