



# Redesdale Primary School

## French Policy

Policy reviewed	December 2021
Policy review date:	December 2024



## **REDESDALE PRIMARY SCHOOL**

### **FRENCH POLICY**

#### **INTENT**

##### **Introduction**

Redesdale Primary School is a happy, vibrant school where a love of learning is encouraged and celebrated. We are passionate about providing our pupils with enriching real-life experiences in all aspects of school life. We nurture and inspire children to develop lifelong communication skills in a safe and comforting environment. We believe that children will flourish if given the skills to encourage emotional intelligence that can be utilised in all areas of life. Our French Curriculum has been carefully developed with this in mind.

The purpose of this document is to provide teachers, parents and governors with a clear summary of the role of French within the broad and balanced curriculum offered at Redesdale Primary School.

##### **Aims**

In our school we teach French to all children from Nursery to Year 6 as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. In the Foundation Stage, children engage with and enjoy French songs and stories and begin to explore basic French greetings, numbers and colours.

##### **Objectives**

The main objective of teaching a modern foreign language in primary school is to promote the early development of a child's linguistic competence. We also want to:

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable;
- make young children aware that language has structure, and that the structure differs from one language to another;

- help children develop their awareness of cultural differences in other countries, developing their sense of national and international identity and developing their ability to relate to people from other countries and cultures.
- develop their speaking and listening skills;
- use ICT to promote the development of communication skills.
- lay the foundations for future study.
- provide an added opportunity for the promotion of equal opportunities, racial equality and Citizenship.

## **IMPLEMENTATION**

### **Teaching and Learning & Curriculum Planning**

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.

9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

## **Curriculum Planning**

Teachers plan their lessons using the '**Language Angels**' scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles.

SEND children have access to the curriculum through variation of task, grouping or support from an adult.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials.
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps.
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

## **The contribution of French to teaching in other curriculum areas**

### **English**

The learning of a modern foreign language naturally contributes to the development of our children's Speaking and Listening skills. Children exchange conversations in French and are supported to structure their talk whilst actively listening to others. Language learning also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, helps them understand the concept of register (as required for the French tu/vous distinction), and emphasises the importance of knowing the role of different word types in sentence structure. The learning of French takes place alongside grammar in Key Stage 2. Children present arguments and ideas on a range of topics in both Speaking and Writing in French.

## Mathematics

Children reinforce their time-telling skills by playing time-related games in the foreign language. We play number games too that reinforce their counting and calculation skills, expand their understanding of date, and increase their knowledge about money.

## Personal, social and health education (PSHE) and citizenship

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

## Spiritual, moral, social and cultural development

By teaching a modern foreign language we contribute to the children's cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to the countries in which the language is spoken. We also give them the chance to hear stories set in the foreign culture. Through praise and support from those around, them children will feel good when they are able to learn aspects of the French language and will be encouraged to persevere, even when they find something difficult.

## French and Computing

The teaching of French is supported by the use of interactive games on the iPads and through the online 'Language Angels' scheme. This allows children to practise and develop both language and ICT skills in an interactive and non-threatening environment.

## French and Inclusion

At our school, we teach French to all children, whatever their ability and individual needs. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our French teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those children with special educational needs, those with disabilities, those who are more able, and, those learning English as an additional language, and we take all reasonable steps to achieve this. We enable all children to have access to the full range of activities involved in learning French.

## Resources

The '**Language Angels**' scheme of work is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach lessons.

## IMPACT

### Assessment

Children demonstrate their ability in French in a variety of different ways different ways. In Early years and Key Stage 1 teachers will informally observe children during interactive lessons.

In Key Stage 2 it is important for teachers to be able to accurately monitor pupil progress. At the end of each teaching unit there are forms of assessment to assess the progress of children. 'I can do....' Grids provide a quick and easy self and peer assessment opportunity for all children. A more detailed skills-based assessments using a bespoke Language Angels skills assessment worksheet along with a tracking and progression tool enables teachers to determine learning and progression of children in the 4 key language learning skills (speaking, listening, reading and writing) This assessment also monitors progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

### **Monitoring and Review**

The coordination and planning of the French curriculum are the responsibility of the French Subject Leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in French and by providing a strategic lead and direction for this subject;
- gives the Headteacher an annual summary report in which the strengths and weaknesses in French are evaluated and indicates areas for further improvement;
- has allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching and to speak to children about French lessons and their involvement in them.
- is responsible for the standard of children's work and for the quality of teaching in French.
- to regularly update existing resources and order new stock when appropriate.

This policy will be reviewed every three years by the Subject Leader, in conjunction with the Headteacher and Governing Body – any changes made to this policy will be communicated to all members of staff.