



French Policy

Shirland Primary School

October 2022

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French Curriculum Policy

Overview

The aims for teaching French at Shirland Primary School are taken directly from the National Curriculum 2014. These twelve aims for the languages programmes of study are covered in full and revisited throughout the four-year scheme by using engaging units of work that are based on familiar themes.

Intent

At Shirland Primary School, we have taken the decision to teach French to Key Stage 2 as our modern foreign language (MFL). We took this decision as a number of our children go to France on holidays and it is the subject that our staff have the most knowledge of. A number of our staff have qualifications in French. It is also taught in all the secondary schools our pupils feed into. French is a global language spoken by around 300 million people across almost all continents of the world and is an official language of many international organisations such as NATO and FIFA

As the UK is becoming an increasingly multicultural society, it is our intent to build our children's "culture capital" through the teaching of other cultures and languages, freeing them from insularity and promoting diversity and tolerance. In teaching French, we aim to develop a curiosity and interest in learning another language, and provide opportunities to discuss and reflect upon protected characteristics and British values, thus enabling our pupils to grow and develop as global citizens.

It has been said that people who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask and listening skills.

The national curriculum for languages aims 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 the language studied

At Shirland we aim to provide a rich curriculum where our pupils learn and explore the French language in a way that is enjoyable and stimulating.

Our KS2 French curriculum is ambitious and has been designed and sequenced to lay the foundations for further language learning. Children progressively acquire, use and apply a growing bank of vocabulary organised around purposeful topics, with opportunities to recall,

use and manipulate this knowledge throughout their learning in KS2. The progression of knowledge in vocabulary, phonics and grammar enables all pupils to enhance their communication skills, express themselves in French and to develop a conversation manner and reading and writing skills.

Implementation

Children develop their love of language learning and develop skills throughout their time in school. The French curriculum at Shirland Primary School is based upon the 2014 National Curriculum and attainment targets and is supported by the Twinkl PlanIt French scheme of work, which is adapted to meet the individual needs of our own children. Details of the units of work, including the knowledge and skill progression, covered in each year group can be found on the school's French curriculum coverage.

We chose Twinkl PlanIt French for the following reasons:

1. It offers a clear progression where the National Curriculum language aims are covered in progressive difficulty, gradually leading to more demanding expectations from Y3 to Y6.
2. Unit overviews are sequenced and outline the individual lessons, key concepts, knowledge and vocabulary to be taught. The sequencing purposefully layers learning from previous lessons to ensure better cognition and retention. It facilitates the acquisition and retention of knowledge and promotes our aim to develop metacognition. Knowledge organisers are available for many of the units and these support our spaced retrieval practices to ensure pupils retain key knowledge and information.
3. Teachers are provided with a lesson plan to reduce workload. This lesson plan covers the key learning, the vocabulary needed, the resources to provide and the expected outcomes
4. PowerPoints for lessons contain integrated sound clips of all the vocabulary and key phrases introduced.
5. Audio support is recorded by Native French speakers to ensure accurate pronunciation and intonation.
6. It offers a wide range of whole class interactive activities to foster engagement and group board games to help develop children's communication skills in French.
7. There is a host of stories, songs and rhymes which make learning fun and animations are used to explain and illustrate difficult grammatical teaching points.
8. Lesson plans include differentiated activities and are fully resourced. Extension tasks and cross curricular links are also available.

In KS2 classes, French is taught weekly for a minimum of 30 minutes, rather than blocks, as regular spaced practice supports our metacognition (Forgetting Curve) work where children are supported to retain knowledge and key vocabulary.

Teaching units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop complexity of the language they use. Our MFL lessons are planned and delivered through a variety of integrated activities that focus on listening, speaking, reading and writing, as well as developing children's awareness of cultural differences in other countries. We use a variety of techniques including games, role-play, and songs to encourage the children to have an active engagement in these lessons.

This is supplemented by spoken French in the classroom beyond the timetabled lesson, which includes the use of French to give basic instructions and refer to familiar objects within the classroom. This enables children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

Children record their work in a class floor book and build up vocabulary and phrases in individual books which they take with them to the next class and eventually to their next school.

The subject leader for MFL maintains an action plan to monitor the intent, implementation and impact of French provision at Shirland Primary School and, along with all staff, celebrate and encourage contributions from world cultures to the whole school.

Impact

Through the high quality first teaching of French, evidence from the children's floor books, teacher assessment, learning walks, pupil voice, display and lessons the impact of the subject will be evident in the following ways:

- Children will be able to communicate with each other in French
- Children will become aware that a language has a structure, and that the structure differs from one language to another
- Children will develop their language through development of the four key skills of speaking, listening, reading and writing
- Children will enrich their language learning by developing an understanding of the French culture and an appreciation and respect for diversity and equality
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills understand and respond to spoken and written language from a variety of authentic sources
- Children will 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

- Children will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Children will discover and develop an appreciation of a range of writing in the language studied.

We also measure the impact of our curriculum through the following methods:

- Teacher marking and feedback of written work and pupil self-assessment
- Moderation staff meetings where children's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class' work
- Annual reporting of standards across the curriculum to parents
- Subject tracking using Foundation Subject Assessment Sheet.

The MFL subject leader will continually monitor the impact MFL teaching is having on the children's learning, to ensure there is a progression of knowledge and skills. They will monitor that knowledge taught is retained by the children and continually revisited. This spaced retrieval will allow learners to apply the skills they have been taught to a variety of different settings, showing increased independence as they progress their learning.

Impact will also be measured through:

- Key questioning skills built into lessons and child-led assessment, such as success criteria grids.
- Targets and summative assessments aiming to target next steps in learning for all abilities.

The impact of our MFL curriculum ensures that children develop their knowledge of where different languages are spoken in the world. Varied learning experiences also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and developing the children's understanding of different cultures. This ties in with other curriculum areas including PHSCE, RE, History, Geography and SMSC (spiritual, social, moral and cultural). The children are assessed continually throughout the year, with the teacher giving feedback in line with our Feedback and Marking Policy.

Equal Opportunities

At Shirland Primary School, we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to participate in the learning of languages and to be supported in this process.

Inclusion

At Shirland Primary School, we teach a MFL to all children. This forms part of the school's commitment to providing a broad and balanced education to all children. Through our MFL teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures.