‘Modern Foreign Languages on a page’

Planning

- Our pupils learn French as their modern foreign language.
- Children will be exposed to all requirements of the National Curriculum through the National Curriculum Programme of Study.
- Lessons are planned using the North Yorkshire Scheme of Learning (moving to ‘Kapow’ in Spring 2027).



Teaching

- French is taught fortnightly in Years 3 – 6.
- Language lessons focus on comprehension (listening and reading) and production (speaking and writing).
- Some lessons focus on cultural aspects, e.g. how Christmas is celebrated in France; places in the world where in the world French is spoken.
- Lessons build on previous knowledge to consolidate language and grammar acquisition.
- Pupils are made aware of how learning another language connects people, cultures and communities worldwide.

Purpose

- Pupils are made aware that learning a foreign language opens a window onto other cultures, broadens their horizons and fosters curiosity, empathy and a deeper understanding of the wider world.
- The aim is to develop pupils' ability to understand and communicate in a foreign language, while building knowledge of vocabulary, grammar, pronunciation and the culture of countries where the language is spoken.

Vocabulary and grammar

- Children will learn a wide range of vocabulary throughout KS2.
- Key vocabulary links to each unit of learning.
- Vocabulary is built upon so children can use prior learning to support new topics.
- Grammar is taught through a structured, spiral curriculum that focuses on core grammatical building blocks.

Resources

- North Yorkshire Scheme of Work (moving to Kapow in Spring 2027).
- I-pads and laptops.
- Carefully selected online images and videos providing authentic cultural information.

Assessment and feedback

- Pupils are provided with verbal feedback in every lesson; this may be individually or in groups.
- Effective assessment for learning in lessons allows teachers to provide in-the-moment feedback and assess progress.
- Insight tracking is used to assess children against our reading objectives.

Adaptations

(Disadvantaged, SEN, Looked-after, known to social care and other barriers).

- Effective assessment for learning enables staff to make adaptations within lessons to enable all children to access the curriculum.
- Staff carefully plan adaptations to stretch and challenge all children, including using technology to overcome barriers.
- Digital resources are available, e.g. SeeingAI, Snaptype.

‘For All’