



# Modern Foreign Languages



*For with God, everything is possible*

# Our School Vision

For with God, everything is possible  
(Matthew 19:26)

*#everythingispossible*

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them.

For with God, everything is possible.  
(Matthew 19:26)

. At Queen's Park CE/URC, we are committed to embedding a positive attitude to language learning amongst pupils and staff and providing opportunities to develop an awareness and appreciation of cultural similarities and differences. With this in mind and in line with our Christian values, we aim to bring the world into the classroom by carrying out international projects and working with partner schools overseas, hereby widening the linguistic cultural capital of our pupils. Everything is possible! *Tout est possible!*

*"Les limites de ma langue sont les limites de mon monde."*

*Ludwig Wittgenstein*

*The limits of my language are the limits of my world.*

For with God, everything is possible

Following the Church of England's Vision for Education 'Life in all its fullness' John 10:10, we provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful in languages.

## Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26).

We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

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# Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



Knowledge

*Our five Crown Principles drive our history curriculum.*

## Rationale for our MFL Curriculum

### Challenge

Through the 'challenge' curriculum driver we want our children to *relish the challenges that being a linguist can bring*. We ensure that our children experience *challenges in all disciplines of languages, within the four strands of MFL: listening, speaking, reading and writing with grammar and phonics interwoven throughout*. Despite the challenges of barriers or background, we ensure that every child at Queen's Park develops a positive attitude in being a linguist.

### Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination *in our French lessons*. Through fun, meaningful lessons the children feel confident and safe to explore a new language. We provide the necessary tools of vocabulary, grammar, audience and purpose within a positive environment to ensure that pupils have an excellent attitude to all language learning.

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## Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they might pursue. We believe in working with partner schools and presently enjoy a connection with Ecole de Velles so that our pupils may see purpose in their French learning as well as enabling them to learn about French culture. We teach our pupils that French is spoken in many countries around the world and carry out projects on 'les pays francophones'. Whenever the opportunity arises, we invite French native speakers into school, to not only help with French language work but also for our children to understand the language learning journey of others. We want our pupils to have a clear understanding of the link between achieving well and having goals for the future.

## Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. Languages are delivered in a positive atmosphere where children are encouraged to 'have a go'. Mindfulness sessions are also delivered through the resources provided by Primary Languages Network. As global citizens our children show tolerance and respect for other cultures and embrace EAL pupils by learning new languages through them. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

## knowledge

Through the 'knowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. The knowledge imparted in MFL is crafted by our curriculum leader and MFL subject leader to ensure that all pupils achieve secure substantive and disciplinary knowledge in French. Our lessons are delivered by a French specialist, but all our teachers teach with the aim to ensure pupils have sufficient knowledge of languages to progress through primary school and beyond.

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## Being a Queen's Park Linguist

Being a *linguist* means that disciplinary and substantive knowledge complement each other harmoniously. Language disciplines and skills such as using a bilingual dictionary, translation strategies, pronunciation, intonation and awareness of gender and adjectival agreement are high profile within our MFL curriculum.

Our MFL curriculum very much intertwines with literacy in that we look at the etymology of words as they occur and pick out words of Latin/French origin to work on in guided reading lessons. We tell our children that speaking different languages offers so many opportunities and opens the door to the world.



## Intent

### MFL Long Term Plan

In EYFS and KSI our pupils are exposed to language learning through songs, games, stories and cultural activities as opportunities arise within the curriculum. The pupils take part in celebration days such as European Day of Languages or our

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'We love languages' event. Class teachers have access to the appropriate resources on the Primary Languages Network VLE.

Having faith in God, ourselves and each other as we strive to reach our potential



## Modern Foreign Languages Long Term Plan (KS1)

Queen's Park 'Crown Curriculum' - all our planning is based on our key principles and intent for our curriculum Challenge Resilience Opportunities Wellbeing & Knowledge			
Year Group			
EYFS	<b>Aut 1: Listening and joining in</b> Greetings Teddy Bears Picnic <b>Aut 2: Counting and singing</b> Counting Bears Traditional French songs	<b>Sp 1: Celebrations</b> La Fête des Rois (la galette games) Birthday (days and months) <b>Sp 2: Rainbows and Easter</b> Colours French chocolate at Easter	<b>Summer 1: Families and rhymes</b> La Fête du Muguet Rhymes about Family <b>Summer 2: Join in with Stories and performances</b> Recap vocabulary covered this year Link stories to those covered in EYFS Literacy
Year One	<b>Aut 1: Me and You</b> Greetings (extended) Saying your name <b>Aut 2: Autumn Time</b> Fireworks and Autumn Colours 1,2,3 Nous irons au bois Christmas songs	<b>Sp 1 : Animal Songs and Rhymes</b> Farm Animals <b>Sp 2 Nature</b> Plant Pot story	<b>Sum 1: All at Sea</b> Pirate Personalities Summer sunshine <b>Sum 2 : Exploring stories and song</b> Sea Creatures
Year Two	<b>Aut 1 : Super Learner Language Powers</b> Harvest Time Superheroes Tooth Fairy <b>Aut 2: Travel and Me</b> Transport Body Parts	<b>Sp 1 Revisiting and Celebrations</b> Happy New Year Joyeux Anniversaire <b>Sp 2: Nouns, Adjectives and Creatures</b> Animal Magic Sea Creatures Counting Easter Eggs	<b>Sum 1: Exploring the animal Kingdom</b> Minibeasts Summer sunshine (extended) <b>Sum 2 : Dinosaurs</b> Use the theme of dinosaurs to revisit vocabulary covered so far

Having faith in God, ourselves and each other as we strive to reach our potential



## Modern Foreign Languages Long Term Plan (KS2)

Queen's Park 'Crown Curriculum' - all our planning is based on our key principles and intent for our curriculum Challenge Resilience Opportunities Wellbeing & Knowledge						
Year Group	Key: Progression in L, Sp, R, W	Progression in Phonics	Progression in Grammar	Culture/Festival	Celebration	
Year Three	<b>Aut 1: A New Start</b> Greetings and Names (exploration of questions) Numbers (Phonics -au, -un, -ai) <b>Aut 2: Calendar and Celebrations</b> Colours (Phonics reinforce -au, -ai) Days of the week (Phonics reinforce -au, learn -u) Christmas	<b>Sp 1: Animal opinions</b> La Fête des Rois (Phonics reinforce -ai) Months (Phonics -ai (near cognates) Animals (noun/gender and plural) (Phonics -ai, -ch) <b>Sp 2: Carnival Colours (opinions of colours/questions)</b> Numbers to 20 Easter (basic vocabulary using bilingual dictionary)	<b>Summer 1: Food and stories</b> Food (reinforcement of gender in nouns) Hungry Giant story (definite and indefinite articles) <b>Summer 2: Going on a Picnic</b> Gingerbreadman (Where is it made in France?) Where do you live? (discuss formal/informal) Going on a Picnic story (Phonics -one)			
Year Four	<b>Aut 1: Welcome to school</b> Age and Numbers to 31 (Phonics -au) School (exploration of nouns and compare French schools) <b>Aut 2: Our local area</b> Directions and robot commands (Phonics -re) Buildings (Phonics reinforce -au, -ch) (il y a) Toys and Hobbies (opinions and nouns) Christmas - Let's sparkle poem	<b>Sp 1 : Family tree and faces</b> Empathy in France Alien Family (je suis and start adjectival agreement) <b>Sp 2 Body Parts</b> The body (reinforce commands) Easter (English/French traditions)	<b>Sum 1: Doctors and Wild Animals</b> Illnesses (identifying/producing sing and pl) Animals (masculine and feminine) <b>Sum 2 : Summertime</b> Seasons (Phonics -ai) Weather (exploration of verbs) Ice creams (oh, en, on)			
Year Five	<b>Aut 1 : My School, My Subjects</b> Feelings (conjunctions) Expressing opinions about school subjects (Phonics -au, -in) <b>Aut 2: In the City</b> Welcome to my town (exploration of commands)	<b>Sp 1 Healthy eating/Market</b> Happy New Year/Numbers (patterns noticed and exceptions with numbers) Pantomime and verb to be (conjugate être)	<b>Sum 1: Where do you live? (Countries)</b> Travel (au) Sports (conjunctions) <b>Sum 2 : Seaside</b> Holidays (ce, jou) Weather (exploration of verbs)			
	Numbers to 50 (reinforce -u) Christmas shopping (present tense forms of avoir)	Healthy food (reinforce gender and determiners) French market role play (informal 'tu', formal 'vous') <b>Sp 2: Carnival and Clothes</b> Carnival Clothes Clothes (adjectival agreement) explore avoir				
Year Six	<b>Aut 1: Everyday Life</b> Revisiting me (intonation) Time (preposition à) Daily routine of a superhero (Phonics -au) <b>Aut 2: Where I live</b> My House, Your House (Phonics -ai, en, am) Growing up (extended sentences) Paddington's Christmas sandwiches	<b>Sp 1 : Pantomime</b> Happy New Year forfeit game Investigating Sports (c'est à faire de) <b>Sp 2 : Hobbies and fun</b> All the fun of the fair (express likes/dislikes) Favourites (Phonics -au, reinforce -ai)	<b>Summer 1: Café culture</b> Eating Out role play (application of phonics covered to pronounce correctly in performance) <b>Summer 2: Performance Time</b> Tour de France Class Performances (sound spelling understanding) Y6 Presentations (pronunciation and intonation reinforcement)			

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French is taught weekly in UKS2 and fortnightly in LKS2 by a specialist French teacher. We subscribe to Primary Languages Network so that class teachers in all year groups are able to deliver French. Y6 have weekly Mandarin lessons provided by our feeder secondary school, Cowley International College.

### Progression documents



## Progression in Modern Foreign Languages

Our progression documents have been created by the Curriculum Leader and MFL Subject Leader, based on the scheme of work provided by Primary Languages Network, to ensure clear progress in the *three pillars of language learning: vocabulary, grammar and phonics.*

The progression documents show key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge)



and assessment outcomes from EYFS – Year 6.



Progression of knowledge, vocabulary, skills and suggested assessment outcomes



Listening	Key knowledge progression	Key vocabulary	Key skills progression	Assessment outcome
<p>EYFS Listening, Attention and Understanding statements for end of year (taken from EYFS Framework)- Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions.                      -Make comments about what they have heard and ask questions to clarify their understanding.                      -Hold conversation when engaged in back and forth exchanges with their teachers and peers.</p>				
<p>EYFS – Topics-</p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Colours</li> <li>Numbers</li> <li>Family</li> </ul>	<p>Understanding the World -Early Learning Goals                      Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.                      - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p><b>Vocabulary to be modelled in teaching time and within provision</b>                      Bonjour, au revoir                      Bleu, jaune, vert, rouge                      Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix                      Maman, papa, bébé</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.                      Understand how to listen carefully and why listening is important.                      Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Children can demonstrate key knowledge, vocabulary and skills during carpet time through games, songs, stories when French is modelled by an adult.</p>
<p>KS1: Although the National Curriculum commences in KS2, in KS1 we are committed to developing the right attitude to learning languages with a particular focus on the following skills from the NC:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>exploring language through songs and rhymes</li> <li>appreciate stories, songs, poems and rhymes (in the language).</li> </ul>				
<p>Year 1 – Topics-</p> <ul style="list-style-type: none"> <li>Colours – autumn colours and firework colours (extended from EYFS)</li> <li>Greeting (extended from EYFS)</li> <li>Christmas</li> <li>Epiphany</li> <li>Farm animals</li> <li>Plant pot story (links with Science)</li> </ul>	<p>Vocabulary, attitude to language learning and cultural awareness to develop from coverage of songs, games, stories and videos</p> <ul style="list-style-type: none"> <li>Léon le Caméléon</li> <li>Songs of Alain le Lait (Bonjour, Les Couleurs)</li> <li>Voilà les pirates</li> <li>Canon de Noël</li> <li><a href="https://www.youtube.com/watch?v=ZiZVmMGkqgk">https://www.youtube.com/watch?v=ZiZVmMGkqgk</a></li> <li>Petit Ours Brun et la Galette</li> <li>Plant Pot Story from PLN KS1 SOW</li> </ul>	<p><b>Vocabulary</b>                      Bonjour, comment ça va?                      Ça va bien, comme ci, comme ça, ça va mal                      Bleu, jaune, vert, rouge, violet, rose, blanc, noir, marron, gris,</p>	<p>Listen attentively to spoken French, songs and stories and respond with developing confidence.                      Respond appropriately to a simple command.                      Listen to and respond appropriately to games which cover Y1 French vocabulary.</p>	<p>Children have a set of cubes in different colours covered in lessons. Teacher says the French colour word and the child picks out the appropriate</p>

Together, we believe, achieve and enjoy



Progression of knowledge, vocabulary, skills and suggested assessment outcomes



		Papa Dinosaur		
	KS2 Key	Progression in Phonics	Progression in Grammar	Autumn Spring Summer
<p>Year 3 – Topics-</p> <ul style="list-style-type: none"> <li>A New Start</li> <li>Calendar and celebrations</li> <li>Animal Opinions</li> <li>Carnival Colours</li> <li>Food and Stories</li> <li>Going on a Picnic</li> </ul>	<p><b>Key knowledge to be explicitly taught throughout each relevant unit of work (and revised constantly through retrieval practice)</b></p> <ul style="list-style-type: none"> <li>The Eiffel tower is in the capital city of France, Paris.</li> <li>France is a Republic as they have a President and not a monarchy.</li> <li>On January 8<sup>th</sup> French families celebrate La Fête des Rois and play a game where they find a 'fève' in a slice of 'la galette'.</li> <li>France has a climate suitable for growing apples, pears, plums, apricots, peaches and cherries.</li> <li>At Mardi Gras there is a carnival in Nice.</li> <li>The French for Happy Easter is Joyeuses Pâques and French children hear how the French bells fly to Rome on Good Friday then return with chocolate on Easter Sunday.</li> </ul>	<p><b>Vocabulary on Crown Planners (to be explicitly taught)</b>                      Aut-zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix                      bleu, vert, jaune, rouge, rose, violet, noir, blanc, marron, rose, gris                      Salut, bonjour, au revoir, à bientôt, comment ça va?                      Ça va bien, comme ci, comme ça, ça va mal, et toi?                      Comment t'appelles-tu? Je m'appelles ____                      Ecoutez! Regardez! Levez-vous! Asseyez-vous!                      lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche                      Spring: janvier, février, mars, avril, mai, juin, juillet, août, septembre.</p>	<p>I can identify and respond to the name question (exploration of questions).                      I can identify accurately four numbers between 1-10 (Phonics –au, -ix, oi).                      I can identify four days of the week (Phonics reinforce –au, learn -i).                      I can identify five months of the year (Phonics –re) (near cognates).                      I can identify four familiar animal nouns (Phonics –oi, ch).                      I can recognise the favourite familiar noun animal of a friend.                      I can identify and understand three of following items: a greeting, and the questions "how are you?" "what are you called?" "how old are you?" (exploration of questions).</p>	<p>Autumn- teacher sings 'Tu t'appelles-comment?' to the tune of 'Nice one Cyril' whilst shaking hands with children. When the teacher stops the child who is 'on' replies to the question. Play frequently to assess so that pupils aren't prompted by previous responses.                      Spring: teacher reads out 5 months of the year in French and children mark them off from a list.                      Summer: Game of corners with foods displayed in each. Teacher says 'Je voudrais une tomate s'il vous plaît' and children listen</p>

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# Vocabulary

## Vocabulary is V.I.T.A.L in MFL

### Valued

We value vocabulary in MFL and in everything we do.

### Identified

French vocabulary is identified by the MFL subject leader and is explicitly planned for.

### Taught

Vocabulary is explicitly taught in every lesson. Our Crown Planners are used as a teaching tool for key French vocabulary and the French Primary Languages Network medium term plans include additional vocabulary to be taught.

### Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in MFL.

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## Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key French vocabulary.

### Early Years Foundation Stage

Where and when possible, our youngest linguists are exposed to the foundations of their language learning. Carefully planned language and cultural knowledge, skills and experiences are provided for our children. High quality books, stories and rhymes are the beating heart of our MFL curriculum in EYFS. French vocabulary is planned for. Staff are role models in demonstrating French vocabulary (basic words and phrases such as 'bonjour' and counting) and this is further enhanced in our excellent provision. The foundations of French learning in EYFS is linked to Year 1 and beyond.

## Year 1 to Year 6

In KS1, pupils are exposed to languages lessons when possible, in order to develop positive foundations ready for the compulsory lessons in KS2.

Year on year, children will build upon their French knowledge, skills and vocabulary. The curriculum leader and MFL subject leader have created a meaningful, sequential learning journey through French language and culture. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.

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# Implementation

## Pedagogy



Both our staff and children are enthusiastic about *languages*. Through ongoing CPD, we strive to ensure our teachers have *strong knowledge of the French they teach*. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

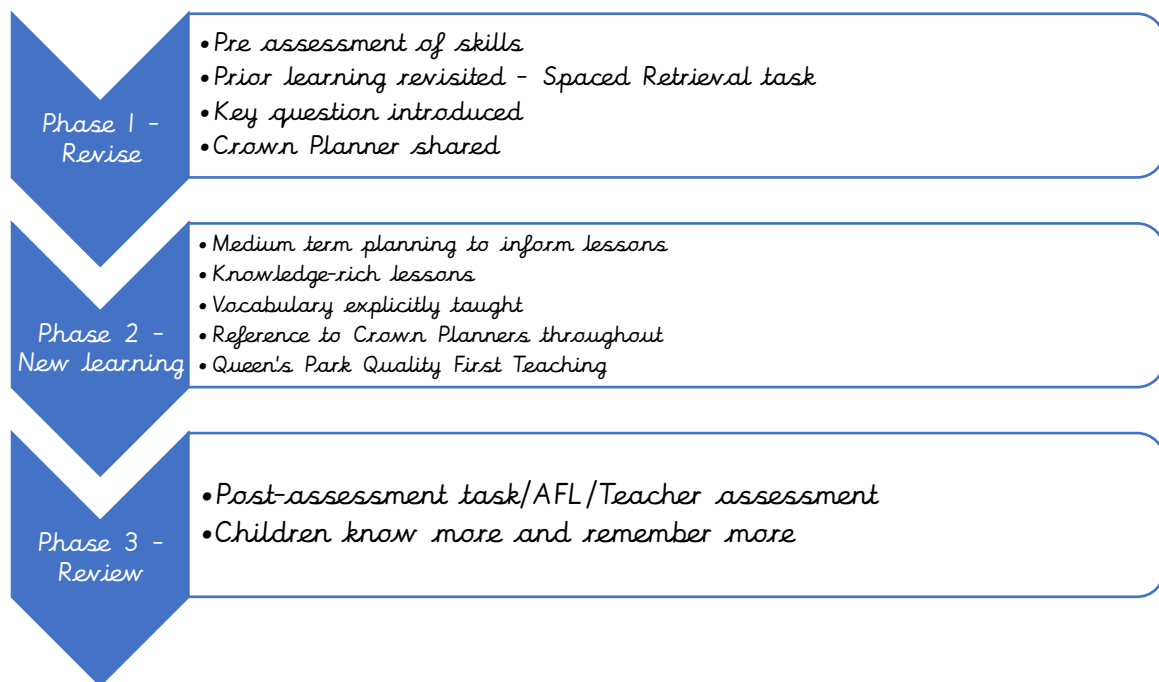
Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

We firmly believe that all children should have full access, including those with additional needs, to our Modern Foreign Language curriculum therefore lessons are scaffolded where appropriate in order to meet the needs of all our children

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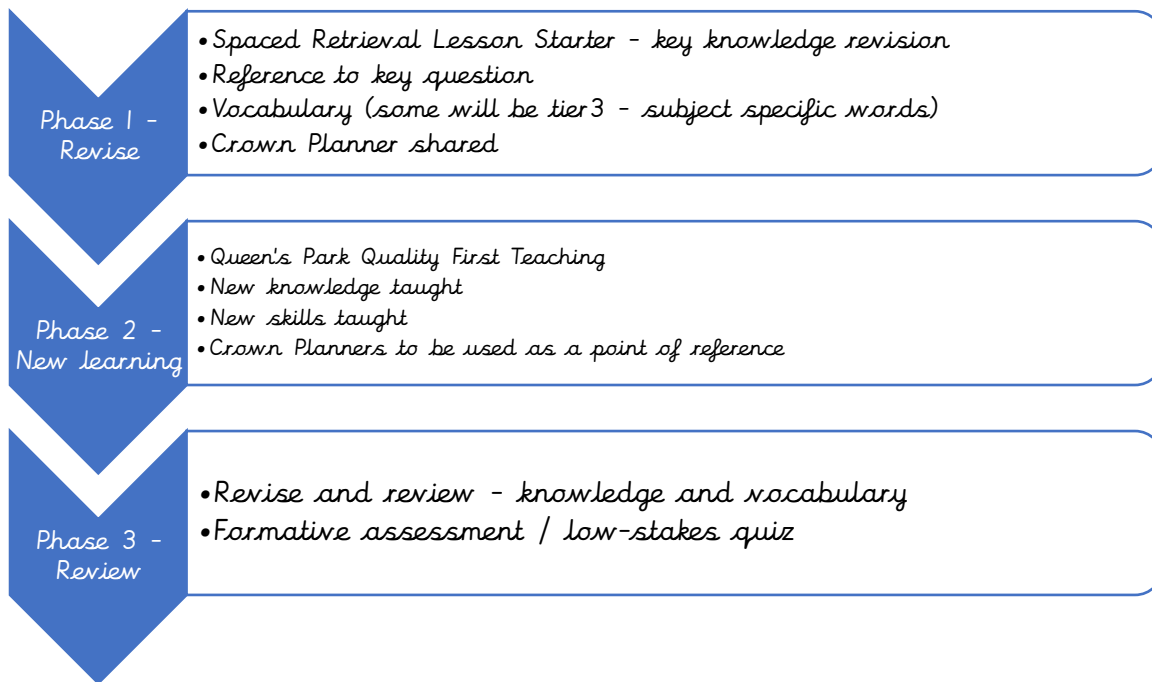
# Lesson Structure

The sequence of lessons across MFL follows the same structure:



Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

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## Crown Planners

Our Crown Planners support our children with vocabulary and key knowledge (phonics, culture, geography). In French, the children are given them on a format of the French flag at the start of the year. They are told that the blue section, on both the vocabulary and knowledge crown planners, represents autumn term, the white represents spring term and the red is for summer term. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion.

### L'automne

zéro	0	bleu	
un	1	vert	
deux	2	jaune	
trois	3	noir	
quatre	4	rouge	
cinq	5	gris	
six	6	rose	
sept	7	maroon	
huit	8	violet	
neuf	9		
dix	10	lundi	<i>Munday</i>
		mardi	<i>Tuesday</i>
Salut Hi		mercredi	<i>Wednesday</i>
Bonjour Hello		jeudi	<i>Thursday</i>
Au revoir Goodbye		vendredi	<i>Friday</i>
À bientôt See you soon		samedi	<i>Saturday</i>
		dimanche	<i>Sunday</i>
Comment ça va ? How are you?			
Ça va bien 😊			
Comme ci comme ça 😊			
Ça va mal 😞			
Et toi? And you?/How about you?			
Comment s'appelle-tu? What is your name?			
Je m'appelle ____ My name is ____			
Écoutez! Listen!			
Regardez! Look!			
Lève-vous! Get up/Stand up!			
Asséchez-vous! Sit down!			

### Y3 Vocabulary List

### le printemps

janvier	January	le chat	
février	February	le chien	
mars	March	le poisson	
avril	April	L'oiseau (m)	
mai	May	le cheval	
juin	June	le lapin	
juillet	July	la souris	
août	August	le mouton	
septembre	September	le serpent	
octobre	October	la vache	
novembre	November	la tortue	
décembre	December	J' aime / I like	
		Je n'aime pas / I don't like	
onze	11		
douze	12	dix-sept	17
treize	13	dix-huit	18
quatorze	14	dix-neuf	19
quinze	15	vingt	20
seize	16		

### L'été

Où habites-tu? Where do you live?	
J'habite à... I live in... (town/city)	
Au bord de la mer By the sea	
À la montagne In the mountains	
Dans les collines In the hills	
En ville In town	
À la campagne In the countryside	
Allons faire un pique-nique Let's go on a picnic	
la plage the beach	le sable the sand
une pomme	Qu'est-ce que c'est? What is it?
une poire	
une banane	S'il vous plaît please
une orange	Merci Thank you
un citron	Qu'est-ce que tu voudrais? What would you like?
une fraise	Je voudrais I would like
une tomate	du lait
un aigron	Un œuf
une carotte	une prune
un concombre	
une pêche	
un raisin	
	le soleil

### L'automne

**Key Phonics**

**ll** bleu **deux** 2 **neuf** 9

**ix** six 6 **dix** 10

**oi** trois 3 **noir** **au revoir**

**i** lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

**Key Knowledge**

The Eiffel Tower (la Tour Eiffel) is in Paris which is the capital city of France.

France is a Republic. That means they have a president. His name is Emmanuel Macron.

The UK is a monarchy. That means we have a king. His name is King Charles III.

### Crown Planner - Year Three

#### Subject : French

Cross-curricular links: Geography, PSHE, Global Learning, RE.

### le printemps

**Key Phonics**

**se** septembre, octobre, novembre, décembre

**ch** le chien le chat

**Key Knowledge**

On the 6<sup>th</sup> January French families play a game to see who can find 'la fève' in 'la galette'.

'Mardi Gras' (which means fat Tuesday) is celebrated with a Carnival in Nice on Shrove Tuesday.

At Easter, French children hear how the church bells fly to Rome on Good Friday. They return with chocolates on Easter Sunday.

### L'été

**Key Phonics**

**ou** une orange

**un croissant** **je mange**

**Key Knowledge**

les raisins verts

les pommes jaunes

les pêches

# Impact

We understand that we may not see the true impact of our **MFL** curriculum on our children as our **languages curriculum** is just the beginning of a lifetime of learning.

Our well-constructed and well-taught **MFL curriculum** leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts and vocabulary from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure that any reading done in French is planned to a stage appropriate level and fluency. Reading is the beating heart of all that we do at Queen's Park and we feel that the gift of learning a foreign language impacts the understanding of all areas of English language positively.

The impact of Queen's Park primary **languages** curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate

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