**Ripponden Junior and Infants School**

French– Whole School Long-Term Plan and Curriculum Intent

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | Though not a statutory requirement for EYFS and KS1, French should be encouraged to be explored for enjoyment and to development a love for language, as language acquisition is greatest in the earlier years. This can be achieved through songs, games and the odd story in French sprinkled throughout the year. | | | | | |
| **Year 1** |
| **Year 2** |
| **Year 3** | Rigolo 1  Unit 1: Bonjour | Rigolo 1  Unit 2:  En Clase | Rigolo 1  Unit 3:  Mon Corps | Rigolo 1  Unit 4:  Les Animaux | Rigolo 1  Unit 5:  Ma Famille | Rigolo 1  Unit 6:  Bon anniversaire! |
| **Year 4** | Rigolo 1  Unit 7: Encore! | Rigolo 1  Unit 8: Quelle heure est-il? | Rigolo 1  Unit 9:  Les Fêtes | Rigolo 1  Unit 10:  Où vas-tu? | Rigolo 1  Unit 11:  On mange! | Rigolo 1  Unit 12:  Le cirque |
| **Year 5** | Rigolo 2  Unit 1:  Salut, Gustave! | Rigolo 2  Unit 2:  À l’école | Rigolo 2  Unit 3:  La nourriture | Rigolo 2  Unit 4:  En ville | Rigolo 2  Unit 5:  En Vacances | Rigolo 2  Unit 6:  Chez moi |
| **Year 6** | Rigolo 2  Unit 7:  Le week-end | Rigolo 2  Unit 8:  Les vêtements | Rigolo 2  Unit 9:  Ma journée | Rigolo 2  Unit 10:  Les transport | Rigolo 2  Unit 11:  Le sport | Rigolo 2  Unit 12: On va faire la fête! |

**Curriculum Intent**

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching and learning should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

1. understand and respond to spoken and written language from a variety of authentic sources
2. speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied.

At Ripponden Junior and Infants School:

Children have weekly lessons in French throughout Key Stage 2, using the Rigolo programme of study in addition to other resources.  Areas covered are included in the French Long-Term Plan for the whole school.

It is intended that when children leave Ripponden Junior and Infants School, they will have a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. It is hopeful that they will be engaged and prepared to continue language study at High School.

**Curriculum Implementation**

**Pupils are taught to:**

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
5. present ideas and information orally to a range of audiences
6. read carefully and show understanding of words, phrases and simple writing
7. appreciate stories, songs, poems and rhymes in the language
8. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
9. write phrases from memory, and adapt these to create new sentences, to express ideas clear
10. describe people, places, things and actions orally and in writing
11. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

**Curriculum Impact**

Assessment criteria has been developed, in line with national curriculum aims, to enable teachers to assess the progress of children in their language learning as they move through Key Stage 2, ensuring that children are supported and challenged as appropriate. Moving forward, this data will be analysed on a termly basis, and an action plan drawn up to address any identified gaps.

Children are also provided with a variety of extra-curricular activities to promote their engagement in Modern Foreign Languages as well as providing them with the knowledge and skills necessary, to continue their studies successfully at High School.

Pupil Voice is also used to further develop the MFL curriculum, through questioning of pupils' views and attitudes to learning a language.