

Stretton Handley CE (VC) Primary School French Policy



The learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. The children's knowledge of how language works will be developed to lay the foundations for further language learning in future. Learning another language will give children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others, which feeds into our focus on global learning.

Implementation

At Stretton Handley CE Primary School, 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. In KS2, children are taught in weekly sessions with class teachers reinforcing their learning outside of lessons where possible. We aim for our children to develop an appreciation of songs and stories in French throughout their time at the school. At Stretton Handley CE Primary school, we acknowledge children's different learning styles, our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

The National Curriculum

At Stretton Handley CE Primary School, 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. These are as follows:

- 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.

Cross-curricular Issues

Opportunities are taken for French to be taught in conjunction with other areas of the curriculum wherever this is appropriate eg. Geography - maps and weather. Teachers identify opportunities that exist for developing French in a cross curricular manner. These opportunities are identified at the planning stage.

Assessment and recording

At Stretton Handley CE (VC) Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children and marking work will be guided by the school's Marking Policy. Records of each pupil's progress are kept by the class teacher and assessed termly.

Impact

By the end of KS2, the children at Stretton Handley CE Primary School have developed an interest in language acquisition and have a curiosity about languages. They are excited to engage further during the secondary phase with confidence. Knowledge and skills have been embedded through songs, games and practise, with some words and phrases are committed to long term memory.

Staffing and Resources

All classes are taught by the class teacher or TA. There is regular consultation with all staff involved in the teaching of this subject. A bank of resources is kept in the teacher's resource centre and is being added to regularly.

SEN

The special needs of individual pupils will be taken into account as necessary in the planning and teaching of MFL and appropriate differentiation used so that all pupils can access the MFL curriculum.

The Use of ICT

ICT will be used as a teaching, learning and assessment tool, where it is deemed that it will engage and motivate pupils and enhance learning and assessment. These opportunities are identified at the planning stage.

CPD

The training needs of the staff, either expressed by the teachers directly or identified by the co-ordinator will be incorporated into the school improvement plan and appropriate courses will be attended.

Equality, Diversity and Inclusion

We aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs. We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too.

Monitoring

Monitoring is the responsibility of the MFL Lead.