

John Ruskin Primary School and Language Classes

French Policy



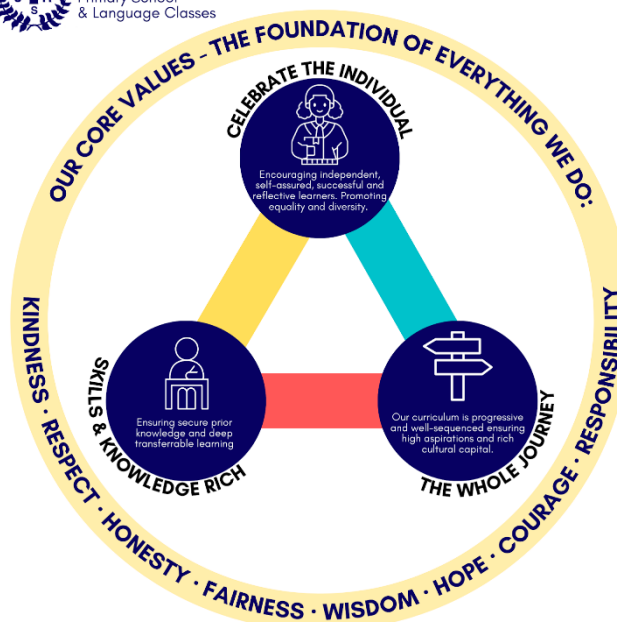
Co-ordinator: Ra'eesha Saleem

Reviewed: April 2023

Next review: 2026



OUR CURRICULUM



At John Ruskin Primary School, we believe that learning a language provides an opening to other cultures and deepens pupils' understanding of the world. Modern Foreign Languages is the development of children's linguistic competence. It should be seen as a lifelong skill. Learning a language opens up avenues of communication and exploration as well as promoting, encouraging and instilling a broader cultural understanding.

“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 1 and 2

It is anticipated that the teaching of French in Key Stage 1 will primarily focus on speaking and listening skills and will aim to develop confidence through repetition, songs and games. As the children become abler and confident, their skills will be consolidated with a comprehension of French phonics, reading and writing activities in Key Stage 2.

Key Stage 1 Aims:

- Develop an enthusiastic and positive attitude to other languages and language learning;
- Develop language skills and language learning skills;
- Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
- Enjoy some degree of success in learning a new language, however small, and to build confidence;
- Increase cultural understanding by learning about different countries and their people

Key Stage 2 Aims:

- To develop language strategies, knowledge and skills which prepare them for future language learning
- To develop an enthusiastic and positive attitude to other languages and language learning
- To raise pupils' awareness of their own language and enable them to make comparisons with the foreign language, thereby enriching their understanding of both
- To increase cultural understanding by learning about different countries and their people and customs
- To make substantial progress in the learning of French phonics
- To develop their listening skills to enable pupils to understand and respond to spoken language

- Help children to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say and continually improving the accuracy of their pronunciation and intonation
- To increase children's confidence in writing at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt
- To enable all children to discover and develop an appreciation of a range of writing in the language studied

Scheme of Work

We have adopted the '*Cave Languages*' scheme of work. The schemes and accompanying lesson plans are designed to meet all the targets of the KS2 programme of study. The language content is taught progressively over the four years of Key Stage 2 and meets the attainment targets of the KS2 Programme of Study for Languages. This includes grammar, phonics, dictionary skills and high frequency vocabulary. The language progression was inspired by that of the Catherine Cheater French Scheme of Work. The method of teaching phonics, known as '*Physical French Phonics*', has been integrated within the scheme.

Rationale of the scheme of work

- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary
- Have a sound grasp of the key sounds of the French language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud
- Recognise some of the language patterns of French and how these differ or are similar to English
- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes
- Have a deeper understanding of cultural differences and similarities
- Demonstrate substantial progress in learning French and work towards or meet the targets of the KS2 Programme of Study for Languages

Content

- The vocabulary is chosen to ensure exposure to all the key phonic sounds and to provide the ability to build sentences using grammatical knowledge.
- Phonics is systematically embedded within the scheme of work a resource using a kinaesthetic method of linking sound, action and spelling called '*Physical French Phonics*'
- The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years
- Formative assessment in each lesson informs the planning, teaching and content of subsequent lesson plans

- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills
- The resources include: Interactive whiteboard activities with audio support; songs, stories and rhymes; classroom games, bilingual dictionaries and a workbook to accompany the scheme

Implementation

- The lesson plans are designed to be 30 minutes in length for Years 3/4 and 45 minutes in length for Years 5/6. There are follow-up activities to each lesson to increase the exposure time in a week
- The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years
- The lesson plans include ideas for support for the less able and to extend the more able
- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills
- Interactive whiteboard resources with audio support are provided; purchase of a set of storybooks and phonics book is a requisite to access the scheme and additional resources are recommended particularly for songs and rhymes
- The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge
- In Year 6, the content allows for revisiting and consolidating prior knowledge
- Who teaches the scheme to ensure high quality lessons is at the discretion of the school but linguistic up-skilling and methodology training is available to support its delivery as well as detailed lesson plans linked to ready-made resource templates and audio recordings of stories and rhymes read by a native speaker
- It is expected that formative assessment in each lesson informs the planning and teaching of subsequent lesson plans

Resources

Interactive whiteboard resources, including scanned storybooks, are stored on the school server and can be accessed in all classrooms. Story books, DVDs, and all classroom activity materials are stored in the resource area.

In each Year group, there are bilingual dictionaries appropriate to the age group being taught. Display material is provided in each classroom to support the learning of pronunciation, grammar and vocabulary. There is opportunity to use a workbook or use appropriate worksheets in which to record written work as well as listening and reading activities.

Links to other subjects

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language. There are also opportunities to link to other subjects such as: English, Geography, PSHE, Music and Maths.

Whole school involvement

As French is delivered by the Class teacher, all members of staff are trained and are aware of the curriculum content and method of delivery.

Some families already speak another language at home and this is celebrated both in language lessons and within the school. It is recognised that children who speak additional languages can apply their skills and knowledge to learning French.

Speech and Language Unit, Special Needs and Classroom Support

The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Visual prompts, matching activities and use of multi-sensory movements will be used to encourage children's learning. Children will participate in the scheme which is most appropriate and applicable to meet their needs.

Assessment

The Class teacher assesses each child's progress with reference to the attainment targets of the KS2 Programme of Study for Languages. By the end of each year, the stages which have been achieved for each attainment target will have been recorded on a monitoring sheet. Assessment is based on class observations of listening and speaking activities; written evidence in the workbooks and self-assessment by the child after each unit of work in which they evaluate their performance and receive written feedback from their Class teacher. This information is recorded and stored in the Assessment Folder, or on the software on the school network. Parents receive an annual written report about their child's progress in French.

Role of the MFL Subject Leader

- Implement the delivery of a scheme of work for French which meets the targets of the KS2 Programme of Study
- Ensure the delivery of high quality lessons of French
- Manage the provision and deployment of the resources
- Bid for and manage the budget for this curriculum area
- Provide advice about the MFL policy
- Liaise with classroom teachers and senior management to keep them informed of latest developments and pass on assessment data
- Monitor and review the MFL provision within the school
- Keep up-to-date professionally, through reading and attending local network meetings