



## Intent, Implementation and Impact in French

Intent	Implementation	Impact
<p>Our intent is to provide a curriculum which is accessible to all; which provides the excitement, enjoyment and challenge to enable all children to make progress.</p> <p>We intend to develop children's experience of language acquisition and encourage curiosity and about languages.</p> <p>Our intent is to develop pupils' understanding of what they hear and read; also to gain an ability to express themselves both verbally and in writing so that they can respond and communicate with increasing fluency.</p> <p>We intend children to understand how language works and explore differences ad</p>	<p>French is taught in classes by either the class teacher or HLTA (a language specialist). This is timetabled for at least 3 terms a year, amounting to at least 6 lessons three times each academic year.</p> <p>We follow the Rigolo Scheme of Work which incorporates language learning through a range of strands including: speaking and listening, reading, writing, grammar conventions and culture. The scheme ensures clear progression throughout the school.</p> <p>Children learn using a range of strategies which include: reciting, repeating, listening and responding, role play, songs, games, stories.</p> <p>Children have opportunities to hear the spoken language from a native speaker as well as the class teacher; see and read the language; write words, phrases and sentences in their books and use the language with the class teacher and their peers.</p> <p>Pupils have the opportunity to self-assess using end of unit certificates. This in turn feeds back to the teacher and informs assessment.</p>	<p>The impact of our French curriculum is that our pupils enjoy and take an active part in lessons; therefore, they make progress as they move through the school.</p> <p>We have fostered a 'safe' climate for learning, meaning that children feel able to 'have a go', supported by both their peers and staff.</p> <p>Children are able to hold simple conversations, understand an increasing range of vocabulary and grammatical conventions.</p> <p>They gain the language learning skills which provide them with good foundations for further learning in their secondary schools.</p> <p>Pupils understand how languages compare and learn the origins of some of our English words.</p>

similarities between French and English languages.

We want children to discover and develop an appreciation of a range of writing.

Progress is assessed informally throughout the lesson by the teacher through questioning and oral feedback, as well as through written feedback in books.

Target tracker is used to record individual progress formally.

Books demonstrate the progress that pupils make. Positive teacher feedback encourages and motivates pupils further.

Children know how well they are doing; they have a record of their progress in their books, which move up through the school with them thus providing a portfolio of their attainment.