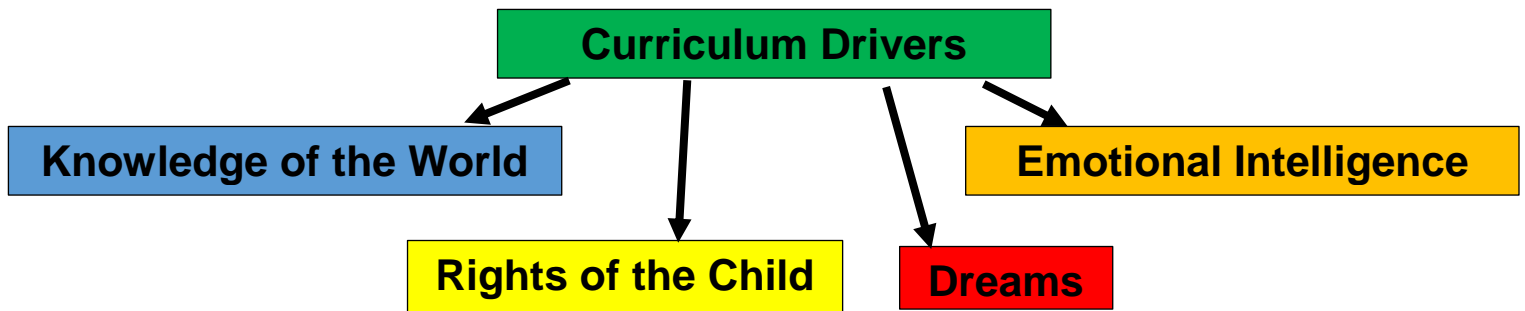


Simonside Primary School – French Policy



Simonside French Policy Updated March 2023



Purpose of study

At Simonside Primary School we are keen to promote the study of a foreign language because of its increasing importance in the modern world. We want to embed language learning into our curriculum. This has been recognised in the National Curriculum where there is the statutory commitment to give every child between the ages of 7 and 11 the opportunity to learn a new language. Enriching the curriculum and releasing children's creative energy through sport drama, music and languages reinforces their understanding of the basics and helps them enjoy a broader, more balanced curriculum.

Aims

Our French curriculum is underpinned by our **Curriculum Drivers**.

Knowledge of the World - Throughout Key Stage 2, children are provided with rich, cross-curricular opportunities to discover aspects of French and international Francophone cultures. They will encounter and compare diverse social customs and traditions; look at everyday life from a different perspective and begin to appreciate the lives and work of great figures and significant people such as Monet, Cézanne, Degas, Matisse and Renoir.

Rights of the Child – As part of our Gold Rights Respecting award, we are keen to ensure that all children are able to share their native tongue with their friends, as well as being given the platform to discuss the country where they or their family have been born. It is important that all children feel comfortable to express themselves in their first languages and to feel comfortable in doing so.

Dreams - We are keen to ensure that children understand why languages are key and aware of the opportunities that speaking languages can lead them to. We ensure that children are aware of the career prospects that languages allow children to follow and of the courses they can study at university for example. It is also vital that children are able to correspond with others when they travel to a different country.

Emotional Intelligence – We feel it is important that children feel comfortable in learning how to speak another language. It is vitally important that children are comfortable to speak the language that they may use at home with their families.

Implementation

At Simonside Primary in French, we follow the 4 key concepts below

Read fluently

This concept involves recognising key vocabulary and phrases.

Write imaginatively

This concept involves using key vocabulary and phrases to write ideas.

Speak confidently

This concept involves using key vocabulary and phrases to verbally communicate ideas.

Understand the culture of the countries in which the language is spoken

This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.

The teaching should provide an appropriate balance of spoken and written language. It should enable 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 should be taught using the essential characteristics detailed below:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.

- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

Rationale for the Salut CGP Scheme of work/Resources

The teaching of languages to young children is now widely recognised as having an impact on improving literacy, building self-confidence and widening cultural horizons.

The principles of learning and teaching embedded in Excellence and Enjoyment include several which are emphasised in this scheme:

Ensure every child succeeds

Build on what the learners already know

Make learning vivid and real

Make learning an enjoyable and challenging experience.

The scheme also focuses on the following key ideas in terms of language learning:

Do a lot with a little

Celebrate each learning outcome

Small steps lead to big changes

There are two underlying principles underpinning the Salut scheme of work:

1. Children should enjoy their early years of learning French and to value the sights and sounds of France, the rhythm of the language and the real pleasure that can be gained from contact with the written word.
2. Children should make real and measurable progress in their learning through innovative activities, challenging tasks and the desire to understand more and more as they listen to, speak and read French.

Resources are all online and available to teachers on the desk top.

Teaching and learning styles

Appropriate language methodology for young language learners should include many different kinds of teaching and learning including:

- Direct teaching, through whole-class and small-group sessions;
- Active learning to engage motivation;
- Use of games, songs and activities requiring a physical response to maximise enjoyment;
- Opportunities for pupils to apply their learning, either on their own, e.g. reading or writing independently, or with others, e.g. working in pairs or small groups, or communicating with people in other countries, with varying degrees of support;
- Opportunities for pupils to reflect on and reinforce their own learning, e.g. learning by heart or revising work.

To deliver the curriculum effectively, and to try and encourage use of the target language, a wide range of equipment should be used, including electronic whiteboard, DVD, television, I pads, computer, flashcards and games.

In addition to a discrete language lesson, class teachers should look for opportunities to integrate language learning with other subjects and consolidate learning in daily contexts, such as greeting the children, giving praise, taking the register, and classroom instructions.

Quality of Teaching

- The teaching should be purposeful and include clear objectives for each lesson.
- The activities should be varied and used to promote learning of the content.
- There should be an efficient use of time and a good pace set to make sure sufficient ground is covered.
- There should be a range of specialist resources including recorded material and authentic texts.
- There should be opportunities to practise language skills as a class, in smaller groups, pairs and individually.

Quality of Learning

The curriculum planning should ensure progression through the key stage and increased knowledge should be more evident in years 5/6 where children should have a larger vocabulary and a wider range of expression and should be more able to use the structures learnt to create their own language.

Successful strategies for consolidating learning should be constantly looked for to make sure that gains in learning are sufficient, given children's age, ability and time available.

The use of the target language should be developed and children should be encouraged to speak the language spontaneously as well as when expressly required.

The children should use the vocabulary and phrases they have learned for basic communication but should also be encouraged to apply their knowledge in new situations and should be given frequent opportunities to create their own language.

Scaffolding in French

Initial stages of languages teaching should stress building confidence and positive attitudes to language learning. It should aim to help all young beginners, regardless of ability, to learn to communicate successfully with a minimum command of language, using a small set of basic structures. In Key Stage 2 speaking and listening activities should be more demanding and different levels of questioning should be evident. Reading and writing should be clearly differentiated.

At the end of each topic challenging tasks should be set in all four skills which provide opportunities for the children to create their own language.

Language teaching should offer varied activities which are challenging and of immediate interest and should encourage repetition without boredom to consolidate what has been taught. All children should feel positive achievement in what they can do in the language.

Target language inevitably stretches high ability children. The quick pace of a language lesson should help keep motivation high.

Initial writing tasks are copy writing which all ability children can attempt and succeed in. More able children should be encouraged to use the language structures and vocabulary taught to create their own language.

Assessment for learning

There should be a mixture of formative and summative assessment to ensure progress throughout the Key Stage.

- Child self - assessment and peer assessment should be used to encourage and motivate children.
- Teacher assessments will be tracked on DOL tracker against criteria set to match our chosen scheme of work.
- Assessment for learning strategies used in Literacy should also be adapted and used in language lessons, where appropriate.

Role of the Subject Leader

The Subject Leader provides professional leadership and management for modern foreign language provision and ensures that it is managed and organised so that it meets the aims and objectives of the school. The Subject Leader monitors teaching and learning within the subject and initiates reviews of the schemes of work and assessment materials when necessary. The Subject Leader manages the resources for French and maintains the stock to meet the needs of the curriculum across the school.

Responsibilities

The role of the French Subject Leader is to:

- Be responsible for the development of French as a foundation subject in school;
- Monitor the effectiveness of French across the school;
- Support teachers in their planning and strategies for classroom management;
- Disseminate new information and academic updates to relevant teaching and management staff;
- Provide and/or organise staff training and professional development;
- Be responsible for providing appropriate French resources to meet the primary needs of the curriculum.

