



Colyton Primary Academy

Our Curriculum – Our Learning



French

Our aim at Colyton Primary Academy is for all children to leave our setting with a sound foundation in the French language.

Intent:

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. We aim to foster life-long language learners.

Our curriculum content will be continuously updated to ensure that the foreign language knowledge of our pupils progresses within each academic year. To underpin this, the key language learning skills: listening, speaking, reading, writing and grammar will be taught in an age-appropriate way. Our scheme of work is designed to support our subject knowledge and pronunciation.

For pupils with additional needs, there will be every opportunity to work towards the overall objectives of the year group. Pupils may be supported with their language learning through differentiated questioning, pre-teaching of key vocabulary, adapted work or additional time. All pupils will be able to access events and visitors that may be used to enrich this subject, and high expectations will challenge all children to meet their personal targets.

In an hour-long session, there will be a focus on a combination of the key language learning skills (speaking, listening, reading, writing and grammar).

National Curriculum Aims for Modern Foreign Languages (French):

By the end of the Key Stage 2 phase of learning, we want our children to achieve the National Curriculum objectives for the key language learning skills. Each year builds on prior knowledge with key skills being revisited and rehearsed through a range of relevant themes to bring the learning to life.

Lessons are made engaging through songs and interactive games. Teachers are encouraged to model the use of spoken French outside of lessons and children are given opportunities to apply learnt French, offering opportunities for rehearsal. Our aim is for pupils to have automaticity and fluency in learnt language.

Where needed, classrooms have display resources to complement each unit of work to enable key vocabulary and images to be easily accessible to the children to support their learning.

Aims

The national curriculum for languages aims to ensure that all pupils: understand and respond to spoken and written language from a variety of authentic sources

can 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

can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied.

Implementation:

1. EYFS & KSI
2. Long Term Overview
3. Cultural Immersion & Personal Development
4. Substantive Knowledge & Disciplinary Knowledge Progression
5. Inclusion
6. Lesson Design
7. Impact

EYFS & KSI:

In EYFS we ensure children have opportunities to develop their listening skills, are able to follow instructions, ask and answer questions, have opportunities to explore drama and perform with confidence, build vocabulary in standard English, speak for a range of purposes and participate in discussions.

In year 1 children continue to have the opportunities to consolidate the EYFS ELGs.

We also ensure that children's phonics knowledge are age appropriate so that they are able to fully access the KS2 MFL curriculum.

In the summer term of year 2 children will have the opportunity to learn basic French sounds and phrases so that they all start KS2 with the same base knowledge.

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Long Term Overview We follow a two-year rolling programme at Colyton

	Autumn		Spring		Summer	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Year 3/4a 2026 - 2027	I'm learning French Phonetics 1	Phonetics cont... Colours and numbers	Family	Nursery rhymes	Presenting myself	I can...
Year 3/4b 2025 - 2026	Phonetics 2 French culture	Animals	The seasons	Food/Fruit	My home	Weather
Year 5/6a 2026 - 2027	Phonetics 3	Do you have a pet?	Habitats	Classroom	Irregular verbs	Me in the world
Year 5/6b 2025 - 2026	Phonetics 4	At school	Regular verbs	At the cafe	The weekend	What is the date?

Core vocabulary

Early Language Unit

Intermediate Language Unit

Progressive Language Unit

Implementation:

1. EYFS & KS1
2. Long Term Overview
3. Cultural Immersion & Personal Development
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5. Inclusion
6. Lesson Design
7. Impact

Cultural Immersion & Personal Development

We follow a two-year rolling programme at Colyton

	Autumn		Spring		Summer	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Year 3/4a 2026 - 2027	<u>Citizenship:</u> I can locate and name French speaking nations on a world map.		<u>Citizenship:</u> I can identify flags of French speaking nations (link to colours).		<u>Influential People</u> I can name some famous French people and know why they are important.	
Year 3/4b 2025 - 2026	<u>Citizenship:</u> I can name and locate some landmarks that are important in French speaking nations and talk about why they are important.		<u>Healthy Lifestyles:</u> I can talk about what food is eaten in different French nations		<u>Citizenship:</u> I can talk about events that have happened in French speaking nations that have had an impact on their way of life e.g. WWII, slave trade.	
Year 5/6a 2026 - 2027	<u>British Values/Citizenship:</u> I know what the European Union is and why this is important to Britain and France.		<u>SMSC:</u> I have watched a French film/TV show to help me see the differences between the British culture and that of French speaking nations		<u>Careers:</u> I can talk about different jobs that are the same or different from the UK in French speaking nations	
Year 5/6b 2025 - 2026	<u>Safety:</u> I can talk about how to be safe in a foreign country. I know how to call emergency services and ask for help.		<u>Influential People:</u> I can name some famous French people and know why they are important.		<u>Transitions:</u> I can talk about what skills I have ready for secondary school and begin to look at languages I will learn there.	

Implementation:

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Substantive Knowledge & Disciplinary Knowledge

All of our lessons focus on developing children's phonics, vocabulary and grammar skills and each lesson and unit of learning builds on what the children have done previously.

Within these lessons the following skills are assessed and developed so that a true development and understanding of language can occur.

Listening:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Speaking:

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- 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 - present ideas and information orally to a range of audiences

Reading:

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Writing:

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing.

Grammar:

- understand basic grammar 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.

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We follow a two-year rolling programme at Colyton – Year $\frac{3}{4}$ A

Phonetics I & I'm learning French (Autumn 1)	Colours & Numbers (Autumn 2)	Family (Spring 1)	Nursery Rhymes (Spring 2)	Presenting Myself (Summer 1)	I can... (Summer 2)
Early Language Unit	Early Language Unit	Intermediate Language Unit	Early Language Unit	Intermediate Language Unit	Early Language Unit
SUBSTANTIVE KNOWLEDGE: I KNOW the following phonemes in French: 'ch', 'ou', 'on', 'oi' I KNOW how to say my name and how I am feeling in French. I KNOW the numbers one to ten in French.	SUBSTANTIVE KNOWLEDGE: I KNOW the vocabulary for ten colours in French. I CAN say 'My favourite colour is...' in French. I KNOW the numbers 1 to 10 in French.	SUBSTANTIVE KNOWLEDGE: I KNOW the nouns in French for members of my family (eg ma mère). I KNOW how to count to 100 (multiples of ten). I CAN say the age of some of my family members.	SUBSTANTIVE KNOWLEDGE: I KNOW up to six different nursery rhymes in French I CAN start to understand the spoken and sung French I hear	SUBSTANTIVE KNOWLEDGE: I KNOW the following phonemes in French: 'ique', 'ille', 'i', 'in', I CAN say hello and goodbye. I CAN ask how somebody is feeling and answer how I am feeling. I CAN tell you where I live in French.	SUBSTANTIVE KNOWLEDGE: I CAN name up to five common French verbs/activities. I CAN say I am able to do some of these activities in French by using je peux.
DISCIPLINARY KNOWLEDGE: I CAN pinpoint France on a map of the world. I CAN locate some famous cities on a map of France. I CAN talk about other countries where French is spoken.	DISCIPLINARY KNOWLEDGE: I KNOW what is meant by a 'cognate' (French word spelt the same as English word) and examples, eg orange, violet, understanding how the pronunciation is different.	DISCIPLINARY KNOWLEDGE: I UNDERSTAND the concept of mon, ma and mes in French. I CAN move from 1st person singular to 3rd person singular in some high frequency verbs I know (s'appeler to be called, and avoir - to have).	DISCIPLINARY KNOWLEDGE: I CAN understand some French sounds have a silent letter I BEGIN TO UNDERSTAND the C sound and silent letters	DISCIPLINARY KNOWLEDGE: I CAN take part in a role-play with a partner, using new words I have learnt. I BEGIN TO UNDERSTAND that adjectives in French have to agree with the noun (eg Je suis anglais (m), Je suis anglaise (f))	DISCIPLINARY KNOWLEDGE: I KNOW French verbs end with either -re, -ir and -er and I can give examples of each.

Knowledge and Skills Progression

We follow a two-year rolling programme at Colyton – Year ¾ B

Phonetics 2 & French Culture (Autumn 1)	Animals (Autumn 2)	Seasons (Spring 1)	Food & Fruit (Spring 2)	My Home (Summer 1)	Weather (Summer 2)
Intermediate Language Unit	Early Language Unit	Early Language Unit	Early Language Unit	Intermediate Language Unit	Intermediate Language Unit
SUBSTANTIVE KNOWLEDGE: I KNOW the following phonemes in French: 'i', 'in', 'ique', 'ille' I KNOW the numbers 11 to 20 in French. I CAN say hello and goodbye. I CAN ask how somebody is feeling and answer how I am feeling. I CAN tell you where I live in French.	SUBSTANTIVE KNOWLEDGE: I KNOW the names of ten animals in French. I CAN remember the words for at least five animals in French unaided. I CAN spell at least three animals correctly in French.	SUBSTANTIVE KNOWLEDGE: I KNOW the vocabulary for the four seasons in French. I CAN ask what the seasons is like now. I CAN describe what the season is like today.	SUBSTANTIVE KNOWLEDGE: I CAN name and recognise up to 10 foods in French. I CAN ask somebody in French if they like a particular food. I CAN say what food I like and dislike.	SUBSTANTIVE KNOWLEDGE: I KNOW how to say whether I live in a house or an apartment and say where it is. I CAN repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. I CAN tell somebody in French what rooms I have or do not have in my home.	SUBSTANTIVE KNOWLEDGE: I KNOW the vocabulary for the weather in French. I CAN ask what the weather is like today. I CAN describe what the weather is like today.
DISCIPLINARY KNOWLEDGE: I CAN pinpoint France on a map of the world. I CAN locate some famous cities on a map of France. I CAN talk about other countries where French is spoken.	DISCIPLINARY KNOWLEDGE: I UNDERSTAND better that articles/determiners have more options in French than they do in English.	DISCIPLINARY KNOWLEDGE: I CAN describe seasons in the UK and what season we are in now and next.	DISCIPLINARY KNOWLEDGE: I CAN choose the correct article for a noun (understanding un and une). I CAN move from the singular to the plural (changing un or une to les).	DISCIPLINARY KNOWLEDGE: I CAN attempt to create a longer spoken or written passage in French using language I have learnt.	DISCIPLINARY KNOWLEDGE: I CAN describe weather that is typical of different regions in France using a weather map.

Knowledge and Skills Progression

Year 5/6 A

Phonetics 3 (Autumn 1)	Do you have a pet? (Autumn 2)	Habitats (Spring 1)	In the classroom (Spring 2)	Irregular Verbs (Summer 1)	Me in the World (Summer 2)
Progressive Language Unit	Intermediate Language Unit	Progressive Language Unit	Progressive Language Unit	Progressive Language Unit	Progressive Language Unit
SUBSTANTIVE KNOWLEDGE: I KNOW the following phonemes in French: 'é', 'è', 'eau', 'eux'.	SUBSTANTIVE KNOWLEDGE: I KNOW and attempt to spell the eight nouns (including the correct article for each) for pets in French. I CAN tell somebody in French if I have or do not have a pet. I CAN ask somebody else in French if they have a pet. I CAN tell somebody in French the name of my pet.	SUBSTANTIVE KNOWLEDGE: I KNOW in French the key elements animals and plants need to survive in their habitat. I KNOW French names for common habitats for plants and animals. I CAN tell somebody in French which animals and plants live in these different habitats.	SUBSTANTIVE KNOWLEDGE: I CAN recognise, and repeat from memory, simple classroom objects, using the correct gender. I CAN say what I have and do not have in my pencil case.	SUBSTANTIVE KNOWLEDGE: I CAN conjugate in French the irregular verb AVOIR. I CAN conjugate in French the irregular verb ÊTRE. I CAN conjugate in French the irregular verb ALLER. I CAN conjugate in French the irregular verb FAIRE.	SUBSTANTIVE KNOWLEDGE: I KNOW how to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).
DISCIPLINARY KNOWLEDGE: I CAN attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").	DISCIPLINARY KNOWLEDGE: I KNOW how to ask someone what pet they have and how to respond to a question.	DISCIPLINARY KNOWLEDGE: I CAN listen and look out for key words to help me understand.	DISCIPLINARY KNOWLEDGE: I CAN recognise and respond to simple classroom commands and praise.	DISCIPLINARY KNOWLEDGE: I CAN recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French.	DISCIPLINARY KNOWLEDGE: I KNOW about the many countries in the Francophone world. I KNOW that we are different and yet all the same.

Knowledge and Skills Progression

Year 5/6 B

Phonetics 4 (Autumn 1)	At School (Autumn 2)	Regular Verbs (Spring 1)	At the café (Spring 2)	The Weekend (Summer 1)	What is the date? (Summer 2)
Progressive Language Unit	Progressive Language Unit	Progressive Language Unit	Intermediate Language Unit	Progressive Language Unit	Intermediate Language Unit
SUBSTANTIVE KNOWLEDGE: I KNOW the following phonemes in French: 'qu', 'gne', 'g', 'en', 'an'.	SUBSTANTIVE KNOWLEDGE: I KNOW the vocabulary for school subjects. I CAN say what subjects I like and dislike at school. I CAN say why I like/ dislike certain school subjects. I CAN tell the time (on the hour) in French. I CAN say what time they study certain subjects at school.	SUBSTANTIVE KNOWLEDGE: I KNOW how to create a stem and work out the endings for regular -ER, -IR and -RE verbs. I CAN conjugate in French a regular -ER verb. I CAN conjugate in French a regular -IR verb. I CAN conjugate in French a regular -RE verb.	SUBSTANTIVE KNOWLEDGE: I KNOW the vocabulary for a range of objects to order in a French café, I KNOW how to order items at the café I CAN begin to change items from singular to plural	SUBSTANTIVE KNOWLEDGE: I CAN ask what the time is in French. I KNOW how to tell the time accurately in French. I KNOW how to say what they do at the weekend in French.	SUBSTANTIVE KNOWLEDGE: I KNOW the months of the year in French. I CAN ask when somebody has a birthday and say when I have my birthday. I CAN say the date in French.
DISCIPLINARY KNOWLEDGE: I CAN bring together previously learnt vocabulary and new vocabulary to express an opinion.	DISCIPLINARY KNOWLEDGE: I CAN group/order unknown vocabulary to help decode text in French. I CAN integrate my new and previous language to write a letter.	DISCIPLINARY KNOWLEDGE: I CAN recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French.	DISCIPLINARY KNOWLEDGE: I CAN perform a short role play ordering what I would like to eat or drink. I CAN begin to understand the definite and indefinite article un/une	DISCIPLINARY KNOWLEDGE: I CAN begin to integrate connectives into my work. I CAN present a verbal and/or written account of more than 2 sentences.	DISCIPLINARY KNOWLEDGE: I KNOW some key ways in which French is different to English, eg days and the months written with lowercase letters; the only ordinal number for saying the date in French is the 1 st .

Progression by Disciplinary Knowledge:

	Year 3/4	Year 5/6
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	- Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills learnt. - Listen to longer and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units. Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	- Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. - Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	- Read familiar words and short phrases accurately by applying knowledge from Phonics Lessons. - Understand the meaning in English of short words I read in French. - Read aloud short pieces of text applying knowledge learnt from Phonics Lessons. - Understand most of what we read in the foreign language when it is based on familiar language.	- Understand longer passages in the French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from Phonics Lessons. - Be able to tackle unknown language with increased accuracy by applying knowledge learnt from Phonics Lessons, including awareness of accents, silent letters etc. - Decode unknown language using bilingual dictionaries.
Writing	- Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano.' 'I like apples.' - Write some short phrases based on familiar topics and begin to use conjunctions and the negative form where appropriate. eg my name, where I live and my age.	- Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. - Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives. eg A description of a typical school day including subjects, time and opinions.
Grammar	- Start to understand the concept of noun gender and the use of articles. - Use the first person singular version of high frequency verbs. eg: 'I like...' 'I play...' 'I am called...' - Better understand the concept of gender and which articles to use for meaning (eg: 'the', 'a' or 'some'). - Introduce simple adjectival agreement (eg: adjectival agreement when describing nationality), the negative form and possessive adjectives.	- Revision of gender and nouns and learn to use and recognise the terminology of articles (eg: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (eg: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'. - Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (eg: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of conjunctions and more confident with full verb conjugation - both regular and irregular. eg: 'to go', 'to do', 'to have' and 'to be'.

Statements in red describe the level of skill and knowledge expected when children are in the first year of the two-year cycle.

Statements in blue describe the level of skill and knowledge expected when children are in the second year of the two-year cycle.

Implementation:

1. EYFS & KSI
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French for learners with SEND

Inclusion in French means: setting suitable learning challenges, responding to pupils' diverse needs, and overcoming potential barriers to learning and assessment for individuals and groups.

Possible struggle or challenge	Scaffold or support to consider
- Difficulties with language/vocabulary	- Reinforce words and phrases with visual aids — for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. - Film, interactive computer material, role-play and drama contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning. - Pupils move carefully from paired discussion to group discussion — the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part. - In modern foreign languages, pupils need to learn key vocabulary. Highlighting this vocabulary can help all pupils, especially those with dyslexia or moderate learning difficulties. For example: when writing up nouns in a language where the article changes according to gender, use different colours — so, for example, in French write le vendeur in green and la vendeuse in red. - Using gestures, mime, or even a signing system such as Makaton to support understanding of key vocabulary in the target language is particularly useful for SEND children.
- Difficulties with writing/recording	- ICT can offer alternatives to writing as a way of responding to text — for example, pupils can create electronic presentations with images.
- Difficulties with memory/processing	- Revisiting a mind map of the same area of learning, say after three weeks of studying a modern foreign languages topic, can be a good way of assessing — through the added 'branches' of the map — how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included. - Listening activities can be tricky for SEND pupils for a number of reasons, including processing speed or difficulty processing auditory information. Many of my classes love the challenge of filling in the gaps during a cloze listening activity, but for my SEND pupils I would always try to scaffold them by providing a list of possible words along with image supports.
- Difficulties with engagement, or confidence	- Discussing learning from errors and misconceptions prevents pupils becoming inhibited by fear of making mistakes. - Greet the class in the target language and finish sessions with a goodbye. This signals the start and end of the lesson for all children, particularly important for those with Autism Spectrum Disorder (ASD).

Adaptive teaching:

Possible struggle or challenge	Scaffold or support to consider
- Difficulties with language/ vocabulary	- Reinforce words and phrases with visual aids — for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. - Film, interactive computer material, role-play and drama contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning. - Pupils move carefully from paired discussion to group discussion — the language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves in public. Paired and small group discussions provide opportunities for all to take part. - In modern foreign languages, pupils need to learn key vocabulary. Highlighting this vocabulary can help all pupils, especially those with dyslexia or moderate learning difficulties. For example: when writing up nouns in a language where the article changes according to gender, use different colours — so, for example, in French write le vendeur in green and la vendeuse in red. - Using gestures, mime, or even a signing system such as Makaton to support understanding of key vocabulary in the target language is particularly useful for SEND children.
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- Difficulties with memory/ processing	- Revisiting a mind map of the same area of learning, say after three weeks of studying a modern foreign languages topic, can be a good way of assessing — through the added 'branches' of the map — how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included. - Listening activities can be tricky for SEND pupils for a number of reasons, including processing speed or difficulty processing auditory information. Many of my classes love the challenge of filling in the gaps during a cloze listening activity, but for my SEND pupils I would always try to scaffold them by providing a list of possible words along with image supports.
- Difficulties with engagement, or confidence	- Discussing learning from errors and misconceptions prevents pupils becoming inhibited by fear of making mistakes. - Greet the class in the target language and finish sessions with a goodbye. This signals the start and end of the lesson for all children, particularly important for those with Autism Spectrum Disorder (ASD).

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Lesson Design:

Our lessons at Colyton ensure there is opportunity for children to develop their understanding of languages. Learning a language and making progress is not simply about building up vocabulary, although this is an important feature in our lessons.

Lessons and units of work follow a cyclical process of revisiting, practicing and learning new language (through building phonics, vocabulary and grammar skills).



Culture: Some of our lessons sit outside of the substantive and disciplinary knowledge but are an opportunity for our students to be immersed in French culture. Our school library features French books and children are encouraged to take these out.

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Impact:

Pupils will be assessed on their French knowledge and skills against the planned curriculum for each unit of work.

At the end of each of our teaching units we assess children using two forms of assessment to monitor children's progression:

Less formal- 'I can do...' grids. These are a quick and easy self and peer assessment opportunity for all pupils in our classes. As well as monitoring work produced, peer assessment, pupil presentations and celebrations.

More detailed skills-based assessments using our bespoke skills assessment worksheet. This form of assessment enables us to determine the learning and progression of our pupils in the four key language learning skills (speaking, listening, reading and writing) as well as monitoring their progress against the 12 attainment targets stipulated in the DfE

The subject lead and/or senior leaders will use discussions with pupils and teachers, alongside curriculum plans and evidence of work to assure that all essential elements of our curriculum have been delivered.



