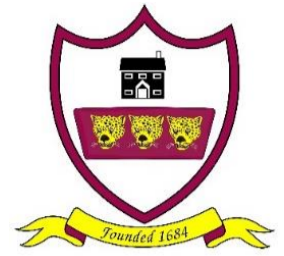


FRENCH POLICY

To have another language is to possess another soul - Charlemagne



“Learning French is useful for our futures – it will help us with a career,” Bailey Y6.

“It removes the language barrier,” Jonte Y6

May 2022

Aims of the French Curriculum

What we intend to do

We hope that through learning and using a foreign language we can enable children to engage with different cultures and societies and further develop their understanding of how language works. We believe learning a foreign language is hugely beneficial as it provides a variety of educational, social, and cultural experiences. Awareness of the existence of other languages and cultures allows children to develop empathy and understanding towards others, cultivating a tolerance of other cultures and a willingness to accept that differences exist and are enriching. At a crucial time in their growth exposing children to new ways of seeing the world and appreciating where others come from can be character-defining.

The Intent of each phase of the curriculum is as follows:

EYFS

Introduce children to the French language through songs & games.

KS1

In KS1 the curriculum seeks to prepare children for KS2. By the end of year 2, all children should have learnt and retained some core vocabulary as below in addition to the vocabulary related to each topic. The core vocabulary is woven into topics in KS2 and further embedded and extended. Core vocabulary:

- Greetings and how to introduce ourselves and say how we are feeling
- Numbers 1-20
- At least 8 colours
- Classroom instructions

KS2

By the end of year 6, all children will have had a positive experience of learning a language and will have had every opportunity to develop their learning. They will be able to apply their language learning skills to other languages.

Core vocabulary:

The core vocabulary from KS1 is extended and woven into the KS2 topics

- Greetings will be used in a spontaneous conversation and recorded role-plays
- Numbers will be extended to the thousands in and out of sequence
- Colours will be used in various descriptions and used to illustrate points of grammar e.g., agreement of adjectives
- Children will start to give the classroom instructions to others

In addition, each topic will introduce different vocabulary groups but will be used with other constructions as follows:

- To express and justify positive and negative opinions on food, school subjects etc
- To be able to ask for a range of items politely in a shop or restaurant
- To be able to use Euros, understand prices and to be able to pay and give change
- To give a simple description of themselves and someone else knowing the rules on agreement and position of adjectives
- To have a basic grasp of important grammar points – pronouns, how to recognise a verb, noun and an adjective, agreements of adjectives, imperatives, definite and indefinite articles, negatives

KS2 Skills:

- Detective skills – to deduce the meaning and function of words to enable comprehension of an unfamiliar text
- Speaking – in pairs, as a class, to present to the whole class, ‘teaching’ the class, recording and listening to ourselves speaking French
- Listening – to listen to longer passages of authentic French and to be able to pick out known words and understand the gist
- Reading – to be able to read and pronounce words accurately with the help of phonics and knowledge of the alphabet
- Writing – spelling from memory, writing creatively i.e., manipulating the language with the aid of word banks and dictionaries
- Reciting things in sequence from memory – days, months, planets
- Dictionary use – learning how to use a bilingual dictionary to find the correct definition i.e., knowing how to recognise a noun, a verb, an adjective etc
- Strategies for learning vocabulary – sometimes relating it to an English word or providing silly pictures in our heads – la bibliothèque is a good example of a tricky word to learn. We break it down to bib - leo - tech and we have a picture of a baby lion wearing a bib working on a computer in the library. Children are encouraged to come up with ways to help themselves remember words and phrases also to share these with the class.

More Able in French

HOW LEARNERS ARE CHALLENGED

All children are challenged through quality first teaching within every French lesson. Children will be encouraged to ‘aim high’ and be the best they can be. French lessons begin in reception, aiming to challenge the children from a young age. More able learners and children with the potential to be more able are identified and reviewed termly over the academic year and their names are recorded on the school’s more able register.

Supporting Learners in French

HOW ALL LEARNERS ARE INCLUDED

Learning in French is carefully planned to include all learners. Learning may be differentiated by outcome, by support, by task or by resources. This will include:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of core tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity

All children will access...

- One lesson a week of high-quality teaching by a qualified French Teacher.
- A range of engaging French units of study.

Implementation-

What French will look like

EYFS & KS1

Children in KS1 have a 30-minute session once a week and Reception have 15 minutes. The lessons are designed to be fast paced with frequent changes of activity including something to get the children moving. They are purely oral based so the two main skills the children are developing are listening and speaking. It is important to have lots of repetition from week to week, the first part of the lesson is always spent reviewing what was learnt last week, the next stage, presenting the new vocabulary, practising the vocabulary through games and songs, and then finally saying what we need to remember for next week. All the activities are age appropriate and aid implicit learning. A variety of resources is used including the IWB, flashcards, puppets, and lots of 'real' items that the children can handle e.g., empty food packets and bottles when we are talking about food and plastic.

KS2

Children in KS2 have longer sessions which is useful when doing written activities. Again, lessons are designed to be fast paced with varied activities with the opportunity for children to practise most, if not all skills. The lessons are mostly oral based, but the written word is presented from year 3 in the form of single words and phrases, increasing to longer sentences and paragraphs in year 5/6. The children are expected to complete written activities, but this can also take the form of writing words from memory on whiteboards which would not be recorded in our books

Written work is well structured and usually completed on a sheet, taken away and marked and then stuck into the books. The children (when possible) keep their books from year 3 all the way through to year 6 as it offers the children a real sense of progression in their work and they love looking back at what they did in previous years

A variety of resources are used including flashcards games to be played in teams as a class. Lcf's Babelzone, a website of games, songs, stories are often used on the IWB.

French Curriculum Overviews

	BRABIN'S ENDOWED PRIMARY SCHOOL	French Curriculum Overviews year A
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	My family	My pets	Fruit Descriptions Likes and dislikes	Numbers 1-20 in and out of sequence	4 food shops	Buying food in the shops
Year 3/4	Playground rhymes and songs	Playground games	Months and numbers 1-31	Celebrations	Portraits	'The Four Friends' story
Year 5/6	Planets	Descriptive writing	Places in the school	What we do at school	The café	Quantities of food and Euros

	BRABIN'S ENDOWED PRIMARY SCHOOL	French Curriculum Overviews year B
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Colours	Clothes	Map of France	Where we live and how we travel to school	The house and Classroom instructions	Furniture
Year 3/4	France and francophone countries	Transport	Vegetables and opinions	The life cycle of the plant and Jack and the Beanstalk	Buying toys With Euros Numbers 1-59	Selling toys - persuasive language
Year 5/6	Places in the town The alphabet	Understanding and giving directions	Recipes and instructions	Menus and opinions	The weather, dates and seasons Numbers to 100	Dressing for the weather

Subject Organisation

French is taught by an outside qualified French Teacher, Madame Wardle. The curriculum is based on the DFEE/QCA 24 units. The units are specifically chosen to ensure all children acquire a good breadth of vocabulary and a chance to develop their language learning skills. Topics are chosen to coincide with times of year. One topic is covered per term which gives time to explore all the skills related to the new vocabulary and leaves time at the beginning or end of the topic to talk about cultural events depending on the time of year e.g., Christmas and Easter. The program is tweaked where necessary if something is not working as well as it could. Due to our mixed age setting, the scheme of work runs on a two year cycle. French is taught as a discrete subject once a week EYFS- 15 minutes, KS1- 30minutes, KS2-45 minutes however, where possible natural cross-curricular links are made with other core and foundation subjects to enhance learning opportunities. The teaching of each unit at Brabin’s must always have a purpose and lessons are sequenced in a way to ensure there is a clear outcome at the end of each unit.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN FRENCH

	We promote spiritual development	We promote Moral development	We promote social development	We promote cultural development
French	<ul style="list-style-type: none"> - Pupils have some opportunity to reflect on religious beliefs and practices in France through the unit on celebrations and when looking at religious festivals at the relevant times of year. -We also aim to include an element of ‘awe and wonder’ through sharing amazing facts about the French language and languages where relevant in lessons. 	<ul style="list-style-type: none"> - Topics are tackled based on the exploration and questioning of moral issues. We look at the role of the family and discuss who is important to us and why. -Children have the opportunity to express opinions and preferences. 	<ul style="list-style-type: none"> -Children are taught to interact in French with people and given the opportunity to practise with Madame and fellow pupils. - French gives the opportunity to develop interpersonal skills. Being able to use verbal and nonverbal means of communication strengthens children’s interactive capabilities, which are essential skills when considering social development. 	<ul style="list-style-type: none"> - French lessons offer an excellent opportunity to learn about another culture, while reflecting on our own British culture. The children will compare hobbies, homes, festivities, and other cultural events, it is essential that they are able to draw from their own experiences to fully engage. Direct comparisons serve to heighten their awareness of their own culture and develop a sense of pride and national identity. It is also a good opportunity to reflect upon our own cultural diversity -The chosen topics fit in with cultural events. Unit 13 is introduced in January talking about celebration food and a recipe for La Galette des Rois is examined, eaten in France to celebrate Epiphany. Children learn the similarities and differences in the way we live & relate learning to their own lives. -Children re-enact the French revolution and take part in our own version of the Tour de France (indoors, without bikes)

CULTURAL CAPITAL

Cultural capital is the essential knowledge that children need to prepare them for their future success.

French offers great opportunities to embed cultural capital. Learning a second language offers children a new perspective on the world, encouraging them to understand their own cultures and those of others. High standards of the teaching of French at Brabin's will lay the foundations for learning further languages at ks3 and beyond, equipping pupils to study and work in other countries. We seek to instil in children a love of learning languages and learning about new cultures.

Developing British Values within the French Curriculum

We have ensured that our curriculum scheme of work reflects the rich tapestry of our society. The children do not just study the language of French, they also explore the culture, celebrations, and traditions. By exploring a culture different from their own children foster an acceptance that people having different faiths and beliefs (or having none) should be accepted and tolerated and should not be the cause of discriminatory behaviour. We seek to show children the importance of identifying and combating discrimination.

WELLBEING AND MENTAL HEALTH.

We understand the importance of promoting children's well-being and positive mental health. Learning a language can help to boost children's confidence and improve their brain power. For some children having the opportunity to learn a new language may inspire them for future learning. Feeling inspired and having a focus can be incredibly important for our mental health and wellbeing.



FRENCH IN THE EARLY YEARS

Communication and language is one of the three prime areas in the Early Years Foundation Stage (EYFS) and involves giving children opportunity to:

- Experience a rich language environment
- Develop their confidence and skills in expressing themselves
- Speak and listen in a range of situations.

The teaching of a modern foreign language in primary schools does not have to be taught till year 3. However, we feel that giving the children the opportunity to begin this teaching in reception helps establish a positive attitude towards the subject. French is taught in the EYFS through songs, games, and visual aids. The use of puppets helps to engage the children. Repetition of songs and games help to embed the new learning in children's minds.

Assessment

HOW ALL LEARNERS ABILITIES ARE IDENTIFIED

All children are encouraged to be involved in the process of learning.

In lessons across the school, instant oral feedback is strived to be provided.

The children are made aware at the beginning of every topic the aims of the topic. Towards the end of the topic the children are asked if they believe the aims have been achieved. They will be asked to show this by (for example) reciting the alphabet. Lessons are also structured this way so that children are aware of the class objective for the lesson and can assess themselves at the end whether we/they have managed to achieve it. The books are a record of written achievement, children are asked to add a smiley or sad face below their work to indicate to me how challenging they have found it. Each term the children are assessed on whether they are meeting expectations, working above, or working below and these assessments are forwarded to the Headteacher and class teacher each term. The end of year assessments are included in the school reports for parents alongside a summary of material covered during the year.

Monitoring

HOW FRENCH PROVISION IS MONITORED

Monitoring is undertaken by Headteacher/Subject Leader. This is conducted regularly and includes: -

- Learning Environment Walkthroughs
- Monitoring of planning
- Pupil Voice
- Data Analysis
- Lesson Observation
- Action Planning

Impact

Children will leave Brabins having gained a knowledge of the foundations of the French language. Through the teaching and learning of French we hope to have fostered pupils' curiosity and deepened their understanding of the world. Learning the fundamentals of the French language will help further the fundamental skills and abilities in our pupils including self-confidence, interaction with and awareness of others, problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of enhanced creativity and mental flexibility. High standards of the teaching of French at Brabin's will lay the foundations for further foreign language teaching at key stage 3.

“Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others.”

The Key Stage 2 Framework for Languages (DfES 2005), Part Two, page 4.