

John Ruskin Primary School and Language Classes

French Policy

Co-ordinator: Suzanna George

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Next review: 2020



“Be responsible, be fair, stay positive and care”

At John Ruskin school we aim to provide all children with the opportunity to develop an understanding and awareness of the French language and to enable children to acquire enough language over the course of six years of study to be able to communicate on every day topics with confidence.

“Learning a foreign language is a liberation from insularity and provides an 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 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.”

Department of Education Languages programmes of study: Key stage 2. National curriculum in England 2013

The Nature of French at Key Stage 2

It is anticipated that the teaching of French in Key Stage 2 will primarily focus on speaking and listening skills and will aim to develop confidence through repetition and games. As the children become more able and confident, their skills will be consolidated with reading and writing activities.

Pupils should 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; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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.

Why teach French?

In the teaching of French, there are a number of benefits to be considered:

1. A greater understanding of life in the wider world can be achieved by studying the language and culture of life in French speaking countries. As a school with a large number of pupils who speak English as an additional language, the study of another language also reflects the importance of different languages in our society.
2. By focusing on the pronunciation, communication and grammatical points of a language, the teaching of French can also benefit the pupils' understanding of the English language, as the pupils make comparisons between the two.
3. Children are more receptive and have a greater capacity to learn languages at an early age. By introducing languages in Key Stage Two, it is anticipated that children will be able to acquire language more readily and will be more eager to continue learning languages in Secondary school, where languages could lead to greater career opportunities.

Time Allocation

Pupils will be taught weekly for a total of 30 minutes at KS1 and 45 minutes at KS2. This can be spread across two small lessons, with reinforcement through daily refresher activities in odd moments. In this way, the learning will become embedded in every day life, and the children will more fully absorb the language taught.

Organisation and Responsibilities

One member of staff is designated French subject co-ordinator and has overall responsibility for the implementation and monitoring of this policy. All staff have a responsibility to ensure that they are teaching French appropriately, by following the weekly plans provided.

Cross Curricular links

It is anticipated that the teaching of French will be complemented by the adaptation of some Geography units (one per year) to focus on a French speaking country. In this way, the children will be able to appreciate where the language is used and understand the benefits of being able to communicate with children from different countries and backgrounds.

Teaching and Learning approaches

The variety of teaching methods will include the following:

- Games
- Paired talk
- Drama activities
- Drill techniques
- Use of television, video and film
- Use of songs
- Use of books, leaflets, maps and posters

The programmes of study will focus on an adapted version of the "Jolie Ronde" scheme of work, complemented by the use of films, songs and books as appropriate.

Assessment

Pupils are informed of their individual progress in French through verbal feedback and peer evaluation. Teachers will use formative assessment as an ongoing process to inform planning. Evidence of achievement will include discussion with the child, observations and tasks set in lessons. Children will be levelled against the Languages Ladder assessment criteria yearly.

Pupils are required to complete a self assessment to be reviewed and assessed by the teacher at the end of each half term. The self assessments are to be kept in trays in KS1 and stuck in Topic books at KS2. Teacher referencing (see school assessment policy) will provide a summative assessment; assessing children's achievement according to Local area levels.

One piece of written work is to be focused marked per term from Years 3-6.

Staff development

Co-ordinator assesses staff needs and provides support in various areas in the curriculum. This might take the form of Inset activities, lesson observations, class workshops or informal discussion.

Equalities

Children who are already able to speak French will need to be stretched through an individual programme of study. This could focus on developing their written and reading skills and require the children to produce information books and resources which could be used by other pupils who are learning the language.

Children with Special Education Needs will be given differentiated tasks which will be annotated on the weekly plan- please refer to the SEN policy for further guidance.

Geography units have been adapted to ensure they cover aspects of race giving prominence to children from French speaking countries.

Resources

Necessary resources include:

French language books	Interactive whiteboard screens
Working wall board cards	Flashcards for each unit
Weekly plans for each lesson	Hand puppets
Photographs and videos	Schemes of work for years 1-6