



Halwin School

French 3Is Document

That pupils can connect with people around the world





June 2023

The school's ethos of CARE (Confidence, Aspiration, Resilience, Enjoyment) lies at the heart of pupil's development.

Confidence **A**spiration **R**esilience **E**njoyment



The curriculum drivers: Vocabulary, Identity, Locality and Personality (VILP) tackle the challenges our pupils face and are interwoven throughout the learning.

Vocabulary 	<p>A child who can read, write and communicate well with a good vocabulary is a more confident child.</p> <p>Research indicates the importance of an extensive vocabulary for educational and life success. At Halwin School we aim to build on the words the children choose orally and in their writing as well as in their reading. These develop to the higher level more technical language required to have success in all the curriculum subject areas.</p>
Identity 	<p>A child who knows themselves is a more confident child, has clearer aspirations and greater resilience.</p> <p>In developing their identity the children are building their emotional intelligence, a key to future life success. Areas such as self-awareness, emotional regulation, social skills, a growth mindset and intra-personal skills are developed.</p>
Locality 	<p>A child who has a sense of place is a confident child.</p> <p>Knowing our own rural locality brings a sense of belonging and connection to place into the children's lives. Having this clear, along with knowledge of local identity and it's place in the broader world develops world citizens in our children.</p>
Personality 	<p>A child who is inspired by others and who understands about people develops aspiration.</p> <p>Understanding and being inspired by the work of others lifts aspiration in our children. One day it could be them. From personality we can also reflect upon equality issues and protected characteristics, developing good future citizens of our society.</p>



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Core Concepts: Structures; Mechanisms/Mechanical systems; Textiles; Cooking and Nutrition

Intent

Vocabulary: Building vocabulary is essential to be able to communicate with others, particularly in a foreign language

Identity: Children reflect upon their own identity whilst studying the identity of others and it develops an empathy and ability to get on with other people

Locality: Children research where other people live.

Personality: We are led by those who have come before us and those who are striving now to further the collective fount of human knowledge. We can be inspired by them to achieve greatness.

Intent

Kapow Primary's French scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

Kapow Primary's French scheme of work supports pupils to meet the national curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for Languages).

Implementation

The Kapow French scheme of work is designed with six strands that run throughout. These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

The [National curriculum mapping](#) shows which of our units cover each of the National curriculum attainment targets as well as each of the strands. The [Progression of skills and knowledge](#) shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.

Through Kapow Primary's French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.



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The Kapow Primary scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, rather than on committing to memory vast amounts of French vocabulary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils, retain their French learning, we provide information about how to incorporate French into the classroom environment every day in our 'During the week' sections.

Strong subject knowledge is vital for staff to be able to deliver a highly effective languages curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers do not feel confident delivering the full languages curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression. Lessons include a section entitled, 'Teacher knowledge - language points' to explain key grammar and other details to the teacher before the lesson, together with a Key vocabulary and pronunciation presentation with sound files to demonstrate the correct pronunciation. Many of the other presentations included in the lessons also include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning.

Impact

The impact of Kapow Primary's scheme can be monitored continuously through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet is also available to record children's progress in each lesson to enable you to build a picture of their learning through each unit.

After the implementation of Kapow Primary French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

The expected impact of following the Kapow Primary French scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.



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- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.

Measured by end of unit teacher assessments based on the knowledge of the unit; KS2 Teacher Assessments