



Barnfields Primary School: French Subject Rationale

French Subject Quest at Barnfields:

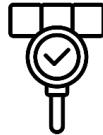
Teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature.

Knowledge Types in French

Vocabulary



Grammar



Phonics



French Intention

The intention of the French curriculum at Barnfields Primary School is to spark a genuine interest in language learning among our children, making the process enjoyable and engaging. Our Modern Foreign Language (MFL) curriculum is designed to systematically enhance childrens' language skills through regular, well-structured lessons.

Children progressively acquire, use, and apply vocabulary, grammar and phonics, all carefully planned into units. We focus on embedding the essential skills of listening, speaking, reading and writing, enabling children to utilise their French knowledge in various real-life contexts. This approach not only lays a strong foundation for their current language learning but also prepares them for continued language education as they transition into Key Stage 3.

At Barnfields, we prioritise the development of language proficiency that fosters confidence and competence, encouraging our children to embrace the joys of communicating in French. Through a combination of interactive activities, cultural exploration, and structured assessments, we aim to create a rich and immersive learning environment that cultivates a lifelong passion for languages.

Provision, Planning and Delivery

Provision

We bring our vision for French to life by:





- Prioritising French as a dedicated subject within the school timetable.
- Focusing the three pillars of progression: phonics, grammar and vocabulary.
- Implementing a progressive curriculum that allows learners to build upon and revisit key learning across the Key Stage.
- Allowing ample opportunity for retrieval to embed knowledge into children's memory.
- Promoting discussion and oral rehearsal as the main vehicle for developing understanding.
- Providing children sufficient opportunity to apply new language in reading, listening and writing activities across the unit.
- Carefully selecting units of learning which are both engaging and relevant that apply to real-life contexts.
- Developing a safe and supportive classroom environment which encourages children to participate in lessons and explore new language.
- Giving children the opportunity to deepen their knowledge and challenge their ability in languages.



- Celebrating differences in cultures and supporting pupils in making connections.
- Equipping children with foundational knowledge for future language learning in KS3.

Planning

Language Angels is used to inform planning and support teaching, ensuring that language lessons are ambitious and of high quality. Since the scheme is well-embedded into the school, teachers confidently adapt the resources, ensuring that the learning is suitable for all children in their class. Units have been carefully selected from four areas: Core Vocabulary, Early Language, Intermediate Language and Progressive Language. These are outlined on the French Subject Road Map which ensures that learning is progressive by revisiting and building upon prior learning. In every year group from Year 3 onwards, the children develop the three pillars of progression: phonics, grammar and vocabulary. These are then applied to the four key skills: reading, speaking, listening and writing.

			
Core Vocabulary	Early Language	Intermediate Language	Progressive Language

Delivery

In Key Stage 2, French is taught weekly, focussing on a unit of learning each half term. Assisted by Language Angels, teachers carefully plan and adapt engaging lessons to suit the needs of their learners.

Progression

At Barnfields, we ensure progression in French by having designed an ambitious and progressive curriculum that builds children’s knowledge systematically over time. We understand that progression means children ‘knowing more, remembering more’, and being able to do more with their knowledge. To achieve this, we carefully sequence learning so that children develop key knowledge in a structured way.



Language Angels is a tool used in Barnfields to ensure that all members of staff are confident and equipped with the necessary knowledge and skills to deliver high-quality language learning. Our goal is not necessarily to create French experts, but inspire children’s curiosity of language learning and different cultures.

To support this, we plan our curriculum so that new knowledge builds on prior learning. At the beginning of their language learning journey, children will be developing their memory of core knowledge (common phonemes, basic grammar and vocabulary) through revisiting and practising so that over time, knowledge becomes embedded into the



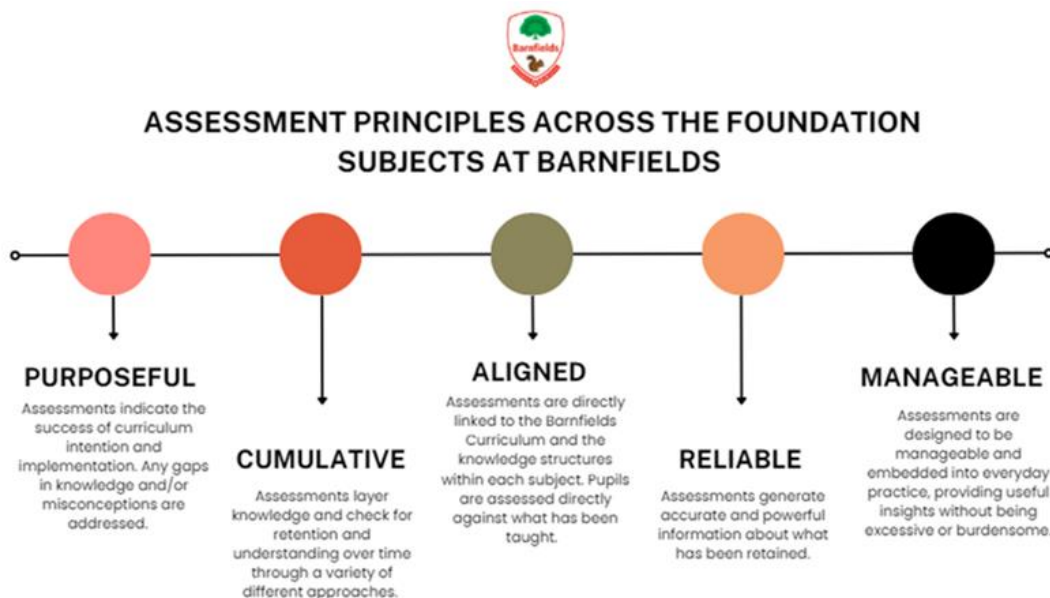
long-term memory. Once learners have remembered and automatised some basic knowledge of language, they can build upon it and carry out more complex tasks.

Retrieval is a key strategy in the French curriculum. We build in regular opportunities for children to revisit and refine prior, encouraging them to link previous learning to new learning to produce more complex and detailed understanding and responses.

Assessment, Recording and Reporting

Assessment

Assessment in French follows the school's five assessment principles for the foundation subjects: *purposeful*, *cumulative*, *aligned*, *reliable* and *manageable*.



We take a multi-faceted approach to assessment in French and consider all of the learning that has taken place throughout an entire unit across the four skills: speaking, listening, reading and writing. Assessment will cover the key pillars of progression. In phonics, teachers will assess the children's ability to pronounce words from their written form. When assessing vocabulary, teachers will consider the accuracy of spelling and pronunciation, understanding of meaning and speed of recall. For grammar, teachers will assess children's understanding and application of grammatical terms and structures.

In lessons, teachers will provide ample opportunity for formative assessment: retrieval practice, careful questioning, learning conversations, independent and group activities, etc. At the end of a unit, the children complete an End of Unit Assessment which encompasses all of the learning that has taken place and allows the children to showcase their French knowledge. Teachers will use this alongside their observations in class to inform their judgement on attainment and progress.



Name: <input style="width: 90%;" type="text"/>	Class: <input style="width: 90%;" type="text"/>	Date: <input style="width: 90%;" type="text"/>	Unit: Les vêtements	Name: <input style="width: 90%;" type="text"/>	Date: <input style="width: 90%;" type="text"/>	Class: <input style="width: 90%;" type="text"/>	Unit: Les vêtements								
Speaking Exercise				Listening Exercise				Reading Exercise				Writing Exercise			
Can you say any of the following in French?				From the extended listening exercise on the PowerPoint slide, write any of the numbers that correspond to the five different items of clothing that the speaker says they DO wear. (NB: Listen carefully as they also say that they do NOT wear some items!)				Can you read the passage in French below and find the 5 colours (adjectives) that have been spelt incorrectly? Underline the incorrectly spelt colour in the text and rewrite the item of clothing and colour correctly in the 5 boxes below.				Can you write any of the following five phrases in French?			
A shirt.				<input style="display: inline-block; margin-right: 20px;"/> <input style="display: inline-block; margin-right: 20px;"/> <input style="display: inline-block; margin-right: 20px;"/> <input style="display: inline-block; margin-right: 20px;"/>				Je m'appelle Marine. J'ai neuf ans et j'habite à Nice. À l'école je porte une chemise blanc, un pantalon gris, un pull bleu, une veste noir et une casquette rouges. Quand il fait froid je porte un pantalon vert, une chemise bleues et un pull gris. En plus, je porte un manteau noire.				A coat <input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>			
I am wearing a shirt.				<input style="display: inline-block; margin-right: 20px;"/> <input style="display: inline-block; margin-right: 20px;"/>				Corrected colour 1 <input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>				I am wearing a coat <input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>			
I am wearing a blue shirt.				<input style="display: inline-block; margin-right: 20px;"/>				Corrected colour 2 <input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>				I am wearing a red coat <input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>			
My blue shirt.				<input style="display: inline-block; margin-right: 20px;"/>				Corrected colour 3 <input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>				My red coat <input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>			
She is wearing a blue shirt.				<input style="display: inline-block; margin-right: 20px;"/> <input style="display: inline-block; margin-right: 20px;"/>				Corrected colour 4 <input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>				He is wearing a red coat <input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>			
<div style="display: flex; align-items: center;"> <div style="background-color: black; color: white; padding: 2px 5px; font-size: 8px; margin-right: 5px;">Word Bank</div> <div style="font-size: 8px;">une casquette, je porte, une veste, des gants, un short, il porte / elle porte, des chaussures, mon / ma / mes, un maillot de bain, une cravate, une écharpe, un manteau, des sandales, une jupe, bleu / bleue / bleus / bleues, rouge / rouges, des lunettes, une chemise, des bottes, un pantalon, une robe, des chaussettes, un tee shirt, un pull.</div> </div>				<div style="display: flex; align-items: center;"> <div style="background-color: black; color: white; padding: 2px 5px; font-size: 8px; margin-right: 5px;">Word Bank</div> <div style="font-size: 8px;">une casquette, je porte, une veste, des gants, un short, il porte / elle porte, des chaussures, mon / ma / mes, un maillot de bain, une cravate, une écharpe, un manteau, des sandales, une jupe, bleu / bleue / bleus / bleues, rouge / rouges, des lunettes, une chemise, des bottes, un pantalon, une robe, des chaussettes, un tee shirt, un pull.</div> </div>				<div style="display: flex; align-items: center;"> <div style="background-color: black; color: white; padding: 2px 5px; font-size: 8px; margin-right: 5px;">Word Bank</div> <div style="font-size: 8px;">une casquette, je porte, une veste, des gants, un short, il porte / elle porte, des chaussures, mon / ma / mes, un maillot de bain, une cravate, une écharpe, un manteau, des sandales, une jupe, bleu / bleue / bleus / bleues, rouge / rouges, des lunettes, une chemise, des bottes, un pantalon, une robe, des chaussettes, un tee shirt, un pull.</div> </div>				<div style="display: flex; align-items: center;"> <div style="background-color: black; color: white; padding: 2px 5px; font-size: 8px; margin-right: 5px;">Word Bank</div> <div style="font-size: 8px;">une casquette, je porte, une veste, des gants, un short, il porte / elle porte, des chaussures, mon / ma / mes, un maillot de bain, une cravate, une écharpe, un manteau, des sandales, une jupe, bleu / bleue / bleus / bleues, rouge / rouges, des lunettes, une chemise, des bottes, un pantalon, une robe, des chaussettes, un tee shirt, un pull.</div> </div>			

Example End of Unit Assessment

Recording

French learning is documented in children’s exercise books, with each lessons outlining a specific learning objective. In French, there may not always be written evidence in every lesson so conversations with children about their learning is important to determine their understanding.

Reporting

Teachers upload pupil attainment data onto Sonar at the end of each term, determining if a child is either below age-related expectation, age-related expectation or exceeding age-related expectation. The aim of this assessment is to provide an evaluation of how much knowledge pupils have learned and remembered. They enable leaders to identify whether specific curricular goals have been achieved. This, therefore, plays an important role in evaluating the impact of the curriculum.

Children’s progress in French is formally communicated to parents annually through end-of-year reports. Additionally, informal updates are provided during any French exhibitions held and parents evening.

Supporting Research:

Ofsted (2022) Research review series: French