Our aim is to provide all our children with an engaging, exciting and empowering curriculum that equipment them with the skills for success both now and in the future.

The development of our curriculum is based on the following key principles to meet the needs of the children in our community:

- To provide opportunities for all pupils to progress in their learning
- To promote spiritual, moral, social and cultural development
- To develop positive characteristics in our pupils with an emphasis on resilience for learning
- To provide pupils with a sense of place but to also widen their outlook to the world beyond.
- To give all pupils, especially disadvantaged pupils, experiences and essential knowledge that broaden their opportunities in life.

We believe the best schools reflect their local communities; we bring the community into our school and we take our pupils out into the community. The best schools also look beyond their local community and we ensure our pupils are part of the national and international conversation. We teach pupils how to be active members of the community and how to be good citizens of the world.

Curriculum statement for the teaching and learning of French 2021/22

INTENT	Our vision is that pupils will leave primary school with enthusiasm for language learning and with the ability to speak, read and write phrases in French. At Porthleven School we believe that learning a language helps to promote understanding and appreciation for other cultures and an opportunity to develop social interaction as well as developing pupils' communication skills. We will provide the building blocks for children to understand how languages are structured and this will develop their language understanding to aid their continued studies of foreign languages at secondary school. In learning another language, we will build their confidence when communicating in French.		
Underpinned	Curriculum	The application of skills	Vocabulary
	They will progress in skills from the National Curriculum and they will communicate confidently in French in writing and through dialogue by year 6.	The French units in Rigolo encourage children to develop their receptive language skills (listening and reading) by listening and responding to rhymes, stories and songs. They will also build their ability to recognise and respond to sound	Lessons introduce key words and develop and build upon vocabulary knowledge to phrases and longer sentences as the units progress. Grammatical and Phonic understanding will also

They will develop excellent receptive (listening and reading) and productive language skills (speaking and writing) and have a love of language learning with intercultural understanding to prepare them for their language learning at secondary school.	patterns, words, phrases and longer sentences. Children will also have opportunities to develop their productive language skills (speaking and writing) by communicating orally and in writing with words and phrases in French. They will develop their intercultural understanding by learning about different languages, countries and cultures. Vocabulary, grammar and phonics will also be developed as part of our substantive concepts.	develop through the years within each unit.

Implementation	**Curriculum Approach** We will focus on the following Core Concepts for MFL as agreed by the schools in the trust: •Receptive language (listening and reading) •Productive language (speaking and writing) •Intercultural understanding. The OFSTED research points to 3 pillars of language learning: • vocabulary, • phonics • grammar. We have therefore chosen these as out substantive concepts that develop as they progress up through the years. At Porthleven school, we use the 'Rigolo' scheme of work, staring in year 3. Children will have the ability to build on receptive language skills and productive language skills whilst gaining intercultural understanding. The 'Rigolo' scheme uses stories, songs and games to engage the children. The children focus on six units in each year group, therefore 24 from year 3 to year 6. The knowledge from previous years is built upon each year. In these units the children will learn about countries, cultures, people and communities. We will also develop our language speaking opportunities at other times in the day e.g. when taking the register or for simple classroom instructions.	**Two year rolling programme Year 3/4:** Year One Unit 1 – Bonjour or greetings Unit 2 – En Classe or in class Unit 3 – Mon Corps = identify parts of the body. Unit 4 – Les Animaux = animals and pets Unit 5 – La Famille = family members Unit 6 – Bon Anniversaire = Many happy returns Year Two Unit 7 – Encore • Revise ways to describe people using avoir and étre phrases Unit 8 – Quelle heure est-il? =Time Unit 9 – Les fêtes = names and dates Unit 10 – OÚ vas-tu? = Cities, directions, weather Unit 11 – On mange! Ask for food. Unit 12 – Le cirque • Identify various francophone countries • Talk about which languages you speak • Identify different items of clothing • Describe the colour of items of clothing	**Two year rolling programme Year 5/6:** Year One Unit 1 – Salut Gustave! = Greet people and give personal information Unit 2 – Á l'école = Name school subjects Talk about likes and dislikes at school Unit 3 – La nourriture = Food Unit 4 – En Ville = Town Unit 5 – En vacances = holidays Unit 6 – Chez moi = rooms in the house Year Two Unit 7 – Le week-end Unit 8 – Les vêtements = clothes Unit 9 – Ma journée = daily routines Unit 10 – Les transports = transport Unit 11 – Le sport = sports Unit 12 – On va faire la fête = Revision of some topics

Resources

We use Rigolo which is an online resource and scheme. The resource follows characters called Jake, Polly and Bof as they discover France through lively interactions and colourful stories.

Rigolo features videos and animations and demonstrations of pronunciation. We will also use the provided worksheets and activities to build the children's receptive and productive language. We will also use this resource to build their intercultural understanding. We will also use the provided assessment materials at the end of each unit.

Concepts

We will focus on the following Core Concepts for MFL as agreed by the schools in the trust:
•Receptive language (listening and reading)
•Productive language (speaking and writing)
•Intercultural understanding.

The OFSTED research points to 3 pillars of language learning:
• vocabulary,
• phonics
• grammar.

We have therefore chosen these as out substantive concepts that develop as they progress up through the years.

Books and assessment

Children complete basic, advanced or deep learning activities, working individually, in pairs or small groups.
Children's learning is recorded in their books.
Assessment takes place through
✔ informal judgements by staff during lesson in relation to the success criteria
✔ through POP tasks
✔ Rigolo assessments
At the end of a lesson or unit, teachers make a summary judgement about the learning of each pupil in relation to the success criteria outlined at the beginning of the unit, and records these judgements termly.

Impact

PUPIL VOICE

Children are enabled to develop the vocabulary and confidence needed to clearly articulate words, phrases and to converse in French. They ask and answer questions and express opinions of what they like/don't like.

EVIDENCE IN KNOWLEDGE

Pupils can call on their prior learning to propel their understanding of French. They can demonstrate receptive language, productive language and intercultural understanding using key vocabulary.

EVIDENCE IN SKILLS

Pupils use acquired vocabulary to communicate their understanding of the subject. They are able to communicate orally and in writing. They can read and listen to French with increased confidence and respond appropriately.

BREADTH AND DEPTH

Teachers plan opportunities for pupils to develop their knowledge of language concepts and to broaden their knowledge through interactive and accurate models of French pronunciation. Pupils have the confidence to communicate and respond in French.