

Great Orton Primary School



Modern Foreign Languages Policy (French)

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Intent

We believe that learning French throughout Key Stage 2 provides a valuable educational, social and cultural experience for all our pupils. It helps children to develop communication skills as well as give them a new and broader perspective on the world, encouraging them to understand their own traditions and those of others. Our intention is to provide children with a love for learning new languages and an appreciation of the differences and nuances of foreign grammatical structures.

Implementation

During Key Stage 2 at Great Orton Primary School, French is taught on a four-year rotating program. Units are selected and lessons planned, using the Twinkl scheme of work to ensure that each students' knowledge of phonics, vocabulary and grammar is introduced systematically and revisited regularly. Between years 3 and 6, threads of content will be repeated, practised and built upon to show a clear progression in understanding of how to speak, read, write and listen in French.

During one unit:

- new learning builds on prior knowledge and understanding
- phonics, vocabulary and grammar are introduced systematically and explicitly
- students are encouraged to answer questions and express themselves in French, both verbally and through written work
- students are given the opportunity to use and manipulate their acquired French language vocabulary skills to show a clear understanding of grammatical structures that have been introduced
- in addition to the teacher speaking French, native speaker videos and sound files are used, giving students the chance to hear a variety of French voices
- At the end of each unit of work, a summative assessment is carried out and children are given the opportunity to reflect on and record their learning.

An exercise book that is used to record written work from Year 3 all the way to Year 6. This gives students the opportunity to refer to previously acquired vocabulary and grammar in order to apply it to their new learning.

Impact

Through learning French at Great Orton Primary School, students are given the chance to not only gain an awareness of other cultures and countries, but also foster an interest in learning a foreign language and the benefits of doing so. They will also develop their

speaking and listening skills, understand that different languages have different structures and develop transferable skills to learn foreign languages in the future.

Teaching and Learning Overview

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion.

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.

Planning

French will be taught in a whole-class setting, by the class teacher or PPA cover teacher. All year groups are taught lessons applicable to their age/ability, following the government's statutory requirements.

We base our teaching on a variety of schemes and resources which we have adapted to the context of our school and the abilities of our children.

Pupils are taught how to:

- ask and answer questions;
- sing songs; read stories and poems
- use correct pronunciation and grammar;
- memorise words;
- interpret meaning;
- understand basic grammar;
- make use of bi-lingual dictionaries;
- work in pairs and groups and communicate in a foreign language;
- explore things from another's perspective, giving insight into the people, lives and

- traditions of other cultures.
- IT is widely used to support the children's learning.

French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening and are mainly multi-sensory and kinaesthetic in approach. They have clear, achievable objectives and incorporate different learning styles. All children have access to the curriculum through variation of task, grouping or support from an adult. Children's confidence will be built through praise for any contribution they make, however tentative.

Whole class teaching is used, although pupils also work individually, pairs or in groups (to cater for different learning styles). Learning Intentions and Success Criteria are shared with the children. Lessons may include games, songs, oral work, role-play and active participation as well as listening and talking. Reading and written tasks are included with increasing frequency as the children advance through the key stage.

Assessment, recording and reporting

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. It is considered important that progression is measured and ensured through skill levels, not by endlessly growing lists of vocabulary. In addition, every child will undertake self-assessment. Skills sheets, devised by the language provider, allow staff to make judgements against specific objectives/assessment criteria for end of year summative judgements to enable staff to record pupils working towards, at, or beyond the expected standard relevant to their age.

Role of the Subject Leader

The role of the Subject Leader is in line with other subject leader roles as outlined in job descriptions. The subject leader will:

- Oversee the development of French in the school
- Provide guidance to colleagues where necessary
- Keep up to date with local and national developments in French and pass on relevant information to colleagues
- Be responsible for the organisation of and maintenance of resources
- Review and monitor the success and progress of the planned scheme of work

Monitoring and Evaluation

The French Subject leader monitors at the end of each term. Assessment sheets are completed and other monitoring sources may be used such as pupil voice and work scrutiny.