

**Horwich Parish CE Primary School**

**Intent, Implementation and Impact Statement**

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| **Subject Area** |
| **Intent:**  **Children will cover all the National Curriculum requirements for learning a modern foreign language**   * **To speak with increasing fluency and confidence, finding ways of what they want to say, through questioning and discussion, and continually improving the accuracy of their pronunciation and intonation** * **To varying lengths, for differing purposes and audiences, using a variety of grammatical structures** * **To develop an appreciation of a range of writing in the French language**   **Children should be able to listen, respond to and join in with spoken language. They will engage in conversations, speaking in sentences of varying lengths using familiar language, sentence structures and phrases. They will develop accurate pronunciation and intonation and present ideas and information orally to a range of audiences.**  **They should be independent learners where appropriate and be resilient, with enough confidence to 'have a go' even when they might not be 100% accurate!**  **Being ambitious: recognising that writing and speaking well in a foreign language is not easy, but that the challenge of self-improvement should be embraced**   * **Valuing independent thought and creativity** * **Cultivating a love of language learning as a means of self improvement and relaxation**   **We have high expectations of our children in all aspects of the curriculum, including French, which is designed to be engaging whilst challenging. French teaching in this school should provide a firm basis for children to go on and develop their skills at secondary level.** |
| **Implementation:**  **Lessons are to taught on a regular and consistent basis across Key Stage 2 where clear progression is evident. Children are developing their skills to speak, listen and write in French to a higher level and cover a range of themes. We aim to increase provision of French so that in future years children are more regularly immersed in the French language, to include learning experiences in Key Stage 1 as well.**  **From January 2020, French teaching will follow the CGP SALUT scheme. This is an online whiteboard resource which has activities, games, songs, stories readily available for teachers to use.**  **Some members of staff have more French knowledge than others, leading to some variations in teacher confidence. The introduction of CGP SALUT scheme aims to tackle this as lessons are ready-made with a range of resources at each teacher's fingertips. The online resource even takes care of using a computer-similated French speaker to take care of pronunciation accuracy.** |
| **Impact:**  **Teachers will be formatively assessing pupils during every lesson using a range of questioning techniques, assigning work and by making observations of their French interaction. Child assessments are to be tracked on a termly basis by all KS2 teachers and the subject coordinator will also rely on pupil and teacher feedback (through conversations  and questionnaires) to monitor impact.**  **French assessment is formative.  Teachers judge children largely based on observations and scrutiny of their work and interaction during lessons. Assessment informs teachers of children’s skills and therefore impacts on where lessons should be pitched, therefore dictatorial in a sense. However, the aim of primary language learning is to familiarise children with another language and ‘lay the foundations’ for KS3 language learning.** |
| **Future actions**  **The aim at Horwich Parish is to improve the ways in which we evidence French. This will be done using vocabulary books that will follow the children throughout school ensuring they build on their knowledge throughout their time at Horwich Parish.** |

**Date: April 2020**

**Subject Leader: Ryan Anderton**