St Joseph’s Catholic Primary School

**Inspiring everyone to REACH through**

**Faith, Hope, Love**

**Intent, Implementation and Impact Statement for Modern Foreign Languages - French**

At St Joseph’s Catholic Primary School, we use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum (French). Through Language Angels, we ensure teacher subject knowledge and pedagogy is the best it can be in order to teach well, deal with misconceptions and take learning further. We provide engaging activities which build on previous experiences and knowledge. Our learning is centred on real and relevant situations with our **REACH** values at the heart. We ensure our lessons are accessible for all, including children with SEND, and are engaging for all by providing support or challenge as appropriate.

We believe that Language learning encourages **aspiration** and curiosity about the world around us; allowing children to explore different cultures and growing in **confidence** about communicating with people from French speaking countries. Learning another language creates understanding and **empathy** of the vast diversity of languages and cultures around our world. Furthermore, language learning promotes **resilience** as brand new words and grammar structures are being assimilated.

All pupils will be expected to achieve their full potential by encouraging **high expectations** and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2.

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| **Intent** | **Implementation** | **Impact** |
| At St Joseph’s Catholic Primary School, we highly value the importance of language learning to promote **empathy** of other cultures.  The four key language skills are:   * Listening, * Speaking * Reading, and * Writing   By planning and delivering lessons with these four skills at heart, this will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations and **confidence** for future language learning.  In conjunction with the aims of the National Curriculum, our Foreign Language teaching offers opportunities for our children to:   * Develop a genuine interest and positive curiosity about foreign languages. * Find learning languages enjoyable and stimulating. * Gain **confidence** with listening, speaking, reading and writing in a foreign language. * Explore relationships between language and identity, and relating them to our mission statement: **Inspiring others to REACH through faith, hope and love.** * Develop a deeper understanding and **empathy** of other cultures and the world around them with a better awareness of self, others and cultural differences. * Gain the **aspiration** to become life-long language learners. * Be Secondary ready in order to Keep up not Catch up. | All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 French.  Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.  The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of, **confidence** and enthusiasm for the language(s) they are learning. Lessons are also fully adaptable, to ensure children with SEND have the same opportunities to acquire the language.  Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening**, **speaking**, **reading** and **writing.** Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a **Progression Map** and **Grammar Grid** (downloadable from the “Curriculum Guidance” area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey.  The **Progression Map** shows precisely how pupil foreign language learning across the key skills of **speaking**, **listening**, **reading**, **writing** and **grammar** progresses **within** each Language Angels ‘Teaching Type’ and also how the level of learning and progression of each pupil is increased as pupils move **across** each subsequently more challenging Language Angels ‘Teaching Type’. **It is a visual demonstration of the progression that takes place WITHIN a ‘Teaching Type’ and also ACROSS each ‘Teaching Type’.**  The school has a **unit planner** in place which will serve as an overall ‘teaching map’ outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved.  Each teaching unit is divided into 6 fully planned lessons.   * Each unit and lesson will have clearly defined objectives and aims. * Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson. * Lessons will incorporate **challenge sections** and desk-based activities that will be offered will three levels of stretch and adaptation for SEND. * **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for. * Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units. * Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.   Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress though the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as **‘language Lego’**. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge. This allows children to set themselves **high expectations** within the language learning process. | As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning, challenge and adaptation for SEND.  Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more **confident** and ambitious with the foreign language they are learning.  Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.  Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the **long-term planning** documents provided in the form of **Language Angels unit planners** to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. **Short-term planning** is also provided in the form of **unit overviews** (covering the learning targets for each 6-week unit) and **individual lesson plans** laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.  Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. This will encourage **aspiration** and **high expectations** of themselves. |