



In the Light of Jesus, we Learn to Shine – Primary Aims of our School Curriculum

Foreign Languages (French)

The National Curriculum (2014) explains the intent, implementation and impact of the Foreign Languages (French) curriculum for Key Stage 2, through its 'Purpose of Study' and 'Aims,' which we apply at St Joseph's. The details for this can be accessed [here](#). The following statements outline the broader intent, implementation and impact of our French curriculum for St Joseph's beyond those stated in the National Curriculum (2014):

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| INTENT | <p>The broader aims of the St Joseph's Key Stage 2 curriculum for French are:</p> <ul style="list-style-type: none"> • to foster an interest in language learning. • to promote an approach of openness, tolerance and spirit of respectful curiosity in learning about other cultures in line with our Gospel Values and School Mission Statement. • to stimulate and encourage children's curiosity about language and their creativity experimenting with it. • to promote a growth mindset approach to learning. • to support oracy and literacy, and in particular develop speaking and listening skills as well as collaborative working. • to support English as an Additional Language (EAL) pupils in applying their knowledge of home languages. • to enable pupils to become independent learners. • to enhance pupils' understanding of the English language and grammatical structures and rules. • to embed learning beyond the classroom. • to develop awareness of how language skills can lead to enhanced future employment and travel opportunities. |
| IMPLEMENTATION | <p>French will be implemented across Key Stage 2 for all pupils at St Joseph's by:</p> <ul style="list-style-type: none"> • timetabling regular weekly French lessons taught by a specialist teacher. • incorporating learning outside the classroom: through the 'Utalk Languages Challenge' and similar activities such as across the curriculum. • accurately depicting and celebrating the diversity of the French-speaking world. • use of high quality, differentiated materials and realia in well-planned lessons which are inclusive, supportive and challenging. • incorporating a range of learning activities i.e. group, paired and independent. • providing enriching opportunities for pupils to encounter aspects of French culture for example through learning about the wider French-speaking world, customs and celebrations, food-tasting and contact with French speakers through school partnerships. • memorable learning experiences including through regular experiences and resources as well as language/intercultural celebration days. • encouraging pupils from a Francophone background, and those requiring more challenge, to share and broaden their deeper knowledge. • effective use of technology for research, virtual visits, recording and sharing of learning with partner schools. • providing opportunities to use oracy as a tool to support understanding and deepen French language learning. • drawing links to English, and other languages, wherever possible and appropriate. • planning learning sequentially and progressively, to ensure concepts and vocabulary are gained and retained. • explaining at every appropriate opportunity how errors are considered necessary steps in the learning process. • through developing language learning strategies and building working memory and longer-term recall. |

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| <p>IMPACT</p> | <p>The impact of the St Joseph's Key Stage 2 curriculum for French is that:</p> <ul style="list-style-type: none"> • pupils are well prepared for further study of languages at Key Stage 3. • all pupils make good progress in French, enjoy language learning and can articulate well both in and about the language they are learning. • pupils leave having acquired a breadth of cultural capital. • pupils appreciate the rich diversity of the many languages and cultures of God's World and the interconnectedness of the human family. • the learning of French supports our English curriculum and helps to further develop and embed concepts across both subject areas. |
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