

Stubbins Primary School

Policy for Modern Foreign Language: French



At Stubbins Primary School, we strive to create a supportive and inclusive environment where learners are encouraged to explore their passions; develop their talents; and achieve their full potential.

Through effective learning experiences, we foster a life-long love of learning, empowering learners to become critical thinkers, problem solvers and compassionate individuals.

By providing a strong foundation of knowledge, skills and values, we are dedicated to preparing our learners for success in an ever-evolving world. Together, as a vibrant community of learners, we nurture, grow and flourish.

NURTURE-GROW-FLOURISH

Intent

At Stubbins Primary School, we believe that teaching and learning in French is important because it introduces children to another language which is enjoyable and fun. It is designed to stimulate and encourage children's curiosity about language helping them to also develop an awareness of cultural differences in other countries. We want our children to develop their speaking and listening skills extending their language beyond that of their mother tongue. Our French scheme of work fully supports pupils to meet the national curriculum end of key stage targets.

We aim to:

- provide our children with opportunities 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 our children in conversations speaking 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 French
- broaden our children's vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- 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.

Implementation

At Stubbins, we follow the Lightbulb Languages scheme of work and our school's curriculum mapping for French. Our French curriculum is designed to ensure a broad coverage across Key Stage 2.

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Our progression of skills and knowledge show the knowledge and skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. It also shows how knowledge and skills are built upon through the year groups. Differentiation and scaffolding learning ensures that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.

All KS2 children will have a French book which will move with them throughout KS2.

EYFS

In the Early Years Foundation Stage we provide opportunities for children to develop their knowledge and skills in 'Understanding the World' which allows them to:

- make sense of their world and their community

KS1

In KS1, we provide opportunities for children to:

- answer the register in French and/or different languages

KS2

In KS2, we provide opportunities for 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 speaking 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 French
- broaden our children's vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- 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.

Resources

- All staff have access to Lightbulb Languages scheme of work online; the curriculum map identifies which units are to be covered in which term.
- Children begin to use a French exercise book in Y3; this book moves with them throughout KS2. Subject leader is responsible for ordering French books when needed.

Impact

Lightbulb language's curriculum is designed in such a way that children will leave primary school equipped with a modern foreign language providing an opening to other cultures. Children will have been provided with the foundation to learn further languages, equipping pupils with the skills and knowledge they will need for their learning in KS3 and beyond.

Children will meet the end of key stage expectations outlined in the national curriculum for Modern Foreign Languages.

Assessment

Stubbins uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. Children receive regular feedback and Stubbins marking follows the school's marking and feedback policy. The impact of our French curriculum can be constantly monitored through both formative and summative assessment opportunities. Each unit has an assessment attached to it enabling teachers to assess what children have learned each term. Children are encouraged to make personal assessments of what they have done in each lesson. The subject leader will monitor whole school progress and attainment in French, following the school monitoring timetable.

At the end of each academic year, KS2 teachers will record their assessment levels on iTrack.

Inclusion

Teachers set high expectations for all pupils in French. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils

- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

Lessons will be planned to ensure that there are no barriers to every pupil achieving. Teachers will plan lessons so pupils with SEN and/or disabilities can study French, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that pupils with EAL are supported to take part in French.

Cross Curricular links

French shares links with the following subjects:

- › English: comparing English grammar to French grammar
- › Maths: learning to count, dates
- › ICT: use of the internet for research
- › Geography: an awareness of European countries
- › Music: singing songs in French
- › Art: naming colours in French
- › Spiritual, moral, social and cultural (SMSC): developing an awareness of cultural differences in other countries

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEND policy

Signed: <i>L Parrish</i>	
Subject Leader's name: L Parrish	Governor link name: Angela Fisher
Date: May 2023	Proposed Review date: May 2026