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| **One Page Profile: French 2023 - 24** | |
| Subject strengths | * We are following a cyclical curriculum, specifically planned for mixed-age year groups, which revisits key grammar and vocabulary again and again * Children are keen and excited to speak French * Plenty of Oral work encouraged at Year 3 and 4 to build skills and confidence |
| Key Priorities for 23/24 | * Techer CPD – ensure all staff are making use of Mouth Mechanic videos on Kapow and are preparing by using the grammar and vocabulary training provided with each unit. * Make more use of bilingual dictionaries, ensuring that all children are familiar with them and how they work * Incorporate French into the classroom environment every day – using classroom vocab and commands to achieve simple tasks * Try to develop parental and community engagement links * Explore more opportunities for enhanced curriculum |
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| Planning | * Use of Kapow Mixed Age planning for French.   Need to track the progression through each unit used to ensure all skills are covered across the year. |
| Assessment and feedback | **Assessment – Q**uizzes are implemented at the end of each Kapow units to asses where children are with their learning  **Feedback -** In line with the agreed marking policy – achievable and immediate next steps |
| Expectations | * French should be taught for half a term of each term * Resources to be kept up to date and in good working order * Good level of challenge for each child – teacher to be aware of the skills progression documents and the skills highlighted for each year group during the half-termly unit * Use of the cyclical curriculum to build on prior knowledge nd vocabulary |
| Wider curriculum/  Whole School Enrichment/  Cultural Capital | * Awareness of significant individuals and events in French history – units including Matisse, French music, food, The wider French speaking world… * The impact of France and French on Modern lives (links to weekly etymology sessions in Spelling lessons) * Links made with other subjects where possible |