

School vision and values

Vision

We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

Values

Our school values (kindness, respect, responsibility and aspiration) are an essential point of reference on all of our journeys. British values (democracy, rule of law, liberty and respect) play an equally important role.

Definition of French

The definition of study in modern languages is based on and around a means of 'practical communication' (NC 2014)

Headline rationale for French

We believe learning a foreign language is a liberation from insularity and provides an opening to other cultures. Our teaching of French helps 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 read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Intent in French:

UKS2

We intend for children to leave at the end of KS2 with a love of language learning and the ability to communicate by speaking, listening, reading and writing. Children will have reached a level whereby they can communicate by repeating learnt words and phrases.

LKS2

We intend for children to leave at the end of LKS2 with a love of language learning and the ability to articulate simple vocabulary which sets the foundations and is a prerequisite for future language learning.

How the whole school 'curriculum statement' intents will be threaded through French.*

1. Underpinning everything is our work on attachment, and social and emotional learning which are integral to all that we do – *In French we encourage children to think about other cultures as they speak, read, listen and write*
2. Early reading and language development across the school are core aspects woven through the curriculum – *In reading, speaking and writing, our work on French words and phrases aids language development.*
3. Teachers plan lessons that inspire and engage, and promote enquiry and imagination so that pupils at all abilities can achieve. We develop curiosity about the world beyond the bay.. *French is often linked to global and local issues, and our wider curriculum.*
4. We support our pupils to develop the skills they need in order to learn for themselves, and to enjoy this learning – *In French, independence is promoted regardless of ability and enjoyment is promoted.*
5. We support our families and staff with their well-being – *In French, we have designed ways to maximise impact and minimise staff workload as much as possible such as investing in a comprehensive and highly reputable scheme of work. Please refer to our T&L policy to see our approach to home learning.*

Best practice in teaching and learning

1. Coverage - Teachers ensure that the National Curriculum 2014 is taught and applied.
2. Inclusion - Teachers are responsible to meet the needs of all learners through their teaching of French.
3. Planning outcomes - Teachers plan purposeful outcomes that engage interest in children.
4. Planning sequence - Children move through stages in the sequence of French as laid out in the Languages Scheme of Work.
5. Success criteria – The children self-assess their learning at the end of each unit and this is followed up by a teacher comment (see 6)
6. Feedback - Feedback is timely and purposeful.

Assessment *

Assessment is an integral part of the teaching and learning cycle and will be used as a tool to adjust teaching to meet the needs of each pupil.

In French:

1. Continuous formative assessment throughout lessons
2. Children self-assess confidence in each objective at the end of each unit
3. A short comment from the teacher is written at the end of each unit
4. Teaching pedagogy, levels of challenge and learning opportunities are informed by national curriculum expectation as well as the above assessments.
5. Revisiting previous learning is an important aspect to include and this is done in every unit

Progression of skills

Please see the French progression documents for the objectives progression

Link here: staff shared – curriculum leadership – french – progression of skills and knowledge

<https://drive.google.com/drive/folders/1DgK-838KrQZfhp16pWbkh13iHntP81IH>

French Curriculum Map

Please see the French key skills overview here (working document)

staff shared – curriculum leadership – french – key skills overview by year group

<https://drive.google.com/drive/folders/1DgK-838KrQZfhp16pWbkh13iHntP81IH>

Please see the French scheme of work here

staff shared – curriculum leadership – French – scheme of work

<https://drive.google.com/drive/folders/1DgK-838KrQZfhp16pWbkh13iHntP81IH>

Planning

Please see KS2 long term planning here:

https://drive.google.com/drive/folders/1h_eWCJZEiuA3rKo7MFv6EHs0pgQsA5iu?usp=sharing

Please see KS2 medium term planning here:

<https://drive.google.com/drive/folders/1L9jtwxi7LQ2bE0lh8G2e8oWBbK79Sc5b?usp=sharing>

French across KS2

Our teaching of French enables our pupils to make substantial progress in one language other than their native language (mother tongue) and become more open-minded citizens, which links to our British Values. We teach French in a manner which provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. We expect pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Pupils will 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 words engage in conversations. They will ask and answer questions; express opinions and respond to those of others. Further to this they will present ideas and information orally to a range of audiences. Additionally they will read carefully and show understanding of words, phrases and simple writing. The children will progressively begin to write phrases from memory, and adapt these to create new sentences.

French across the curriculum

To make French more purposeful for children, we establish organic curriculum links frequently in units. For example, children may draw on their computing skills when researching and using language learning via apps such as DuoLingo or in music when listening to and singing songs to aid retention, for example on singup.org

Speaking

The children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help and speak in sentences, using familiar vocabulary, phrases and utilise basic language structures. They will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases to present ideas and information orally to a range of audiences.

Listening

Our children will listen attentively to spoken language and show understanding by joining in and responding. The children will explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Reading

Children will read carefully and show understanding of words, phrases and simple writing, appreciate stories, songs, poems and rhymes in the language and broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Writing

The children will write phrases from memory, and adapt these to create new sentences, to express ideas clearly. They will describe people, places, things and actions orally and in writing. Further to this they will be taught to progressively 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.

Classroom environments

French is taught in whole class sessions of thirty minutes weekly and is a mandatory part of each KS2 class timetable. Some aspects of French learning, for example vocabulary may be repeated in small more frequent 'bursts' throughout the week to aid retention. All children are able to access the lesson regardless of ability. Scaffolding and access to additional resources are provided when needed including support sheets and word mats.

Process

Deeply embedded in the process of French learning is to facilitate the ability to understand and respond to spoken and written language from a variety of authentic sources and to speak with increasing confidence, fluency and spontaneity. They should find ways of communicating what they want to say, including through discussion and asking questions, and thereby continually improving the accuracy of their pronunciation and intonation. As a product of the process our children will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt, whilst also discovering and developing an appreciation of a range of writing in French.