

WALFORD PRIMARY SCHOOL



POLICY

on

LANGUAGES

FRENCH

Reviewed: October 2021

Date for Review: October 2022

INTENT

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures.” (Department for Education, 2013)

As part of the National Curriculum, all Key Stage 2 pupils must learn another language during school time. At Walford Nursery & Primary School, we have chosen to teach French to all children within KS2. The learning of a foreign language provides a valuable educational, social and cultural experience for our children. It also provides a new perspective on their world, encouraging them to understand and appreciate their own cultures and those of others. Above all, the learning of another language is fun; it can be enjoyed and accessed by all children.

At Walford Nursery & Primary School, pupils will:

- foster an interest in learning other languages;
- be introduced to another language in a way that is enjoyable and fun;
- develop awareness of cultural similarities and differences in different countries;
- develop their speaking and listening skills;
- develop awareness of sentence structure and grammar;
- acquire the foundations for future study;
- familiarise themselves with the sounds and written form of a modern foreign language;
- develop particular language-learning skills;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

IMPLEMENTATION

What does our French Curriculum look like?

Please refer to:

- our **Progression document**, which demonstrates the progression of knowledge and skills within the whole school French offer;
- our **Curriculum Map**, which details each year group / subject.

The Curriculum Organisation

French is the modern foreign language that we teach in our school. The curriculum that we follow is based on the Key Stage 2 Languages Programme of Study for the National Curriculum and we use Rising Stars resources to support this. In our curriculum, French is taught as a discrete subject and opportunities for incidental French are also encouraged through our French word/phrase of the week, as well as celebrating the European Day of Languages. In addition, staff actively look for opportunities to link cross-curricular aspects of learning.

We teach the children 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.

In KS1, while MFL is not statutory, children will have an opportunity to speak and rehearse simple words and phrases throughout the whole school year focusing on basic language for example: hello, goodbye, numbers to 10, thank you, stand up and sit down and basic phrases and with their responses, such as how are you?

Teaching and Learning in French

At Walford Nursery & Primary School, we use a range of teaching and learning strategies to develop children's knowledge, skills and understanding in French and all other subjects. French teaching focuses on enabling children to think as linguists. We currently base the teaching and learning on the Key Stage 2 Languages Programme of Study for the National Curriculum. We use units of work from Rising Stars and adapt the external scheme to the context of our school and the abilities and interests of our children.

We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning ABOUT language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding). We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.

We use a variety of techniques to encourage the children to have an active engagement in modern foreign language: these include games, role-play and songs (particularly action songs). Sometimes, we may use puppets and soft toys to demonstrate the foreign language, and where possible, we also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language. We use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the teaching, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. Children's confidence is developed through constant praise for any contribution they make in the foreign language, however tentative.

Children will be taught and will work:

- as a whole class;
- in groups (sometimes differentiated by ability);
- in pairs or as individuals.

'European Day of Languages'

The European Day of Languages is celebrated throughout Europe every year on 26th September. The purpose of the European Day of Languages is to celebrate both the cultural and linguistic diversity within Europe and to encourage and promote language learning. As part of this celebration, children at Walford Nursery & Primary School have the opportunity to enjoy

and engage in activities from a variety of European countries throughout their time at Walford based on the schedule hereunder:

Reception - France
Year 1 - Spain
Year 2 - German
Year 3 - Italian
Year 4 - Greece
Year 5 - Poland
Year 6 - Russia

Inclusion

Our school is committed to ensuring access and inclusion for all its pupils and believes that each child deserves the opportunity to fulfil their potential. As such, all pupils, regardless of ability, race or gender, shall have the opportunity to develop their capability in communicating in French. The school promotes equal opportunities and fairness of distribution of all resources. We achieve this by ensuring that our planning meets the needs of all pupils. We allow for differentiation by:

- using peer support – we partner pupils of disparate ability;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

IMPACT

Our French curriculum facilitates sequential learning and long term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This will enable all children to alter their long-term memory, know more, remember more and be able to do more as linguists.

In learning French, pupils will:

- 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;
- 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.

Assessment

Assessment is an integral part of the teaching of French. Children's work is assessed through observations and informal judgements. On completion of a piece of work, the teacher marks and comments as necessary. At the start of every lesson, children will complete a 'Flashback 4' which consists of four questions covering their French language and cultural learning so far. At the end of a lesson, children will demonstrate their learning by completing a NIKI (Now I Know It) evaluation. The teacher makes a summary judgement about the work of each pupil and this will be used as basis for assessing the progress of the child at the end of every term.

Formative assessment takes place in each lesson and is used to inform the next step in teaching and learning.

Written or verbal feedback (in line with school marking policy) is given to help guide children's progress and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress based on their achievement of the learning objectives in lessons. Children are encouraged to assess their own learning through self-assessment. Feedback on attainment to parents will be given during end of year reports.

Monitoring

Monitoring is carried out by the Headteacher or the French Coordinator, in the following ways:

- Staff voice
- Pupil voice
- Learning walk
- Lesson observation
- Book scrutiny

Evaluation / Review

There is an annual review of this policy by the French Coordinator. The coordinator will report to the governing body on the progress of the children in French and will meet with the designated governor to discuss and monitor the success of the teaching in French.

This policy was updated in October 2021. The policy was adopted by the Standards, Teaching & Learning Committee of the Governing Body of Walford Nursery & Primary School in _____ 2021 and will be monitored annually.

Signed: _____ Chair of Standards, Teaching and Learning Committee

Signed: _____ Headteacher