

French POLICY



Intent

In St. Clare's Catholic Primary School, languages are a fundamental part of our community identity. There are many different languages spoken in the school community and these languages are celebrated throughout the year and displayed in the classrooms and corridors, alongside French.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

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 also 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. The intention is that they will build their language skills in preparation for Key Stage 3 as well as becoming life-long language learners.

Implementation

Our aims are to fulfil the requirements of the National Curriculum for languages; providing a broad and balanced curriculum that provides excitement, enjoyment and challenge for children, helping to create enthusiastic learner and to develop positive attitudes to language learning throughout life.

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

- 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.

The National Curriculum states that pupils should 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 word
- 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 and develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrase
- Present ideas and information orally to a range of audience
- 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 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

To meet the aims of the National Curriculum for languages, the Children in Key Stage 2 have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This progressively develops pupil skills in foreign languages through regularly taught and well-planned 30 minute sessions taught in blocks of 6 weeks per term.

Learning is accomplished through games, songs, repetition of key vocabulary and differentiated independent activities. The children in EYFS and Key Stage 1 access French through songs, responding to the register and counting. They also participate in whole school French celebrations at Christmas and on Bastille Day in July.

Throughout Key Stage 2, children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Units, where possible and appropriate, are linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts is taught throughout all units at all levels of challenge.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

Teachers assess the children at the end of each unit of work in the four areas of speaking, listening, reading and writing. These assessments are then fed into future planning to ensure that all children are supported and challenged.

Impact

The impact of our French curriculum is measured through a range of different strategies.

- End of unit assessments at the end of each topic – in the four key areas of language learning (speaking, listening, reading and writing)
- Lesson observations
- Learning walks
- Pupil voice

The ultimate impact and measure of the French curriculum at St. Clare's is to embed a love of languages and other cultures that will lay the foundations for further language learning at Key Stage 3, and for life as an adult in the wider world.

Curriculum Planning of French

Children in Key Stage 2 receive a block of 6 French lessons per term. Each lesson lasts approximately 40 minutes. Children in Key Stage 1 and EYFS are exposed to the French language through songs, rhymes, greetings in the register and through the French thematic days in the Autumn and Summer terms.

At St. Clare's the Language Angels scheme of work is used to teach French. Early Learning units start at basic noun and article level and teach pupils how to formulate short phrases. By the time pupils reach Progressive units they are exposed to much longer text and are encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They are also encouraged and supported to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils continuously build on their previous knowledge as they progress in their foreign language learning journey through Key Stage 2. Previous language is recycled, revised, recalled and consolidated whenever possible and appropriate.

The topics that are covered range from topics about the child themselves and their immediate interests such as family, pets and school to wider topics such as Habitats.

Teaching and Learning Styles

The learning of a foreign language should be enjoyable and relevant for all pupils and a variety of approaches and activities are therefore used to challenge, motivate and sustain interest. All French lessons are interactive and provide a balance of spoken and written language, as appropriate to the age-group. By its nature, the teaching of French involves lots of interaction with visual, auditory and kinaesthetic prompts. The focus of each lesson is on practical communication. During French sessions, children are given the opportunity to work as a class, as individuals and as part of a group. Lessons enable pupils to understand and communicate ideas, facts and feelings in speech and writing.

Approaches and activities for language learning include:

- Providing opportunities in each lesson for pupils to use and practice what they have learned
- Language games to enhance motivation, contextualise learning and heighten enjoyment
- Learning vocabulary through rhymes, songs and stories
- Focus on grammatical structures and phonology

- Opportunities for individual, pair and group work
- Use of authentic materials
- Use of ICT where relevant and appropriate
- Written activities to reinforce learning

All pupils are equally valued, including those who need extra support for a range of educational needs and more-able pupils. To ensure that all pupils recognise and fulfil their potential, the following strategies for differentiation in language learning are employed:

- Use of visual aids
- Chorus and individual repetition
- Physical responses to questions
- Open and closed questions
- Multiple choice questions
- Tasks with small, clearly identified steps
- Practical activities
- Use classroom assistant or classroom teacher to support learners

Cross Curricular Links

At St. Clare's we believe that learning another language enriches the curriculum and thus use the target language as much as possible in other curriculum areas. Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding across a range of subjects. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the Literacy Curriculum. There are also links between the teaching of MFL and Numeracy and Science.

In addition, there are opportunities to link to PSHE & Citizenship, Geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. Language lies at the heart of ideas about individual identity and community. Learning French supports and celebrates the international dimension of the school, liberates children from insularity, fosters pupils' curiosity and deepens their understanding of the world. Children learn that our world is made up of people from different cultures and start to develop tolerance and respect for others. Thus, French in at St. Clare's promotes the concept of positive citizenship and community cohesion with other communities on both a local to global scale.

Resources

At St. Clare's we make extensive use of interactive boards in our classrooms to access interactive teaching and learning materials from Language Angels. Flashcards and objects are also used to enhance the learning experiences of pupils as well as stories and songs in French.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times.

Assessment and Recording

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment tasks take place at the end of each topic. Pupils are assessed in reading, writing speaking and listening. Teachers then review the outcome of these assessment along with the pupils' ability in class and provide a best fit 'level'. Independent tasks provide several opportunities and scope for pupils to demonstrate their capability throughout the half term. Pupils are also encouraged to reflect on their own learning and identify their next steps.

During parents' evenings in October and March, parents are given a verbal overview of their child's attainment in French. In the Summer term, this is formally written on their report and recorded termly on the foundation subject assessment tracker.

Our Statement of SMSC

Through our varied curriculum our children will have...

- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- imagination and creativity in their learning.
- A willingness to reflect on their experiences.
- The ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- An understanding of the consequences of their actions.

- A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- A willingness to participate in, and respond to, for example, artistic, musical sporting, mathematical, technological, scientific and cultural opportunities.

Date:

Date of next review:

Chair of Governors: