



A Guide to Foreign Languages at Carlinghow Academy

This document outlines the expectations of how we teach and monitor French at Carlinghow: progression across year groups and consistency across school.

The French Curriculum:

- 1- Successful Language Learner**
- 2- French Scheme of work**
- 3- Teaching and Learning at Carlinghow**
- 4- Assessment**

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'.

We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.

The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.

Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.

Our cross curriculum approach is designed so that subject specific skills are taught within an exciting topic each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each topic to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. Ensuring that the connections make sense to the children.

We are determined that every child, will have a lifelong love of reading, and will be able to comprehend and read fluently by the end of Year 6. Our curriculum is led by the high quality and diverse texts that we choose to support learning.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated.

Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources.

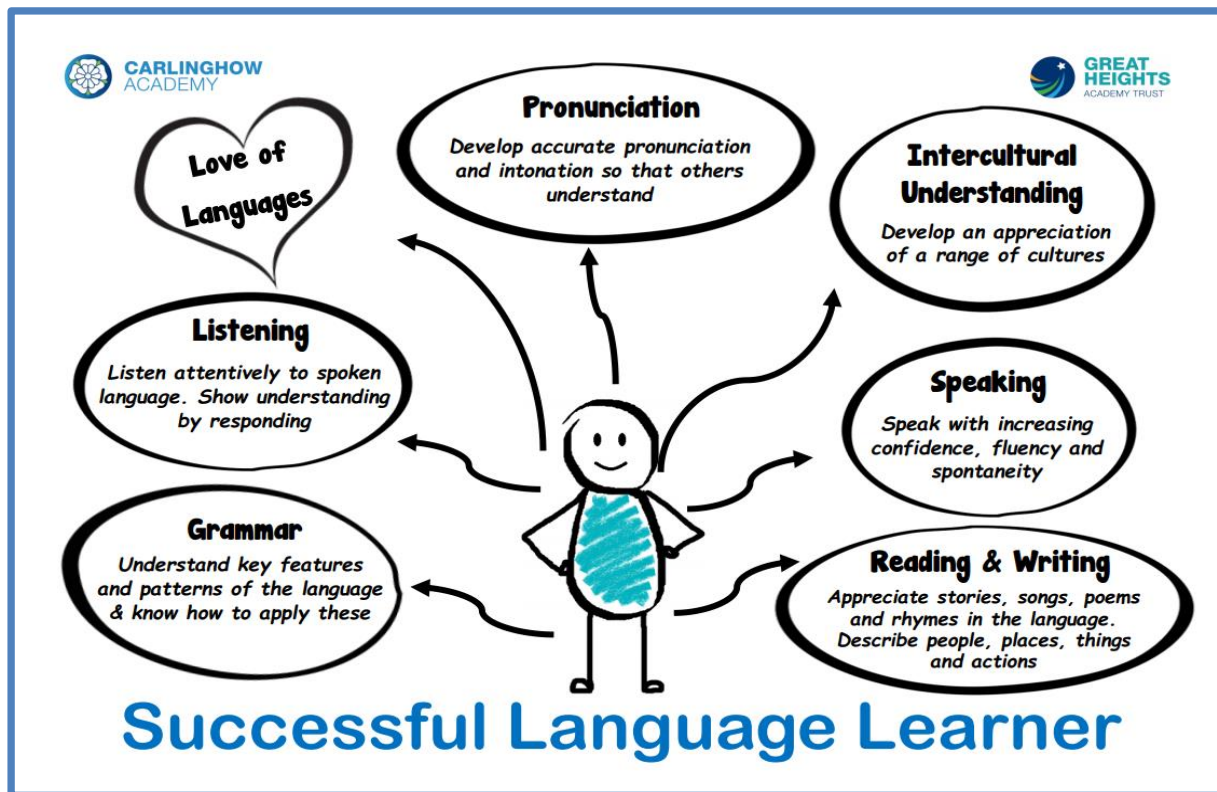
This Modern Foreign Language guide explains how the MFL curriculum is implemented at Carlinghow Academy.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

Impact

The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.

A successful language learner at Carlinghow Academy:



French Scheme of work:

Overview

Term	Year 3	Year 4	Year 5	Year 6
Autumn 1	A new start	My school, your school Age/days Introducing teacher and friends Classroom objects	My school /your school Subjects Likes and dislikes	My everyday life/ your everyday life A comparison of routines Time
Autumn 2	The calendar and celebrations	My local area /your local area Shops Everyday shopping Shopping for gifts Christmas	Where I live / where you live Buildings and places of interest Christmas (shopping)	Where I live/where you live House and home Christmas (comic performance)
Spring 1	Epiphany Animals I like/ don't like	Epiphany A family tree Faces	New Year Celebrations Healthy Eating Shopping at the market	New Year Celebrations Playing sport and enjoying sport How to play certain sports
Spring 2	Carnival Colours playground games Easter	Celebrating carnival Parts of the body and descriptions Our own class aliens Easter	Carnival Colours Clothes descriptions Fashion shows	This is me! Preferences/feelings and characteristics All the fun of the fair Fairground rides and opinions/descriptions
Summer 1	Food we eat everyday – fruit and breakfast foods/ hungry giant	Feeling well / unwell Jungle animals and fantastical animals	Weather and countries Weather forecasts	Going to the restaurant and cafe culture
Summer 2	Going on a picnic!	Summertime Weather Seasons Ice creams	Going to the beach	Performances! Simple plays to perform for pleasure for each other/ other year groups

Primary Languages transactional language:

Term	Year 3 (Beginners)	Year 4 (Developing)	Year 5 (Developing – moving on)	Year 6 (Ready to move on)
Autumn 1	<p>A new start</p> <p>Ask and answer name Ask and answer simple feelings</p> <p>Ask and answer where you live</p> <p>Count 0-11</p>	<p>My school your school</p> <p>Ask and answer name</p> <p>Ask and answer simple feelings</p> <p>Ask and answer where you live</p> <p>Count 0-20</p> <p>Asking who someone is Asking someone's age Days /Months and simple question.</p> <p>Introducing teacher and friends</p> <p>Have you ...? I have/ have not</p> <p>Numbers 0-31</p> <p>Places around the school</p>	<p>My school your school</p> <p>Asking and answering what school subjects we learn</p> <p>Expressing a simple opinion</p> <p>Likes and dislikes</p> <p>Asking and answering information about the day and subjects Adjectives to give opinion</p> <p>Places around the school</p>	<p>My everyday life / your everyday life</p> <p>Asking the time</p> <p>Giving o'clocks</p> <p>Understanding simple digital time</p> <p>Asking and answering days and times of simple daily routine</p> <p>Numbers 0-60</p> <p>Describing simple daily routine</p>
Autumn 2	<p>The calendar and celebrations</p> <p>Days</p> <p>Months (plus respond to simple question) Asking the day and the month</p> <p>Ask age</p> <p>Ask birthday month</p>	<p>My local area /your local area</p> <p>Where is (+ shops)</p> <p>Here is (+ shops)</p> <p>There is / there are</p> <p>Names of everyday shops</p> <p>Gift items</p> <p>I would like</p> <p>Left/right/straight ahead</p>	<p>Where I live / where you live</p> <p>Buildings and places of interest</p> <p>Where is (+ shops)</p> <p>Here is (+shops)</p> <p>Simple directions Asking the way</p> <p>There is / there are...</p> <p>Christmas (shopping)</p> <p>What would you like?/I would like How much does it cost? / It costs..... Numbers 0-50</p>	<p>Where I live/where you live</p> <p>Rooms</p> <p>Describing a house and a room Asking "Is there + house language. Responding with "Here is ..?"</p> <p>Asking: Have you +rooms Responding positively or negatively</p> <p>Christmas : at the table transactional language</p>
Spring 1	<p>Epiphany</p> <p>Animals I like/ don't like</p> <p>Names of domestic animals</p> <p>Ask and answer a like / dislike</p> <p>Looking for items</p> <p>Have you.....? / I have /</p>	<p>Epiphany</p> <p>A family tree</p> <p>Asking who someone is?</p> <p>This is</p> <p>My mum/ brother / sister/ dad / grandma / granddad / friend</p>	<p>New Year Celebrations</p> <p>Healthy Eating</p> <p>Shopping at the market</p> <p>Fruit</p> <p>Vegetables</p> <p>Transactional language at the</p>	<p>New Year Celebrations</p> <p>Playing sport and enjoying sport</p> <p>You can</p> <p>Play + sports</p> <p>Asking how to play a sport</p>

	(haven't)	Who are you? Faces Mouth, nose, ears. eyes, hair	shops Numbers 0-50/ Euros Instructions to make a healthy dish	Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions / Likes and dislikes
Spring 2	Carnival, colours and playground games Colours Ask what colour something is. Giving a response Likes and dislikes Looking for items Have you.....? / I have / haven't	Easter Celebrating Carnival Parts of the body and simple descriptions colour/small / big etc) Asking : Have you ...? I have /I haven't There is / there are Responding positively / negatively	Carnival Colours /Clothes descriptions What are you wearing I am wearing What's it like ?It's + colour and size It has Shopping for clothes – simple dialogue I have / You have, He /she has My mum, dad, sister, brother, friend has	This is me! Asking and answering preferences/feelings and characteristics All the Fun of the Fair Fair ground rides Opinions Likes and dislikes
Summer 1	Food we eat everyday Fruit and vegetables Breakfast foods Ask and answer likes/dislikes Ask for a food item politely Revisit numbers 0-11	Feeling well/unwell How are you feeling? What's the matter Simple everyday illnesses statements Jungle Animals and Fantastical Domestic animals Jungle animals Body parts Colours	Weather and countries Asking / answering simple weather phrases Weather questions and statements Weather forecasts	Cafe Culture and Going to the restaurant Transactional language to order a meal you can Eat + foods Buying snacks and drinks (Instructions to make a snack)
Summer 2	Going on a picnic! Fruits Breakfast foods Foods for a picnic Asking politely Colours Commands 0-15	Summertime Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream	Going to the beach You can Play + sports Eat + foods Buying snacks and drinks Telling a story	Performances Revisiting basic transactional Language - questions and answers

Overview of Knowledge about Language and Grammar Scheme of Work

Term	A: Year 3 (Beginners)	B: Year 4 (Developing)	C: Year 5 (Developing - moving on)	D: Year 6 (Ready to move on)
Autumn 1	A new start <i>Identifying and responding to questions</i> <i>Nouns and word families</i> <i>Phonics</i>	My school <i>Asking and answering questions</i> <i>Nouns and verbs</i>	My school /your school <i>Nouns, verbs, adjectives and connectives</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>First to third person singular changes in commonly used verbs – to be called/ to live</i>	:My everyday life/ your everyday life <i>Time structures</i> <i>Reflexive verbal phrases</i> <i>Nouns, verbs, connectives, adverbs</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i>
Autumn 2	The calendar and celebrations <i>Identifying and understanding simple imperatives (classroom commands)</i> <i>Identifying and responding to questions</i> <i>Nouns and word families</i> <i>Phonics</i>	My local area /your local area <i>Asking and answering questions</i> <i>Nouns and verbs</i> <i>Gender of nouns</i> <i>Phonics</i> <i>Familiar and unfamiliar language – identification of cognates and near cognates</i> <i>Phoneme – grapheme transfer</i> <i>Imperatives</i>	Where I live , where you live <i>Nouns, verbs, adjectives, connectives , prepositions</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>Cognates and near cognates</i> <i>Word families , noun gender- definite and indefinite articles</i>	Where I live / where you live <i>Nouns, verbs, adjectives, connectives , prepositions</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>Cognates and near cognates</i> <i>Word families , noun gender- definite and indefinite articles</i>
Spring 1	Epiphany Animals I like and don't like <i>Adjectives</i> <i>Nouns</i> <i>Imperatives</i> <i>Phonics</i> <i>Creating questions and answers in first and second person singular</i>	Epiphany A family tree / faces <i>Adjectives, nouns , position of adjectives</i> <i>Forming the singular and plural of nouns</i> <i>Noun classes – changing from definite to indefinite pronouns</i>	New Year Celebrations Healthy Eating <i>Nouns, verbs, adjectives, connectives</i> <i>Use of singular and plural with nouns , application of masculine and feminine gender to change from definite to indefinite</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>Cognates and near cognates</i>	New Year Playing sport and enjoying sport <i>Nouns, verbs, adjectives, connectives , prepositions</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>Cognates and near cognates</i> <i>Word families , noun gender- definite and indefinite articles</i> <i>Verbs</i>
Spring 2	Carnival colours, playground games <i>Adjectives</i> <i>Nouns</i> <i>Imperatives</i> <i>Phonics</i> <i>Creating questions and answers in first and second person singular</i>	Celebrating Carnival . Parts of the body! <i>Imperatives</i> <i>Nouns and noun classes</i> <i>Masculine and feminine nouns /use of singular and plural</i> <i>Phoneme – grapheme transfer</i> <i>Position of adjectives</i>	Carnival, colours and clothes descriptions <i>The verb to be / the verb to have in third person singular and plural</i> <i>Adjectives, nouns , position of adjectives and adjectival agreement</i> <i>Forming the singular and plural of nouns</i> <i>Noun classes – changing from definite to indefinite pronouns</i>	This is me !/All the fun of the fair <i>Nouns, verbs, adjectives, connectives , prepositions</i> <i>Creating extended sentences</i> <i>Phoneme- grapheme transfer</i> <i>Use of bilingual dictionaries</i> <i>Cognates and near cognates</i> <i>Word families , noun gender- definite and indefinite articles</i> <i>Verbs</i>

Summer 1	Food we eat everyday <i>Identifying and understanding simple imperatives (classroom commands) Identifying and responding to questions Nouns and word families / plural and singular identification Phonics Asking simple questions Constructing polite responses</i>	Feeling well/unwell Jungle animals <i>Adjectives, nouns , position of adjectives Forming the singular and plural of nouns Noun classes – changing from definite to indefinite pronouns</i>	Weather and countries <i>The verb to be / the verb to have in third person singular and plural Adjectives, nouns , position of adjectives and adjectival agreement Forming the singular and plural of nouns Noun classes – changing from definite to indefinite pronouns</i>	Going to the restaurant and cafe culture <i>Exploring restaurant and cafe culture Asking and answering questions Participating in polite conversation Looking for cognates/ near cognates Singular /plural nouns Definite / indefinite pronouns</i>
Summer 2	Going on a picnic! <i>Adjectives Nouns Imperatives Phonics Creating questions and answers in first and second person singular</i>	Summertime <i>Asking and answering questions Participating in polite conversation Looking for cognates/ near cognates</i>	Going to the beach <i>Imperatives Use of modal verbal phrases Adjectives, nouns , position of adjectives and agreement Use of bilingual dictionaries</i>	It's our show !Performances!

Please refer to the long Term planning for each Year group.

Teaching and Learning at Carlinghow Academy

Our Intent:

Carlinghow Academy understands that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It will also create potential opportunities in the future for studying and working abroad.

Learning languages will help pupils to develop communication skills, including key skills in speaking, listening, reading, and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

As part of the requirement to teach KS2 pupils a language, pupils at Carlinghow Academy will be taught French. We believe our languages curriculum opens pupils up to a variety of cultures and helps to foster pupils' curiosity and deepen their understanding of the world.

"Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

School Aims and Implementation:

Carlinghow Academy aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.

- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

2. The Curriculum

At Carlinghow Academy we follow the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

By the time pupils leave Carlinghow Academy, they will be able to:

- Understand and respond to spoken and written language from a variety of authentic sources.
- 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.
- Write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Pupils in KS2 will be taught to:

- 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.
- 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.
- 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.
- 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.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjunction 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.

3- Teaching MFL at Carlinghow Academy:

To promote an active learning of languages at Carlinghow, teachers must ensure French is taught on a weekly basis at KS2. This can be delivered as a whole session between 30 minutes to one hour per week or 2 shorter sessions of 15 to 20 minutes. As we are using a new scheme of work, 'Primary Languages Network', we have started teaching the Year 3 units to all KS2 pupils. This will ensure coverage and progression in learning.

Teachers in KS2 will be responsible for downloading the lessons and resources they need for their class. All lessons must be planned by the teacher using interactive White Board tools and resources must be differentiated to suit all learners.

Primary Languages Network:

To access this scheme of work, please log on to <https://pln.myvle.co.uk/index.php>. You will need a username and password which you will be able to obtain for the coordinator.

How to use PLN (Primary Languages Network):

- 1- When you log on you will see the page below and click on the Premium Member dashboard. This will take you to screen 2

The screenshot shows a user dashboard with the following sections:

- Favourites:** Includes 'Premium Member Dashboard' with a black arrow pointing to it.
- Search:** A search bar with a green 'Search >>' button.
- Network links:** Includes 'Help & Support' (red button), 'Member checklist' (blue button), and 'Upcoming CPD' (green button).
- Resource centre:** Includes 'User files', 'Subject Planning', 'Teaching resources', 'Network centre', 'Blogs', and 'Messages'.
- Network blog:** Contains two posts: 'Seasonal Specials, CPD, and a special celebration...' and 'Newsletter - 10 @ PLN, podcast, CPD and chocolate!'.

- 2- Here you will see three different languages. Select French to access the planning and resources.

The screenshot shows the 'Premium Member Dashboard' with the following sections:

- KS2 Languages SoW:** Includes 'Primary French SoW' (with a black arrow pointing to it), 'Primary Spanish SoW', and 'Primary German SoW'.
- Teaching Resources:** Includes 'Seasonal Specials', 'Cross Curricular', 'Songs and Games', and 'Learn a new Language'.
- Subject Planning:** Includes 'MFL Coordinator Tools', 'Lockdown support', and 'Staff Training'.

At the bottom, it says: 'S1 Videos, stories, songs and games. Now in Click2Teach'.

- 3- When you access the next page there is a choice of 3 curriculums for KS2; **Click2Teach**, **BeCreative** and **Teach ByStory** designed to maximise the skills and experience of teachers, they follow the same half termly themes progressing over 4 years of learning. At the moment all teachers are accessing **Click2Teach**, but you can access **BeCreative** and **TeachByStory** if you are more confident as you will find extra resources you might want to use in your lessons.



Word of the Week:
'le printemps'

le printemps.mp3

English:
'Spring'
#PLNWOW

How to use
Primary Languages SoW

KS2 Primary French SoW

We have a choice of 3 curriculums for KS2: **Click2Teach**, **BeCreative** and **Teach ByStory** designed to maximise the skills and experience of teachers, they follow the same half termly themes progressing over 4 years of learning. We also have **Planning Tools** to support MFL Coordinators and Teachers.

Click2Teach
For **non-specialists** or if you are short on time

BeCreative
Lesson plans and ideas for **confident teachers**

Teach byStory
Alternative curriculum based on **themed stories**

Primary French SoW Contents				
Term	Stage 1	Stage 2	Stage 3	Stage 4
Term 1	<p>A new start</p> <p>1a Getting to know you 1b Numbers 1c Colours</p> <p>C2T Be.Cr Story</p>	<p>Welcome to school Super learners</p> <p>1 Welcome to school super learners</p> <p>C2T Be.Cr Story</p>	<p>My school, my subject</p> <p>1a Talking all about us 1b School subjects, my opinions 1c Witch at school (optional)</p> <p>C2T Be.Cr Story</p>	<p>Everyday life</p> <p>1a Revisiting me 1b Time - o'clock 1c Daily life of a Supethero</p> <p>C2T Be.Cr Story</p>
Term 2	<p>The calendar and celebrations</p> <p>2a Bonfire night colours 2b Commands colours numbers 2c Calendar time 2d Christmas stary night</p> <p>C2T Be.Cr Story</p>	<p>My local area, your local area</p> <p>2a Bonfire night poem 2b Robots commands actions 2c Shops, signs and directions 2d Christmas sparkle</p> <p>C2T Be.Cr Story</p>	<p>Time in the city</p> <p>2a In the city 2b Christmas shopping</p> <p>C2T Be.Cr Story</p>	<p>Where I live, where you live</p> <p>2a Spooky house/ Space house 2b Hopes and roles 2c Paddington's Xmas sandwich</p> <p>C2T Be.Cr Story</p>

There is also a video to watch if you are unsure on how to use this scheme.

4- How to access objectives and lessons:



Click2Teach French Stage 1 (Year 3)

Summer 1: The Hungry Giant

S1.Sum.1: The Hungry Giant

BeCreative TeachByStory

Examples of work Medium Term Plan French Upskill

Click2Teach

Summer 1 - Hungry Giant

Lesson 1

I can understand and say many fruits and vegetables
([Attainment Target 9](#))- [Click to see full list](#)

Lesson 2

I can play games with fruit and vegetable nouns
(AT 1)

Lesson 3

I can understand and say some nouns for breakfast foods

1. [V Fruit and Veg](#) - ([How to use this](#))- Look. Listen. Repeat. Pause after 4 pictures. Recall. Repeat with next 4 items. [English](#)
2. Memory test - *brainstorm in pairs the fruit and veg from powerpoint. How many can they remember?*
3. [V Fruit and veg](#) - Look. Listen. Read aloud as a class. Say to partner. Add an action for each item.
4. [T Fruit and Veg Gallery sheet](#) Or [PLUS](#) - Draw the written fruits and vegetables
5. [Phonetic detectives](#)- spell what you hear and compare

1. [G Fruit and Veg word search](#) on screen find the words
2. [V Fruit and veg](#) - recap key fruits and veg. Share actions from lesson 1. Pick best actions for class.
3. [G Fruit and vegetables splat](#) - Play the game on screen. Winner stays on for next challenger.
4. [Language detectives](#)- 'Un' or 'Une'. You decide ([answers](#)).

1. [G Fruit and vegetables splat](#) - Play game on screen. Team game. Swap players each time.
2. [V Breakfast video clip \(transcript\)](#) - Watch part one. Listen. Say with actions.
3. [V Breakfast foods](#) - Play again. End of video - Class or pair memory game with words.
4. [Fruit and veg quizlet game](#) - recap the words by playing in 'learn' mode. (link not working?)

Lessons are organised in order of progression in learning. You will have the objective for the lesson alongside the tracking resources which include PowerPoint Presentations, video clips, games, worksheets and at the end of the unit you will also have assessment resources for you to check / track your pupils' understanding and learning.

5- lessons and worksheets:

For each lesson you will include:

- A Power Point Presentation with audio (native speaker)
- Online games
- Worksheets
- Phonics

6- Differentiation and SEND :

Teachers in KS2 will be responsible for downloading the lessons and resources they need for their class. Ensure activities are differentiated according to pupils' needs.

At Carlinghow we are committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum. Please review the content of the lesson prior to teaching it in order to make any relevant adjustments of your teaching practices, and make sure any necessary reasonable adjustments are arranged so all pupils can access the school's languages curriculum.

Tasks are adapted to ensure pupils of all abilities are challenged.

If you have pupils who cannot access the lesson as a result of a specific need and or disability then please ensure you have relevant documentation to support your decision

5 - Assessment:

Marking:

Books should be marked on a weekly basis according to the school's marking policy. Using green and pink pens when writing comments and 'Think Pinks'. Please ensure you follow the French marking code for comments.

Carlinghow Academy



French Marking Code	
L.O. <u>fantastique</u>	You have met the learning objective and your work is excellent
L.O. <u>très bien</u>	You have met the learning objective and your work is very good.
L.O. <u>bien</u>	You have met the learning objective and your work is good.
L.O. <u>des erreurs</u>	You are nearly there in meeting the learning objective but you need a little bit more practise.
NS	Next steps
=	Translate into English or French.
SP	Spelling – write it out three times.
#me	Talk this through with your teacher.

Currently assessment is informal across the four language skills and the progress made in these throughout KS2. Assessment and reporting in languages are carried out in accordance with the school's Marking and Feedback Policy.

At the end of each unit teachers should carry out 'Puzzle it out' activities to assess understanding. At the end of each term teachers will need to complete assessment record clouds to inform future planning.

Parents are updated on their children's progress in languages during parents' evenings and in end of year reports.

Monitoring:

As per Carlinghow Academy monitoring schedule, French will be monitored regularly. The coordinator carries out regular work scrutinies which include: book look, Seesaw and lesson observations.

The coordinator and SLT will monitor planning and spoken and written evidence of progress in learning. The school is working toward effective progress across the four years of KS2.

Support in using the scheme:

There are lots of videos and CPD opportunities that you can access within PLN . These are all free and can be accessed via our VLE log in details.

Help & Support

Click on the videos to see what you have on offer as a member of PLN

Non-specialist SoW

How to find and use the C2T scheme of work



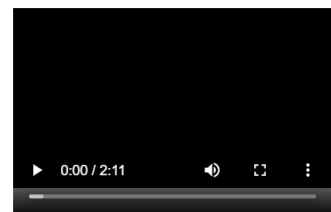
Lockdown Support

How to access PLN lockdown resources



CPD opportunities

How to find and sign up for CPD opportunities available to members



1-1 guidance

Learn more about what PLN offer in terms of support

Language Upskill app

How to download and use the upskilling app for all of your teachers

KS1 and other resources

How to find and use the KS1 and other creative resources

Non Negotiables:

All teachers within the KS2 will teach at least 30 minutes of French per week.

Books must be marked according to the school's marking policy and the French marking code.

All pupils must be able to access learning including pupils with SEND.

Cross curricular coverage.

Attend PLN CPD/ In house training.