



## French Policy



It is our intent to have year 6 pupils who are confident and competent linguists, motivated to learn languages as they transition into key Stage 3, after at least 4 years of excellent language teaching.

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between other languages and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

The Redeemer aims to develop a whole school ethos which promotes an appreciation of languages and interest in other cultures as part of an awareness of ourselves as global citizens.

At The Redeemer discrete French language lessons of 30 - 40 minutes in length are delivered by a native Language Specialist in Key Stage 2. These are then reinforced by daily activities within the classroom, such as taking the register, mental maths, classroom instructions and instructions in PE. A Language Ambassador Scheme in place within school, also gives the children ownership of what they are learning, as well as some of the responsibility of promoting language learning within school. The ambassadors can help to deliver the daily reinforcements within the classroom with the class teacher, as well as around the school.

- In KS1, pupils will be informally introduced to Languages through regular exchanges, such as greetings, numbers, colours and classroom instructions. French will be taught primarily through the medium of songs, games and stories. They will also take part in language day celebrations.
- Language displays, in classrooms and corridors, should provide an opportunity to celebrate achievement and further extend and reinforce learning.

### **CURRICULUM CONTENT**

Under the new National Curriculum, the Languages Programme of Study aims to ensure that children:

- 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

There are four main aspects to be taken into consideration when learning a language, these are: Speaking, Listening, Reading and Writing. We intend to incorporate each area into the Languages lesson:

### Speaking and Listening

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop their oral abilities at their own levels
- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English
- Join in with songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience

### Reading and Writing

The children will be given opportunities to:

- Read stories and rhymes for enjoyment and to practise vocabulary
- Read stories and rhymes to gain awareness of the structure of written French and Spanish and begin to learn the grapheme-phonetic relationships
- Read, copy and write independently familiar words and simple phrases in context, such as classroom items, display labels, weather chart and dates
- Write sentences and short texts independently and from memory
- Write high frequency words such as the days of the week, months of the year, name, age and colours

The teacher uses a variety of techniques to encourage the children to have an active engagement with the modern foreign language, including games, role-play and action songs.



In KS1, they also use realia such as puppets and soft toys to demonstrate and present the foreign language. As far as possible, the lessons take place entirely in the foreign language.



Listening and speaking skills are emphasised in years 3 and 4 and then simple reading and writing skills are given more of an emphasis in years 5 and 6. A multi-sensory and kinesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. The teacher tries to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of foreign languages. Children's confidence is built through praise for any contribution they make.

#### Lesson Content:

The French lessons are to include:

- a. discrete teaching of phonics in French
  - b. learning French vocabulary
  - c. asking and answering questions
  - d. using bilingual dictionaries
  - e. teaching of basic French grammar and spelling patterns
  - f. playing games and learning songs
  - g. using language that has been taught in role play situations
  - h. researching and learning about life in France
  - i. beginning to write phrases and sentences
- French will be included in whole school occasions e.g. Christmas celebrations and end of year performances.
  - French will be used in displays that relate to the children's learning.
  - Languages other than French may be used within individual classes and topics, but French will be the main, assessed language throughout the school.

We are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively.

The scheme of work used in school is designed to cater for all pupils. It is also designed to be challenging and raise expectations. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. The planning caters for the needs of a particular class, cohort and individuals, being suitably differentiated to allow all to achieve. Thus building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

This is achieved by, for example,

- setting common tasks which are open ended and can have a variety of responses:
- setting tasks of increasing difficulty (not all pupils complete all tasks);



- grouping pupils according to ability in the class and setting different tasks for each group;
- providing resources of different complexities. matched to the ability of the child;
- using additional resources to support the work of individual children / groups of children;
- using peer support by partnering pupils of disparate ability to complete tasks.



A variety of language resources are available in school. These include children's story books, teachers' resources, dictionaries, music CDs, CD ROMs and audio/visual materials.

Each corridor has a set of French/English dictionary. French calendars will be present in most classrooms and some labels for classroom objects.

- The Subject Leader will ensure that sufficient resources are available to enable quality teaching
- All members of staff are responsible for the care of resources and are expected to store them and keep them in good condition
- Children should be taught to respect and care for all Languages resources

### **IMPACT- (RECORDING AND REPORTING)**

Methods of assessment in French will vary according to the nature of the task being undertaken and will involve observation, marking of work and discussion with the children. Pupils' work is assessed informally on the basis of observation during the lesson. This is particularly important for oral work. At the end of a piece of work, pupils may check each others answers, particularly for a listening or reading activity, but the teacher will always mark and assess the work in a way that allows progression for the child and that suits the preferences of the teacher. A comment may be made in French. Verbal feedback is also given with examples of good practice shared to encourage and motivate.

Teachers assess children's progress informally during the lessons, evaluating progress in the 4 skill areas:

**Listening and responding**

**Speaking**

**Reading and responding**

**Writing**

At the end of each year, pupils will be formally assessed in all of the 4 skill areas against the attainment targets outlined by Sue Cave. (See Appendix 1). Assessment, both formal and



informal, relating to areas of work covered, may be devised by teachers and given to children on completion of a particular topic.



At The Redeemer, we monitor and evaluate the effectiveness of our Policy and Schemes of Work for French in a variety of ways:

- The Subject Leader will liaise and observe the specialist language teacher on a regular basis
- Assessments results are tracked and recommendations for further development are identified