

Subject Leader Curriculum Intent, Implementation and Impact Overview

Subject: Modern Foreign Language – French		Subject Leader: Katy Thompson	
Intent	Research links	Implementation	Impact
<p>Balksbury Federation will use Language Angels scheme of work and resources to ensure there is a relevant, broad, vibrant and ambitious French curriculum. This will inspire children through using a wide variety of topics and themes, and will cover all areas of the National Curriculum Modern Foreign Languages Programme of Study.</p> <p>The expectations for the French curriculum is that all children reach their full potential through high expectations of children being able to continue to study French, or another modern foreign language beyond Key Stage 2.</p> <p>Content will be updated and reviewed annually to ensure that the programme of study is the best it can be.</p> <p>The core language learning skills of speaking, listening, reading and writing will be taught alongside phonics and grammar, which will be covered in an age</p>	<p>The continual globalisation of the world's economy is bringing diverse cultures and communities into more frequent contact with each other. The ease of global travel and the internet have collapsed the barrier of distance that once kept the world's communities separate. Learning another language also provides many other benefits including greater academic achievement, greater cognitive development, and more positive attitudes towards other languages and cultures.</p> <p>https://www.actfl.org/</p> <p>The field of second language acquisition (SLA) is by nature of its subject a highly interdisciplinary area of research. Learning a (foreign) language, for example, involves encoding new words, consolidating and committing them to long-term memory, and later retrieving them. All of these processes have direct parallels in the domain of human memory and have been thoroughly studied by researchers in that field.</p>	<p>Lessons will have access to a high quality curriculum. These will progressively develop children's knowledge and skills through well planned lessons. These will start within the last part of Year 2 and move into Key Stage 2, Year 3 through to Year 6.</p> <p>Children will progressively acquire 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. Lessons offer appropriate levels of challenge to build knowledge and enthusiasm.</p> <p>The curriculum is organised into different stages:</p> <p>Introduction to French (end of Year 2) Early Language (Year 3) Intermediate (Year 4 & 5) Advanced (Year 5 into Year 6)</p> <p>Lessons will have clearly defined objectives and aims. They will be supported by interactive resources to include speaking and listening tasks. There will be challenge sections and</p>	<p>Using Language Angels, which has been designed by language experts, guarantees learning and challenge within units at each stage, and requires application of knowledge and skills from previous stages. This will enable children to form opinions and justifications.</p> <p>Children will be assessed on their learning. This will happen at the end of each unit for speaking, listening, reading and writing and is in line with the DfE Languages Programme of Study for Key Stage 2. Assessment is monitored by the French Curriculum Leader.</p> <p>Above all, Balksbury Federation wants their children to enjoy learning French and show enthusiasm for learning. The federation wishes children as Balksbury Citizens to have a natural curiosity to explore new languages and cultures.</p>

<p>appropriate manner. This will enable children to use and apply their learning in a variety of contexts which will lay down solid foundations for future learning.</p> <p>It is an aim of the federation that through the French curriculum, children will foster a positive curiosity about French and become a life long learner of the language, or another modern foreign language.</p>	<p>Bridging the Gap Between Second Language Acquisition Research and Memory Science: The Case of Foreign Language Attrition; (Anne Mickan, James M. McQueen and Kristin Lemhöfer.</p>	<p>written activities which are differentiated to support different groups of children.</p> <p>Reading and writing activities will be offered in all units of work; these are differentiated for all groups of children. Activities will contain more text and lessons will have more content as the children become more confident with learning French.</p> <p>Every unit will have grammar integrated which will increase in complexity as children move through the different stages.</p> <p>.</p>	
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