

Oaklands' French Curriculum Intent

By the end of Year 6, we want all of our pupils to achieve the targets set out in the KS2 Programme of Study for Languages and our scheme of work is fully aligned with the 2014 National Curriculum.

We expect that during their time at Oaklands Junior the students will have acquired a range of language learning strategies for memorisation and retrieval, as well as for listening, reading and understanding. As part of our focus on the '5 pillars of progression for language learning' (grammar; phonics; vocabulary; culture; songs, rhymes and stories), our aim is that all children will be able to use French phonics when speaking, listening and reading aloud. They will also be able to recognise some of the language patterns of French and how these differ or are similar to English; a full breakdown of our progressive curriculum (skills, knowledge, language) can be found in the appendices below.

At the end of Key Stage 2, our intention is that all pupils will have developed resilience in language learning, as well as an enjoyment of it, through a challenging scheme of work, which will enable them to be able to manipulate language to speak or write sentences creatively, using prior knowledge of grammar features; with and without a bilingual dictionary.

Many of these skills and ways of learning tie in particularly well with our 'Thinking School' philosophy as well as our 'Oaklands' Mindset', for example challenge, resilience, communication, enjoyment. Furthermore, the development of these skills and learning behaviours will provide an ideal foundation for continuing the development of their language skills in Key Stage 3 and beyond. During lessons, we aim to create links between their learning on French with their understanding on English - for example in the use of grammatical terms, reading, speaking, listening and writing skills.

Finally, through lessons, 'special events' and regular assemblies, our aspiration is that all children will leave our school with a deeper understanding of cultural similarities and differences. We feel that this is particularly pertinent following Brexit and our school's relative lack of ethnic diversity.

Following the COVID pandemic, we recognise the impact that the lack of face-to-face teaching has had on the children's progress in French. Although regular lessons were provided as part of our remote learning provision during lockdown, we are aware that we will need to revisit some key concepts from previous year groups. This has been discussed during staff meetings and the subject leader has highlighted some key skills and concepts that need to be revisited by each year group.