

Always building friendships with one another, whilst being thankful for what we have.



Remembering to forgive when we have been wronged and hoping to help others less fortunate than ourselves.

# The Magdalen Church of England / Methodist Primary School



## French Curriculum Policy

*2021 - 2022*

Determined to show compassion for those around us and develop a community that embraces Justice and peace.

while trying hard each and every day to trust other people around us through humility and service.

## Aims and objectives

Learning a foreign language in Key Stage 2 provides our pupils with the opportunity to find out about other cultures, to recognise that people around the world communicate using different languages, and to encourage curiosity of the world and a desire to learn further languages.

This opportunity is especially important at The Magdalen Primary School where the proportion of pupils who speak English as an additional language is well below average; therefore our pupils have limited experiences of hearing and using different languages within school.

We aim to enable pupils to make substantial progress in understanding spoken and written French and also in expressing themselves through speaking and writing French.

The focus is on practical and purposeful communication with an appropriate balance of spoken and written language.

Our curriculum provides a solid foundation in preparation for further foreign language teaching at Key Stage 3.

## The objectives of French are 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 French.

### Teaching and learning style:

The weekly, timetabled lessons are designed to motivate pupils and they focus on practical communication. A variety of teaching and learning styles are used in French lessons.

Our principal aim is to develop the children's knowledge, skills and understanding. We do this best through a mixture of whole-class teaching and individual or group activities:

- Children work in pairs and groups to develop oral fluency and accurate pronunciation
- They develop good listening skills through group/pair conversation
- Teachers draw attention to good examples of individual performance as models for the other children
- The children learn through games, songs and stories – both spoken and written
- Children have access to ICT packages and online games
- Children are taught to read and write in French
- Teachers revisit lesson content frequently but briefly throughout the week to consolidate skills, for example greetings at registration; describing the weather.

*We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies;*

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having adults support the work of individual children or small groups.

### French planning

French is a Key Stage 2 foundation subject in the National Curriculum. At The Magdalen Primary School we use a skills progression document and a cross-curricular approach as the basis for our curriculum planning in French.

We carry out the curriculum planning in French in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage.

Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.

Class teachers complete a short term plan for each French lesson. This specifies the learning objectives, expected outcomes, and details of how to teach the lesson. The class teacher keeps these individual plans. The class teachers and subject leader may discuss the lessons. The subject leader collects a sample of short term planning from the class teachers.

We plan the activities in French so that they build on the children's prior learning. We give children of all abilities the opportunity to develop their skills, knowledge and understanding.

We also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through Key Stage 2.

### **Contribution of French to teaching in other curriculum areas**

#### **English**

French contributes to the teaching of English as it formally develops phonological and grammatical skills, provoking children to consider how languages are developed and structured. Also, much of our English vocabulary has been derived from French words, giving children opportunity to develop understanding of English pronunciation and spelling patterns from the pronunciation and spellings they learn in French.

#### **History and Geography**

French contributes to children's historical and geographical understanding by encouraging them to think about the invasion of the French upon the British Isles and how the French people have shaped our country, along with other invaders, by leaving their mark on our language and culture.

#### **Personal, social and health education (PSHE) and citizenship**

French lessons give children the opportunity to develop their interpersonal skills by lots of speaking and listening work, paired activities, and group work. Children must develop their confidence in these lessons to speak aloud and practise their pronunciation accuracy. Additionally, children must turn-take within their conversations allowing their peers the opportunity to develop their skills. Their work in general helps them to develop a respect for their peers, the abilities of others and it also encourages them to collaborate and cooperate across a range of activities. The children learn to respect and work with each other, and with adults.

### Spiritual, moral, social and cultural development

French, for the children in The Magdalen Primary School, gives the opportunity to acknowledge that other languages exist in the wider world. Through the teaching of French, children are additionally provided with the knowledge that people around the world have a different, but an equally valuable, way of life.

### French and ICT

Information and Communication Technology enhances our teaching of French, wherever appropriate. Children use software to explore the language through games, stories and song. Online tools such as translators and pronunciation checkers are a useful resource.

### French and inclusion

We teach French to all Key Stage 2 children, whatever their ability and individual needs. The curricular subject French forms part of our school curriculum policy to provide a broad and balanced education for all of our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

When the progress of a child falls significantly outside of the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. When a child is not progressing from quality first teaching then specific differentiation will be used for the child and if necessary, adult support.

### Assessment for learning

We assess the children's work in French while listening to them working or by marking written work produced in lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum levels of attainment. The teacher records the level that each child has reached, and then uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The French subject leader keeps evidence of the children's work. This demonstrates the expected level of achievement in art and design in each Key Stage 2 year group.

### Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in French is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in French curriculum, and providing a strategic lead and direction for this subject in the school.

The subject leader gives the head-teacher an annual summary report which evaluates the strengths and weaknesses in French, and indicates areas for further improvement.

The subject leader has allocated management time. This time is used to review evidence of the children's work, to undertake lesson observations, to update resources, to undertake pupil-conferencing, and to develop reports on the subject.