

Stanton Community Primary School



French Policy

French Policy Contents

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1. Curriculum Statement

Intent

At Stanton, we believe that learning a foreign language is a liberation from insularity and provides an essential opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and approach authentic sources in the original language.

The learning of a foreign language can provide a valuable educational, social and cultural experience for pupils – providing them with:

- Opportunities to communicate for practical purposes in the wider world.
- A foundation for further learning of languages beyond KS2, equipping pupils to study and work in other countries.
- An essential opening to other cultures and a widening of experiences and aspiration.
- A new perspective on the world, encouraging them to understand their own cultures and those of others.

We believe that another benefit for teaching a language is that it helps to children to understand their own language and reinforce rules of both their native language and the language they are learning. It can help to reinforce grammatical terms in order for them to advance in both English and the Modern Foreign Language.

Key Stage 1

At KS1, when the teaching of foreign languages is non-statutory, any opportunities for positive learning experiences of additional languages, through song, rhymes, poems and/or word games, are encouraged, particularly when these may enable learners from a variety of backgrounds to share their cultural and/or linguistic heritage with their peers in the classroom. In addition to this, KS1 are encouraged to actively participate in whole school events such as European Day of Languages and Cultural Diversity Day to introduce them to other languages and cultures. Early exposure to other languages is likely to stimulate curiosity and interest in the wider world.

Key Stage 2

At Stanton Community Primary School, children in KS2 learn French. The children have weekly lessons throughout Key Stage 2 using a wide variety of resources to facilitate this. We strive to embed all four skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning. Our MFL curriculum is designed to progressively develop children's skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. This can also help with developing new words in the children's first language. In order to develop language further we also have a range of French books available in the library for children. Where there is the opportunity, we also work to develop their awareness of cultural differences in other countries. In particular, we focus on the language we are learning and focus on their lifestyles and celebrations. As well as this the children will also have a knowledge of French speaking cultures. It is important that the children have an understanding of the language they are studying and time is

taken to explore the structure of the language and how it differs from their first language. We allow the children to link their learning to a number of other subjects and contexts for example in music by singing Foreign Language songs, using French money and comparing grammar rules to English.

As a school we are passionate that the children remember the vocabulary that they have learnt in order to develop their knowledge of the language. There are clear links to our strong focus on Oracy skills here. In order for this to be a success we remember and recall vocabulary on a regular basis, linking it to learning in other subjects if applicable. At Stanton we do not have children from a diverse number of countries and many of our children do not travel regularly to other countries. In response to this, we aim to broaden our children's experiences by bringing the language to life through immersive lessons in Upper KS2, and providing them with plenty of opportunities to learn about the culture of French speaking countries, alongside learning the language.

It is intended that when children leave Stanton Community Primary School, they will have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at high school. We strive to have a strong link with the high school in our partnership in order for the children to have teaching from experts in this field.

Implementation

Children develop their love of language learning and develop skills throughout their time in school. In KS2, children are taught in weekly sessions by a specialist French teaching, whilst reinforcing their learning outside of lessons with the class teacher. French vocabulary from their current topic is regularly revisited throughout the week, and the register is often taken in French. In KS1, the children are introduced to French through music and picture books. We aim for our children to develop an appreciation of songs and stories in French throughout their time at the school.

Our school follows the Rachel Hawkes Languages scheme of work, which is adapted to meet the needs of our own children. Details of topics covered in each year group can be found on the French curriculum area of our school website. As we acknowledge children's different learning styles, our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Impact

Stanton Community Primary School is committed to fulfil the aims and deliver the learning outcomes of the National Curriculum Languages programmes of study for both key stages. In brief, these are to ensure that all pupils at KS2:

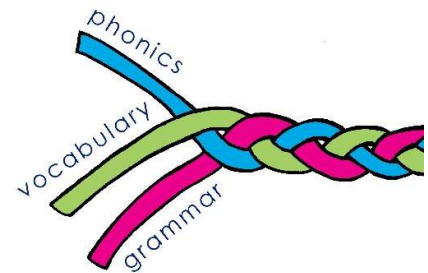
- develop their interest in the language(s) and culture(s) of other countries.
- develop their practical communication skills by understanding and responding to both spoken and written language.
- make substantial progress in one language (although they may have additional opportunities to learn more than one language).

- understand basic grammar appropriate to the language studied.
- have a solid foundation for further language study at KS3, where possible in the same language that will be studied at KS3.

2. Teaching and Learning

We teach three core strands of essential knowledge:

1. **Phonics** - the key components of the sound-writing relationship
2. **Vocabulary** - a set of the most frequently used words
3. **Grammar** - the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)



Our French curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between [name of language], any heritage languages our children have, and English

Teachers plan together using suggested lesson plans and resources based on the Rachel Hawkes Languages schemes of work. The weekly timetabled lessons are designed to motivate pupils and they focus on practical communication. A variety of teaching and learning styles are used in French lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We do this best through a mixture of whole-class teaching and individual or group activities:

- Children work in pairs and groups to develop oral fluency and accurate pronunciation
- They develop good listening skills through group/pair conversation
- Teachers draw attention to good examples of individual performance as models for the other children
- The children learn through games, songs and stories - both spoken and written
- Children have access to ICT packages and online games
- Children are taught to read and write in French
- Teachers revisit lesson content frequently but briefly throughout the week to consolidate skills, for example greetings at registration.

Assessment

Children are continuously assessed on the knowledge they are taught in lessons, whenever they are called upon to understand and/or produce language, without reference to resources. Periodically they complete achievement tests in phonics, vocabulary and grammar covering all modalities (i.e. listening, speaking, reading and writing), which assess the specific knowledge they have been taught.

The French subject leader also closely monitors progress in the subject across Key Stage 2 and keeps evidence of the children's work. This demonstrates the expected level of achievement in French in each Key Stage 2 year group.

4. Planning and Resources

French is a Key Stage 2 foundation subject in the National Curriculum. At Stanton Community Primary School we use a cross-curricular approach as the basis for our curriculum planning in French and each topic builds on previous skills acquired to ensure consolidation in the subject. We carry out the curriculum planning in French in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans. We plan the activities in French so that they build on the children's prior learning. We give children of all abilities the opportunity to develop their skills, knowledge and understanding. We also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through Key Stage 2.

5. Organisation

Topics are broadly similar each year but differ in that they recycle and introduce new vocabulary and allow the pupils to consolidate learning by applying their knowledge to new situations. For example, the children talk about going back to school in France within the unit of "Describing myself and others" in Year 3, and in Year 4 are required to give their opinions and discuss certain subjects.

These topics will be covered for each year group.

Term	Year 3	Year 4	Year 5	Year 6
Autumn	Describing myself and others	Describing myself and others	Describing myself and others	Describing myself and others
	Saying what I and others have	Saying what I and others have	Saying what I and others have	Saying what I and others have
Spring	Saying what I and others do	Saying what I and others do	Saying what I and others do	Saying what I and others do
	Saying how many and describing things	Saying how many and describing things		
Summer	Describing things and people	Describing things and people	Saying what I and others do	Saying what I and others do
	Expressing likes and saying what I and others do	Expressing likes and saying what I and others do	Expressing opinions	Expressing opinions

6 Equal Opportunities and SEND

All children irrespective of ability or special educational need, should be taught a foreign language. Every child has the statutory right to a broad and balanced curriculum.

A child with SEN should be actively encouraged to participate fully in MFL lessons with the necessary support and appropriate differentiation.

Teaching modern foreign languages is a vital way to directly address pupil perceptions and potential stereotypes. It allows us to actively promote positive attitudes and values towards cultural and or religious diversity and to directly tackle any form of cultural and negative stereotyping.

7. Inclusion

We teach French to all Key Stage 2 children, whatever their ability and individual needs. The curricular subject French forms part of our school curriculum policy to provide a broad and balanced education for all of our junior children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

When the progress of a child falls significantly outside of the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. When a child is not progressing from quality first teaching then specific differentiation will be used for the child and if necessary, adult support.

8. Role of the Subject Leader

The subject leader will:

- ensure staff are fully aware of statutory requirements and their associated responsibilities in terms of policy and practice
- support staff in terms of access to SOW and resources
- monitor the quality of teaching and learning
- draw upon advice, support and expertise where necessary and in order to improve provision
- liaise to organise training and support to develop teacher subject knowledge and expertise.

9. Parents

Parental input is highly valued and parents are regularly invited and welcomed into school to share their own expertise with the children.

Date of Policy: September 2024

Policy Review Date: September 2027